

## REGULAR BOARD OF DIRECTORS MEETING

Wednesday, February 5, 2025 6:15 PM

South Umpqua School District, 558 Chadwick Ln, Myrtle Creek, OR 97457

1. **Call to Order/Roll Check**

2. **Flag Salute**

3. **Adoption or Adjustment of Agenda**

4. **Citizens Request of the Board**

5. **Superintendent Communication**

5.1. Enrollment Report

6. **Graduation and 9th Grade On Track**

7. **Strategic Plan Presentation**

8. **Financial Report**

9. **Student Services Update**

9.1. Attendance Data

10. **First reading and review of board policies:  
GBED and JECA**

11. **Consent Agenda (All items may be adopted by a  
single motion unless pulled for special  
consideration.)**

11.1. Approval of Regular Board Minutes,  
January 08, 2025

11.2. Retirement of Jackie Gann, PE Teacher at  
Canyonville School

11.3. Second reading and approval of board  
policies AC, GCBDA/GDBDA, GCBDC/GDBDC, IKF, IKFB,  
JHCD

11.4. Delete board policy JHCD/JHCDA

11.5. Review of board policy AR's- GCBDA/GDBDA-  
AR, GCBDC/GDBDC-AR, KG-AR, and JHCD-AR

11.6. Resignation of Michael Bonebrake, DLC  
Teacher at Tri City Elementary

11.7. Resignation of Deanna McHaffie,  
Elementary Teacher at Tri City Elementary

11.8. Resignation of Katherine McLaughlin,  
Director of Student Achievement

11.9. Employment of Jessalyn Hall, Math Teacher  
at South Umpqua High School

12. **Action Items**

12.1. Approve Resolution 2025-02, Douglas ESD Local  
Service Plan Resolution

12.2. Approve Memorandum of Understanding between the  
South Umpqua School District and Douglas County Bargaining

Council and South Umpqua Education Association, OEA/NEA

12.3. Approve the South Umpqua School District  
Strategic Plan

13. **Announcements**

14. **Board Member Comments**

15. **Board chair closing comments**

16. **Executive Session**

17. **Adjourn Meeting**



# Superintendent's Reports

February 5, 2025

To: Board of Directors  
From: Superintendent, Erika Bare  
**Subject: Superintendent Reports**  
Date: February 5, 2025

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## Summary:

Superintendent Erika Bare will provide announcements/reports to the Board on items of interest.

**Strategic Planning Update:** I am very excited to have Gayle here tonight to present the strategic plan. We have started planning the indicators we will track for success in making progress towards our goals, and the action steps needed to get us there. Already, the increased focus has supported us in some initial decision making for next year.

**Cybersecurity Breach:** As you know, PowerSchool had a data security breach that impacted both students and staff. We provided notification of the breach and have the information available on our website. PowerSchool is now in the process of contacting anyone who had their personal information shared to provide credit monitoring services. We are keeping the website updated so folks can stay informed as we get updates.

**Benchmark Testing:** We are wrapping up our first round of winter benchmarking utilizing DIBLES as our progress monitoring tool and initial results are promising. We are seeing a lot of student growth with our youngest readers, and we are excited about the trajectory we are on.

## Recent Activities/Celebrations:

- A group of high school students are involved in a STEM-related project and received a Samsung Solve for Tomorrow award. So exciting! The teachers involved are Matt Hess and Josh Zietlow.
- Coffeeberry's FBLA students delivered blankets that they made to kindergarten students at Myrtle Creek and Tri-City on January 23<sup>rd</sup>. Super sweet event!
- Continuing CTC training at all K-8 Sites. Just completed Tri-City and was working with Myrtle Creek and Canyonville just today!

## SUSD Enrollment Report

19-20	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry (303)	309	311	313	308	309	311	Enrollment frozen at February numbers due to COVID-19 Pandemic.			
Cville (208)	205	206	202	198	201	203				
HS (387)	407	402	405	392	392	389				
MCE (347)	300	302	302	304	292**	287				
MCE Pre-K*	19	19	19	19	20	19				
TCE (307)	309	308	303	300	308	302				
<b>Total (1552)</b>	<b>1549*</b>	1548	1544	1521	1522	1511				

20-21	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry (316)	314	310	309	311	312	311	312	311	308	308
Cville (197)	152	159	161	162	162	163	162	163	165	164
HS (414)	414	397	398	400	393	391	391	384	379	379
MCE (291)	270	261	264	266	267	265	269	275	275	275
MCE Pre-K*	12	12	12	12	16	15	15	14	14	14
TCE (306)	282	278	282	285	281	282	280	277	273	273
<b>Total (1524)</b>	<b>1444</b>	<b>1417</b>	<b>1426</b>	<b>1436</b>	<b>1431</b>	<b>1427</b>	<b>1429</b>	<b>1424</b>	<b>1414</b>	<b>1413</b>

21-22	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry (309)	282	281	282	282	282	288	285	289	281	277
Cville (172)	155	159	159	160	164	162	164	166	164	164
HS (398)	420	404	406	407	402	408	405	399	399	396
MCE (264)	303	292	291	286	291	285	283	295	294	293
TCE (282)	260	265	267	264	264	264	261	263	268	267
SU OLA	58	56	45	42	36	35	32	30	30	30
<b>Total (1425)</b>	<b>1478</b>	<b>1457</b>	<b>1450</b>	<b>1441</b>	<b>1439</b>	<b>1442</b>	<b>1430</b>	<b>1442</b>	<b>1436</b>	<b>1427</b>

22-23	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry (301)	286	288	286	284	286	281	277	272	264	265
Cville (164)	172	170	173	174	179	175	170	169	166	166
HS (398)	449	442	444	442	434	426	428	415	414	414
MCE (286)	274	279	284	285	283	287	285	287	290	290
TCE (268)	293	286	285	286	286	283	282	283	282	281
SU OLA (25)	12	13	13	13	13	13	13	12	12	12
<b>Total (1442)</b>	<b>1486</b>	<b>1478</b>	<b>1485</b>	<b>1484</b>	<b>1481</b>	<b>1465</b>	<b>1455</b>	<b>1438</b>	<b>1428</b>	<b>1428</b>

23-24	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry	288	283	282	284	285	278	273	268	263	260
Cville	165	165	166	169	170	166	168	168	168	168
HS	453	444	438	438	433	427	425	415	409	405
MCE	273	272	270	270	280	280	277	270	267	261
TCE	273	275	272	271	269	271	268	270	269	269
SU OLA	11	11	11	11	9	14	12	12	12	12
<b>Total (1465)</b>	<b>1463</b>	<b>1450</b>	<b>1439</b>	<b>1443</b>	<b>1446</b>	<b>1436</b>	<b>1423</b>	<b>1403</b>	<b>1388</b>	<b>1375</b>

24-25	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Cberry	270	273	275	273	274					
Cville	186	184	180	188	187					
HS	444	447	447	441	439					
MCE	268	259	256	258	257					
TCE	250	251	252	256	255					
SU OLA	0	0	0	0	0					
<b>Total (1431)</b>	<b>1418</b>	<b>1414</b>	<b>1410</b>	<b>1416</b>	<b>1412</b>					

# 2025 – 2030 Strategic Plan for South Umpqua School District

## February 4, 2025

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### **Pillar 1: Supported and Successful Students**

#### **Goals:**

1. Improve academic achievement by implementing high-leverage instructional practices across content areas and individualized support for all students.
2. Enhance social emotional learning (SEL) programs to support student well-being, belongingness, and school spirit.
3. Expand extracurricular opportunities, including arts, technical education, and clubs, to engage all students.
4. Hold all students to high behavioral expectations across the district.
5. Increase opportunities for experiential learning in elementary grades.
6. Create consistency in curriculum, policies, and practices across all schools.
7. Use data-driven approaches in PLCs and align vertical and horizontal academic standards.

### **Pillar 2: Empowered and Valued Staff**

#### **Goals:**

1. Enhance recruitment and retention efforts to ensure high quality staff in all positions by implementing high-leverage retention strategies and providing competitive compensation for all employees.
2. Provide meaningful professional development with follow-up and consistent implementation across all schools.
3. Ensure that all staff are recognized as educators, and everyone is provided with support regardless of their role.
4. Provide training for staff on managing diverse student needs, both academic and social emotional.
5. Build trust and communication among educators.

### **Pillar 3: Strong Family and Community Partnerships**

#### **Goals:**

1. Increase parent participation through varied and accessible opportunities for involvement.
2. Improve communication with families by standardizing district messaging and offering alternatives to social media.
3. Foster community engagement by promoting education's value and providing the resources and support that allow all families to partner in their child's education.
4. Collaborate with community organizations to expand resources like childcare, mental health support, and transportation.
5. Promoting employment opportunities that make it possible and desirable for graduates to remain within the district.
6. Offer extended school day programs, including before- and after-school activities and transportation.

### **Pillar 4: Modern and Safe Facilities**

#### **Goals:**

1. Renovate and maintain school facilities to create safe, healthy, and productive learning environments.
  2. Provide high quality infrastructure to support teaching and learning.
  3. Continue to monitor and implement best practices for building and student safety.
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## Superintendent's Reports

February 5, 2025

To: Board of Directors

From: Superintendent, Erika Bare  
Director of Fiscal Services, Shy Chapman

**Subject: Superintendent Reports – Fiscal Responsibility (Board Goal)**

Date: January 29<sup>th</sup>, 2025

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### Summary:

Superintendent Erika Bare and Director of Fiscal Services Shy Chapman will provide announcements/reports to the Board on Fiscal Responsibility.

*Financial Report:* Attached is our financial statement through January 29, 2025<sup>th</sup> showing a projected ending fund balance on June 30<sup>th</sup>, 2025, of \$3,786,513.

**South Umpqua School District #19**  
**Estimated 2024-2025 Revenues and Expenditures**  
**As of Jan 29, 2025**

**2024-2025 Fiscal Year**

	<i>Prior Year Actual Audited</i>	<b>2024-25 Budget</b>	<b>Actual YTD 1/29/25</b>	<b>Total Projected for the Year</b>	<b>Net Difference</b>
<b>REVENUE</b>					
Taxes, Current & Prior	3,971,604	4,105,724	3,856,897	4,105,724	-
Interest on Investments	564	500	-	500	-
Student Activities	54,111	58,000	9,865	58,000	-
Miscellaneous Local Sources	120,672	114,800	83,498	114,800	-
County School Fund	19,922	30,000	-	30,000	-
Other Intermediate Sources	4,359	2,456	2,277	2,456	-
ESD Flow Through	125,740	125,798	41,507	125,798	-
State School Support Fund	13,792,903	14,317,860	9,484,590	14,230,439	(87,421)
Common School Fund	193,908	194,000	-	194,000	-
Other State Grants In Aid	1,003	-	-	-	-
Federal Forest Fees	164,200	152,000	-	152,000	-
Other Miscellaneous Sources	37,722	-	-	-	-
<b>TOTAL REVENUE</b>	<b>18,486,708</b>	<b>19,101,138</b>	<b>13,478,635</b>	<b>19,013,717</b>	<b>(87,421)</b>
<b>ESTIMATED BEGINNING FUND BALANCE</b>	<b>4,349,812</b>	<b>4,109,745</b>	<b>5,076,392</b>	<b>5,076,392</b>	<b>966,647</b>
<b>TOTAL REVENUE &amp; BEG. FUND BALANCE</b>	<b>22,836,519</b>	<b>23,210,883</b>	<b>18,555,027</b>	<b>24,090,109</b>	<b>879,226</b>
<b>EXPENDITURES</b>					
Instruction					
Salaries	5,130,478	5,412,445	2,327,320	5,229,694	182,751
Associated Payroll Costs	2,741,036	3,677,414	1,282,852	2,895,430	781,984
Purchased Services	529,946	470,339	234,930	470,339	-
Supplies & Materials	126,285	788,685	334,845	788,685	-
Capital Outlay				-	-
Other Objects	10,990	26,650	8,724	26,650	-
Total Instruction	8,538,735	10,375,533	4,188,671	9,410,798	964,735
Support Services					
Salaries	2,916,261	3,403,130	1,591,476	3,317,135	85,995
Associated Payroll Costs	1,532,563	2,424,379	963,005	1,942,402	481,976
Purchased Services	2,438,618	2,819,856	1,269,990	2,819,856	-
Supplies & Materials	757,497	939,897	546,684	939,897	-
Capital Outlay	88,793	126,770	54,058	126,770	-
Other Objects	251,149	298,712	289,488	298,712	-
Total Support Services	7,984,880	10,012,744	4,714,702	9,444,772	567,971
Community and Enterprise Services					
Associated Payroll Costs	1,291	7,692	4,444	7,692	-
Transfers to Other Funds	1,235,220	1,440,334	1,415,993	1,440,334	-
				-	
<b>TOTAL EXPENDITURES</b>	<b>17,760,127</b>	<b>21,836,303</b>	<b>10,323,810</b>	<b>20,303,596</b>	<b>1,532,706</b>
<b>ESTIMATED ENDING FUND BALANCE</b>	<b>5,076,392</b>	<b>1,374,580</b>	<b>8,231,217</b>	<b>3,786,513</b>	<b>2,411,932</b>



# Superintendent's Reports

January 29, 2025

To: Board of Directors  
From: Student Services Director, Emily Veale  
Subject: **District Attendance Update**  
Date: January 29, 2025

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**Summary: 2023-24 to 2024-Current Attendance comparison**

***2023-24 School Year***

Grade	At or above 90%	Below 90%
Myrtle Creek Elementary	56.5 %	43.5 %
Tri City Elementary	58.6 %	41.4 %
Canyonville Elementary	63.8%	36.1%
Canyonville Middle School	71%	29%
Coffenberry Middle School	49.5 %	50.5 %
S. Umpqua High School	48.5 %	51.5 %

***2024-25 School Year – August to January 22***

Grade	At or above 90%	Below 90%
Myrtle Creek Elementary	67.7 %	32.2 %
Tri City Elementary	73.8 %	26.2 %
Canyonville Elementary	81.5%	18.5 %
Canyonville Secondary	65.8%	34.2%
Coffenberry Middle School	62.8 %	37.2 %
S.Umpqua High School	45 %	55 %

### District Attendance Team

- Includes Representatives from each building as well as the District

### Purpose:

- Analyze District attendance data
- Problem solve attendance challenges
- Look for new approaches for student and family engagement
- Work towards consistent attendance monitoring processes across buildings

### District Attendance Plan/Attendance Team

#### District Attendance Plan 2024-2025

Current Reality	Desired Reality
42% of students are chronically absent	Fewer than 20% of our students are chronically absent.

#### Root Cause One

Root Cause	Desired Reality
A lack of engagement and relevance for some students, particularly those who have fallen behind.	All students are engaged in relevant course work & receive the necessary supports to be successful.

Action Steps	Who	When
Relaunch RTI	Kate & Committee	Spring 2025
Instructional practices <b>PD plan</b> to include standards alignment, differentiation, & universal design	Kate & Erika	February 2025 <b>Plan ready closer to June</b>
Student Mentorship Plan @ HS	Freshman Success Team	On-going
Examine Course Offerings for Relevance	Middle School Team and Erika	January 2025
Utilize ESD Student Mentors	High School and Middle School Administration	January 2025
Increase opportunities to engage caregivers as volunteers	Site Administrators	December 2025
Increase the number of community/family events on our school campus'	Site administrators and parent groups	On-Going

### Root Cause 2

Root Cause	Desired Reality
Some parents do not see the value or importance of regular attendance.	Parents understand the importance of and prioritize regular school attendance.

Action Steps	Who	When
District Public Relations Campaign	Erika/Heather	On-Going
Share individual attendance visuals at conferences	Principals	Fall and Spring Conferences
Consistent PowerSchool notifications	Office Managers/Principals	As soon as operational
Consistent data team meetings with articulated school level plans	Site Administrators and Attendance Teams	
Empathy interviews with students & parents	Kate will send the empathy interview tools to site admin to utilize	November 30 <sup>th</sup> , 2024

### Root Cause 3

Root Cause	Desired Reality
Limited access to support for health care to address anxiety, depression & addiction.	All students have access to health care to address mental health & addiction.

Action Steps	Who	When
Check status of partnership with Evergreen	Emily	October 30, 2024
Strengthen and maintain partnership with Adapt. Work on reducing barriers to access	Emily	November 15, 2024
PR campaign for Parentguidance.org	Erika/Heather	Ongoing
Leverage nursing to make specific referrals for family Support	Emily/Student Services	Prior to Conferences

#### Root Cause 4

Root Cause	Desired Reality
Increase rates of staff absenteeism, and a seeming lack of connection with students.	Decrease rates of staff absenteeism & 100% of our students feel connected to an adult on campus.

Action Steps	Who	When
Provide an FAQ on appropriate uses of leave	Tabitha	November 20, 2024
Share impact on instruction with staff	Letter from Erika to Staff	
Examine impact of training schedule on staff attendance	Kate	Calendar Development
Look for day care partnerships	Erika/Emily	June 2025





# Superintendent's Reports

February 05, 2025

To: Board of Directors

From: Superintendent, Erika Bare

Subject: **Review of Board Policy- GBED and JECA**

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## Summary:

Superintendent Erika Bare will provide policy updates for review.

### **GBED – Medical Examinations/Drug Testing- Highly Recommended**

**Summary of Changes:** Updated language to align with current procedures

### **JECA - Admission of Resident Students\*\*, Highly Recommended**

**Summary:** Updated language 'alternative certificate' with 'certificate of attendance.

## **Medical Examinations and ~~Drug Testing~~\***

### **Medical Examinations**

The district may require medical examinations after an employment offer has been made to a job applicant and before the applicant begins employment duties. Any such requirement will ensure that all entering employees in the same job category will complete a medical examination regardless of disability.

All offers of employment may be made contingent on medical examination results.

Medical examinations will be conducted by a health care professional selected by the district. District-required medical examination expenses will be paid by the district.

The successful applicant must be qualified and must be able to perform the essential functions of a position with or without reasonable accommodations. The district may withdraw an offer of employment should the medical examination reveal that the individual does not satisfy certain employment criteria under the following conditions:

1. The exclusionary criteria are job related and consistent with business necessity;
2. There is no reasonable accommodation that will enable the individual with a disability to perform the essential functions of the job;
3. The medical condition poses a direct threat to the health or safety of others in the workplace and cannot be eliminated or reduced to an acceptable level by a reasonable modification of policies, practices, procedures or by the provision of auxiliary aids or services;
4. The requested or necessary accommodation would impose an undue hardship on the district, unless funding is available through other sources. Individuals with a disability may be offered an opportunity of paying for a portion of the costs that constitutes an undue hardship or of personally providing the accommodation.

### **~~Drug Testing~~**

~~Offers of employment for certain positions shall be contingent upon successful passage of a district required drug test. The district will require drug tests for safety-sensitive positions (e.g., bus drivers, heavy machinery operators) and positions in which the person is responsible for students' safety and security. 1 The district will designate when and where such testing will be conducted. The district will pay drug test related costs. The offer of employment will be withdrawn from candidates who test positive for drug.~~

~~Information the district receives regarding medical examinations and drug testing will be collected and maintained on separate forms and in separate files apart from personnel files. All such records will be kept confidential, maintained for a minimum of one year and released only in accordance with provisions of the Americans with Disabilities Act or other applicable laws.~~

## END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

[ORS 657.176](#)

[ORS 659A.133](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).  
Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317; 49 C.F.R. Parts 40, 382, 391-395 (2016).  
Lanier v. City of Woodburn, 518 F3d. 1147 (9th Cir. 2008).  
Americans with Disabilities Act Amendments Act of 2008.

## Admission of Resident Students\*\*

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
  - a. Has not yet received a regular high school diploma; or
  - b. Has received a modified diploma, an extended diploma or an alternative certificate of attendance.
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children<sup>1</sup> are considered resident of the district, if the district is the district of military residence<sup>2</sup> for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.
7. The Board district may, based on district criteria, deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.

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<sup>1</sup> "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

<sup>2</sup> "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

8. The **Board** district shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.
9. The **Board** district may, based on district criteria, provide alternative programs of instruction to a student has become a resident student and who is under expulsion from another district for a weapons policy violation.

END OF POLICY

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**Legal Reference(s):**

[ORS 109.056](#)  
[ORS 327.006](#)  
[ORS 339.115](#)

[ORS 339.133](#)  
[ORS 339.134](#)  
[ORS 339.139](#)

[ORS 433.26](#)

## Nondiscrimination and Civil Rights

{Required policy. 34 CFR § 106.45 requires grievance procedures for complaints of sex discrimination. OAR 581-021-0655(3) requires policy regarding civil rights coordinators.}

The district does not discriminate on any basis listed below and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual’s perceived or actual race<sup>1</sup>, color, religion, sex<sup>2</sup>, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans’ status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans’ status of any other persons with whom the individual associates.

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

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

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district’s administrative office and available on the home page of the district’s website.

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

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

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

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

The district will document and track:

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

### **Civil Rights Coordinator**

[The Superintendent is the district's civil rights coordinator.]

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
  - a. The notice of nondiscrimination<sup>3</sup> required by OAR 581-021-0045; and
  - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. {<sup>4</sup>} [Satisfy the training requirements in OAR 581-021-0660 (2)-(3)] [Satisfy the following training requirements:
  - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):
    - (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;

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

<sup>4</sup> {OAR 581-021-0655(3)(a) requires the district adopt a policy including the requirements in OAR 581-021-0660, including the training requirements referenced and listed here. The district can meet this requirement by choosing either of the two bracketed options.}

- (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
  - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
  - (4) Identifying discrimination and reports of discrimination;
  - (5) Responding to reports of discrimination;
  - (6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
  - (7) Preventing discrimination in public school programs and activities;
  - (8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
  - (9) Tracking and documenting reports of discrimination.
- b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:

- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
- (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
- (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
- (4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.<sup>5</sup>

END OF POLICY

**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 192.630](#)  
[ORS 326.051\(1\)\(e\)](#)  
[ORS 332.505](#)

[ORS 408.230](#)  
[ORS 659.805](#)  
[ORS 659.815](#)  
[ORS 659.850 - 659.860](#)  
[ORS 659.865](#)

[ORS 659A.006](#)  
[ORS 659A.009](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.040](#)  
[ORS 659A.103 - 659A.145](#)  
[ORS 659A.230 - 659A.233](#)

<sup>5</sup> Training must first be completed by June 30, 2025.  
[ORS 659A.001](#)  
[ORS 659A.003](#)

[ORS 659A.236](#)  
[ORS 659A.309](#)  
[ORS 659A.321](#)  
[ORS 659A.409](#)

~~ORAR 581-002-0001—002-0005~~

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-021-0047](#)  
~~OAR 581-021-0650 - 0665~~  
[OAR 581-022-2310](#)

[OAR 581-022-2370](#)  
~~OAR 581-075-0001 - 075-0005~~  
~~OAR 581-075-0901~~  
[OAR 839-003](#)

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

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

~~Americans with Disabilities Act of 1990~~/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2020~~2024).

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

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

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

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

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

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

## Family and Medical Leave \*

(Version 1)

{The law does not require districts to have a board-adopted policy, but the district is required to follow the law; having policy and an administrative regulation in place can assist with compliance. This policy is intended for districts with 50 or more employees as counted in accordance with ORS 659A.153. If the district has between 25 and 50 employees, the district should use version 2 of GCBDA/GDBDA – Family Leave \*. If the district does not have 25 employees, the district should not adopt this policy.}

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA)<sup>{1}</sup>, the Oregon Family Leave Act (OFLA)<sup>{2}</sup>, the Oregon Military Family Leave Act (OMFLA), Paid Family and Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

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

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. ~~For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins; there is no minimum average number of hours worked per week.~~ Special requirements apply during public health emergencies.

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

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<sup>1</sup> {Generally, FMLA applies only to entities with 50 or more employees, however, FMLA applies to all public elementary and secondary educational institutions. See 29 CFR 825.600(b). The rule regarding individual employee eligibility does apply: an employee is only eligible if the employee “is employed at a worksite where 50 or more employees are employed by the employer within 75 miles of that worksite.” See 29 CFR 825.110(a)(3). Consequently, FMLA applies to districts with fewer than 50 employees, but individual employees will not be eligible to receive benefits.}

<sup>2</sup> {OFLA applies to employers with 25 or more employees in Oregon (ORS 659A.153) and OMFLA applies to all public-sector employers in Oregon. (ORS 659A.090(2)) (Oregon BOLI Leave Laws – 2023 Edition)}

PFMLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years<sup>3</sup>, contributed to the PFMLI fund in the alternate or base years and are otherwise eligible.<sup>4</sup> PFMLI can be taken for family leave, medical leave or safe leave.<sup>5</sup>

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

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

END OF POLICY

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**Legal Reference(s):**

[ORS 332.507](#)  
[ORS 657B.010](#)  
[ORS 657B.025](#)  
[ORS 659A.090](#)  
[ORS 659A.093](#)  
[ORS 659A.096](#)  
[ORS 659A.099](#)  
[ORS 659A.150 - 659A.186](#)  
[OAR 839-009-02000210 - 03200460](#)

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<sup>3</sup> The wages are not required to have been earned for work in the district.

<sup>4</sup> See OAR 471-070-1010 for additional information.

<sup>5</sup> Time to effectuate the legal process for the placement of a child in foster care or a child being adopted qualifies for PFMLI starting January 1, 2025. Until then, leave is available through OFLA. {See SB 1515 (2024) Sections 4, 13, 21 and 25.}

~~Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).~~  
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (~~2012~~2018); Family and Medical Leave Act,  
29 C.F.R. Part 825 (~~2017~~2023).  
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (~~2019~~2023); 28 C.F.R. Part 35  
(~~2019~~2023).  
Escriva v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9<sup>th</sup> Cir. 2014).  
~~Senate Bill 999 (2023).~~  
Senate Bill 1515 (2024).

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

{Applies to employers who employ six or more employees in Oregon and meet the definition of “covered employer.”}

**Definitions**

1. ~~“Covered employer” means an employer who employs 6 or more individuals in the state of Oregon for each working day through each of 20 or more calendar workweeks in the year in which the eligible employee takes leave to address domestic violence, harassment, sexual assault or stalking, or in the year immediately preceding the year in which an eligible employee takes leave for domestic violence, harassment, sexual assault or stalking.~~
2. ~~“Eligible employee” means an employee who is a victim of domestic violence, harassment, sexual assault or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault or stalking.~~
3. ~~“Protective order” means an order authorized by Oregon Revised Statute (ORS) 30.866, 107.095(1)(c), 107.700 – 107.735, 124.005 – 124.040 or 163.730 – 163.750 or any other order that restrains an individual from contact with an eligible employee or the employee’s minor child or dependent.~~
4. ~~“Victim of domestic violence” means an individual who has been a victim of abuse as defined by ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.~~
5. ~~“Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065 and any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.~~
6. ~~“Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.467 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.~~
7. ~~“Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; or an individual designated as a victim of stalking by rule adopted under ORS 695A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.~~
8. ~~“Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault or stalking.~~

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

The district (covered employer<sup>1</sup>) shall allow an (eligible) employee<sup>2</sup> to take reasonable leave from employment for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, ~~or~~ harassment or stalking of, or the commission of a bias crime against the eligible employee or the employee's minor child or dependent;
3. To obtain, or to assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking;
4. To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent; or
5. To relocate<sup>3</sup> or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

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

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

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

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

1. The employee or employee's minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias, or stalking; and

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

<sup>2</sup> "Eligible employee" means an employee who is a victim of domestic violence, harassment, sexual assault, bias or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault, bias or stalking.

<sup>3</sup> "Relocate" is described in OAR 839-009-0345 (5).

2. The leave is taken for one of the identified purposes in this policy.

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

Sufficient certification to support a request for such leave includes:

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

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

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

## Definitions

1. "Protective order" means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent.
2. "Victim of bias" means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.
3. "Victim of domestic violence" means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
4. "Victim of harassment" means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.

5. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
6. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
7. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF POLICY

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**Legal Reference(s):**

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

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

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

# OSBA Model Sample Policy

Code: IKF

Adopted:

## Graduation Requirements\*\*

{If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in policy (see OAR 581-022-2000(1)). OAR 581-022-2115(13) requires districts to also have a policy on student-initiated test impropriety (model language to meet this requirement is also in policy IL – Assessment Program); OAR 581-022-2120 requires districts to have a policy about proficiency in Essential Skills in student languages of origin (currently waived through the 2027-28 school year); OAR 581-022-2020(3) requires districts to establish criteria for the certificate of attendance in policy.}

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

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

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

1. ~~A foster child~~ In foster care<sup>1</sup>;
2. Experiencing houselessness<sup>2</sup>;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;~~or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;  
or
7. <sup>3</sup>Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program<sup>4</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

<sup>1</sup> ~~As~~ "Foster child" is defined in ORS 30.297.

<sup>2</sup> {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

<sup>4</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education  
CR8/08/22 R11/24 | LFRS/LF

## Diploma

A high school diploma will be awarded to students<sup>5</sup> in grades 9 through 12 who complete a minimum of {<sup>6</sup>}24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts<sup>7</sup> (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (~~including~~ shall include 0.5 unit of US civics<sup>8</sup> credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, ~~civics,~~ geography, ~~and~~ economics (~~including personal finance~~) and <sup>9</sup>financial literacy);
5. <sup>10</sup>One-half credit of higher education and career path skills;
6. <sup>11</sup>One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages<sup>12</sup> (units shall be earned in any one or a combination).

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Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.~~962~~<sup>961</sup> or a hospital identified in ORS 343.261.

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

<sup>6</sup> {If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list.}

<sup>7</sup> “Language arts” includes reading, writing and other communications in any language, including English.

<sup>8</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

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

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

<sup>11</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>12</sup> “World languages” includes sign language, heritage languages and languages other than a student’s primary language.

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

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000 above, a student must<sup>[13]</sup>:

1. <sup>14</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

### Modified Diploma

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

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

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

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

<sup>13</sup> [The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).]

<sup>14</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

5. <sup>15</sup>One-half credit in personal financial education;
6. <sup>16</sup>One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

1. <sup>17</sup>Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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

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

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

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

<sup>16</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

<sup>17</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

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

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

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

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

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### [<sup>18</sup>] Essential Skills

The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

### Essential Skills Appeal

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

### Extended Diploma

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<sup>18</sup> {[OAR 581-022-2120(2) requires districts to have "policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students' language of origin." OAR 581-022-2120(4) waives this requirement through the 2027-28 school year.] Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote.}

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations.

To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six 6 credits in a self-contained special education classroom, and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language; and
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

~~Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.~~ For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### **Alternative Certificates**

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

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

### **Certificate of Attendance**

A <sup>{19}</sup>certificate of attendance<sup>20</sup> will be awarded to students who:

1. [Have maintained regular full-time attendance<sup>21</sup> for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history<sup>22</sup>.]

For students with a documented history<sup>23</sup>, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

### Other District Responsibilities

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

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

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<sup>19</sup> {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#).}

<sup>20</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

<sup>21</sup> {There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.}

[“Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences [are considered absences for this purpose] [will not be counted against a student.]]

[“Regular full-time attendance” means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.]

<sup>22</sup> “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

<sup>23</sup> “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate a certificate of attendance in the later of 4 years after starting the ninth grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy complete the requirements for a modified diploma, an extended diploma or an alternative certificate a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate a certificate of attendance in less than four 4 years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

A student who receives a modified diploma, an extended diploma, or an alternative certificate a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and. w When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that are is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form<sup>24</sup> and submitting the form to the district.

The district will issue a high school diploma ~~pursuant to Oregon law (ORS 332.114)~~ to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)  
[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

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<sup>24</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

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

*Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992*, published by the OREGON DEPARTMENT OF EDUCATION.

# OSBA Model Sample Policy

Code: IKFB  
Adopted:

## Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the [school] on the date selected by [the District].

The [district] [school]'s valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. Selection of speaker will be made by the principal or designee. All speeches will be reviewed and approved in advance by the building principal or designee.

All students [in good standing]<sup>[1]</sup> who have successfully completed the requirements for a high school diploma, or qualify to receive or receives a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance, including [a-students participating in a district-sponsored alternative education program and] a-students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear <sup>2</sup>“Native American [or other] items of cultural significance”<sup>3</sup> [or other items of cultural significance]<sup>4</sup>.

END OF POLICY

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<sup>1</sup> [A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.]

<sup>2</sup> “Native American items of cultural significance” means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

<sup>3</sup> {ORS 332.112 requires that districts allow students to wear “Native American items of cultural significance” to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.}

<sup>4</sup> The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

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**Legal Reference(s):**

[ORS 329](#).451  
[ORS 332](#).107  
[ORS 332](#).112  
[ORS 339](#).505  
[ORS 343](#).295

[ORS 659.850](#)  
[OAR 581](#)-021-0050  
[OAR 581](#)-021-0055  
[OAR 581](#)-021-0060  
[OAR 581](#)-022-2000

[OAR 581](#)-022-2010  
[OAR 581](#)-022-2015  
[OAR 581](#)-022-2020  
[OAR 581](#)-022-2505

31 OR. ATTY. GEN. OP. 428 (1964)

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

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

## **Medications\*\*/\***

{Required policy. The requirement for policy comes from ORS 339.866 (2).}

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid/CPR/AED card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

[<sup>1</sup>] A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student's parents or guardian.]

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 339.866 - 339.871](#)  
[ORS 433.800 - 433.830](#)  
[ORS 689.800](#)  
[OAR 166-400-0010\(17\)](#)  
[OAR 166-400-0060\(29\)](#)  
[OAR 333-055-0000 - 0035](#)  
[OAR 581-021-0037](#)  
[OAR 581-022-2220](#)  
[OAR 851-047-0000 - 0030](#)

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<sup>1</sup> {The district is not required to provide or administer this medication. If the district is going to provide for, and administer this medication, this policy language is required. If the district does not intend to provide or administer this medication, there is no requirement to include this language in this policy.}

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).  
OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.  
House Bill 1552 (2024).



# Superintendent's Reports

January 08, 2025

To: Board of Directors

From: Superintendent, Erika Bare

Subject: Review of Board Policy- AC, GCBDA/GDBDA, GCBDC/GDBDC, IKF, IKFB, JHCD

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## Summary:

Superintendent Erika Bare will provide policy updates for review.

### **AC – Nondiscrimination and Civil Rights- Required Policy**

**Summary of Changes:** The Oregon State Board of Education recently adopted rules implementing ORS 332.505 regarding civil rights coordinators. These rules outline policy and practice requirements. Additional language has been added to policy.

### **GCBDA/GDBDA- Family and Medical Leave- Highly Recommended**

**Summary of Changes:** Policy updates to align with changes in Oregon law regarding leave. This includes changes from SB 1515 (2024) and numerous rule changes to match.

The biggest change governs what conditions qualify for leave taken through the Oregon Family Leave Act (OFLA) and Paid Family and Medical Leave Insurance (PFMLI). While these leave allotments used to run concurrently in many situations, they now cannot be taken concurrently.

### **KG-AR- Administrative Procedures and Fee Schedule**

**Summary:** Updated who is required to sign off on facility request forms. Added Superintendent or designee.

### **JHCD- AR- Medications- Required Policy**

**Summary of Changes:** Updates to align with the recent change in policy JHCD.

**Family and Medical Leave \***  
(Version 1)

{The law does not require districts to have this information in an administrative regulation (AR), but the district is required to follow the law; having an AR in place can assist with compliance. This AR is intended for districts with 50 or more employees. If the district has between 25 and 50 employees, use version 2 (Oregon Family Leave Act (OFLA)) of GCBDA/GDBDA-AR(1) - Family Leave \*. If the district does not have 25 employees, the district should not use this AR.}

**Employee Eligibility**

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

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

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days<sup>1</sup> immediately prior to the first day of the start of the requested leave.<sup>2</sup>

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

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

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

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

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<sup>1</sup> Thirty days during a declared public health emergency.

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

2. Is eligible to take OFLA leave:
  - a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
  - b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

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

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

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

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

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

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

### **Qualifying Reason**

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

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<sup>3</sup> As defined in ORS 656.005.

1. Serious health condition of the employee or the employee’s covered family member. “Serious health condition” means an illness, injury, impairment or physical or mental condition that involves inpatient care<sup>4</sup> or continuing treatment by a health care provider<sup>5</sup>.
2. Parental leave<sup>6</sup> (separate from eligible leave as a result of a child’s serious health condition):
  - a. Bonding with and caring for the employee’s newborn child (within 12 months following birth);
  - b. Bonding with and caring for a newly adopted child or newly placed child in foster care<sup>{7}</sup> under the age of 18 (within 12 months of placement);
  - c. Caring for a newly adopted child or newly placed child in foster care 18 years of age or older who is incapable of self-care because of a mental or physical disability (within 12 months of placement);
  - d. Time to effectuate the legal process required for placement of a child in foster care or the adoption of a child.
3. Military caregiver leave: leave for the care for spouse, child or next-of-kin who is a covered servicemember with a serious injury or illness;
4. Qualifying exigency leave: leave arising out of deployment to a foreign country of the employee’s spouse, child or parent who is a military member on active duty or call to covered active duty status.

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

1. Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child or for prenatal care, including fertility or infertility treatment.
2. Sick child leave: leave taken to care for an employee’s child suffering from an illness, injury, or condition that requires home care. Under OFLA, sick child leave includes leave to care for an employee’s child whose school or child care provider has been closed<sup>8</sup> in conjunction with a statewide public health emergency declared by a public health official.<sup>9</sup>

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

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

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

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

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

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

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable;
3. A statement from the employee that no other family member of the child is willing and able to care for the child; and

3. Bereavement leave: leave taken to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member.<sup>10</sup> [When such leave is used for a family member who is related by affinity, the district requires an attestation form signed and submitted by the employee.]
4. [Child placement leave: leave taken under OFLA before January 1, 2025, to effectuate the legal process required for placement of a foster child or the adoption of a child.]
5. [Leave previously protected by OFLA<sup>11</sup>: 1) leave to which an eligible employee was entitled under ORS 659A.150 - ORS 659A.186 on June 30, 2024; and 2) leave to which an eligible employee would not be entitled under ORS 659A.150 - ORS 659A.186 on July 1, 2024 and may now be entitled leave under Paid Family Medical Leave (ORS 657B).]

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

## Definitions

1. Family member:
  - a. For the purposes of FMLA, “family member” means:
    - (1) Spouse<sup>12</sup>;
    - (2) Parent<sup>13</sup>;
    - (3) Child; or
    - (4) Persons who are “in loco parentis.”
  - b. For the purposes of OFLA, “family member” means an eligible employee’s:
    - (1) Spouse or domestic partner;
    - (2) Child or the child’s spouse or domestic partner;
    - (3) Parent or the parent’s spouse or domestic partner;
    - (4) Sibling or stepsibling, or the sibling’s or stepsibling’s spouse or domestic partner;
    - (5) Grandparent or the grandparent’s spouse or domestic partner;
    - (6) Grandchild or the grandchild’s spouse or domestic partner; or

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4. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

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

<sup>11</sup> OAR 839-009-0215. OFLA: Leave Previously Protected by OFLA.

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

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

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

2. Child:

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

3. In loco parentis:

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

4. Next of kin:

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

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

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

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

e. First cousins.

5. Covered servicemembers:

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

6. Covered veteran:

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

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

7. Public health emergency:

For OFLA a “public health emergency” means;

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

## Leave Period

For the purposes of calculating an employee’s leave period for FMLA, the district will use [52 consecutive weeks measured forward from the Sunday immediately preceding the first day of your leave]

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

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

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

## Leave Duration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12<sup>17</sup>. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 months worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek<sup>18</sup>. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

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

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

### **Intermittent Leave**

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

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

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

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

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

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

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

<sup>19</sup> See 29 CFR § 825.200(h).

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

### **Alternate Work Assignment**

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

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

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

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

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

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

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

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

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

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

### **Special Rules for School Employees**

For the purposes of FMLA, "instructional employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as interpreters<sup>20</sup> for the hearing impaired, are included in this definition. This definition does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

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

#### **1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days**

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

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

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

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<sup>20</sup> 29 CFR 825.600(c) uses "signers."

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

## 2. Limitation on Leave Near the End of the Term<sup>21</sup>

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

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

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

For the purposes of OFLA leave, if an employee<sup>22</sup> begins a period of bereavement leave during the three-week period before the end of the term and the duration of the leave is greater than five working days, the district may require the employee continue on family leave until the end of the term.

### **Paid/Unpaid Leave**

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

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

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

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

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

## **Benefits and Insurance**

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

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

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

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

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

## **Fitness-for-Duty Verification**

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

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

<sup>24</sup> See also ORS 342.934(4)(d) in reduction force situations.

## Application

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

For purposes of OFLA, an eligible employee shall provide at least [ <sup>25</sup>30] days' written notice of the need for foreseeable leave before starting family leave. An employee may commence family leave without prior notice in the event of: an unexpected illness, injury or condition of a child of the employee that requires home care; the death of a family member; or an illness, injury or condition related to the employee's own pregnancy or childbirth that disables the employee from performing any available job duties offered by the district. If an employee commences leave without prior notice as allowed above, the employee must give oral notice<sup>26</sup> to the employer within 24 hours of the commencement of the leave and must provide the written notice within three days after returning to work. Failure of an employee to provide the required notice for leave may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

The district may request additional information<sup>27</sup> to determine the requested leave qualifies as FMLA or OFLA leave. The district may designate the employee as provisionally on FMLA or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take leave must follow the district's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. In most situations, as soon as practicable will be within one business day of an employee becoming aware of the need. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.<sup>28</sup>

For the purposes of OFLA, if an eligible employee is taking leave in an unforeseeable situation, an employee must give oral or written notice<sup>29</sup> within 24 hours before or after commencement of the leave. In

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<sup>25</sup> {This number of days should align with the days provided in the leave request form.}

<sup>26</sup> Oral notice may be given by any other person on behalf of the employee taking the leave.

<sup>27</sup> Except in cases to verify OFLA bereavement leave unless the district requires the use of an attestation form for purposes of determining affinity.

<sup>28</sup> See 29 CFR § 825.304.

<sup>29</sup> Notice may be given by any other person on behalf of the employee taking the leave.

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

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

## **Verification**

Under FMLA, the district may require an eligible employee to provide medical certification, when appropriate<sup>30</sup>, to support the stated reason for such leave. In most cases, the district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. The employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required, unless not practicable. Any additional certifications, including second and third opinions, will be in accordance with applicable law.

Under OFLA, the district may require an eligible employee to provide medical verification, when appropriate<sup>31</sup>, to support the stated reason for qualifying OFLA leave. The district will provide written notification to an employee of this requirement and state the consequences for failure to provide the requested medical verification. If the employee gives advance written notice of foreseeable leave, the district may require the employee to provide medical verification for OFLA leave before the leave starts. If the employee begins unforeseeable OFLA leave without prior notice, the employee is required to submit such medical verification within 15 calendar days after receipt of the district's request for medical verification. The employee may be subject to disciplinary action for not providing the requested medical verification.

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

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

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

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<sup>30</sup> Medical verification is not allowed in every situation. Review current laws and guidance for more information.

<sup>31</sup> Medical verification is not allowed in every situation. Review current laws and guidance for more information. (OAR 839-009-0260)

## **Posted Notice**

The district will post the Bureau of Labor and Industries Family Leave notice in each building or worksite in an area that is accessible to and regularly frequented by employees.<sup>32</sup> The district will also post a notice explaining the provisions of FMLA and providing information concerning the procedures for filing complaints.<sup>33</sup>

## **Record Keeping**

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

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

## **Federal vs. State Law**

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

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<sup>32</sup> [https://www.oregon.gov/boli/employers/Documents/BOLI\\_Printable\\_FamilyMedLv.pdf](https://www.oregon.gov/boli/employers/Documents/BOLI_Printable_FamilyMedLv.pdf); electronic posting is not sufficient to satisfy this requirement, but may be used to supplement the physical posting.

<sup>33</sup> <https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/fmlaen.pdf>; electronic posting is sufficient as long as it is posted prominently where it can be readily seen by employees and applicants for employees. The poster and the text must be large enough to be easily read and contain fully legible text.

Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave

{Applies to employers who employ six or more employees in Oregon and meet the definition of “covered employer.”}

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

PLEASE PRINT

Name of eligible-employee \_\_\_\_\_

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

Effective date of the leave \_\_\_\_\_

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

The requested leave is for:

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

The leave is for:

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

<sup>1</sup> “Relocate” is described in OAR 839-009-0345 (5).

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

- A copy of a report from law enforcement indicating ~~that the eligible employee~~ myself or ~~the eligible employee's~~ my minor child or dependent ~~was~~ is a victim ~~or alleged victim~~ of domestic violence, harassment, sexual assault, bias, or stalking.
- A copy of a protective order or ~~any other order that restrains an individual from contact with an eligible employee or the employee's minor child or dependent,~~ other evidence from a court, administrative agency or attorney that ~~the eligible employee~~ I or my minor child or dependent appeared in or is preparing for a civil or criminal ~~administrative~~ proceeding related to domestic violence, harassment, sexual assault, bias, or stalking ~~or other order authorized by ORS 30.866, 107.095(1)(c), 107.700–107.735, 124.005–124.040 or 163.730–163.750.~~
- Documentation from an attorney, law enforcement officer, health care professional, licensed mental health professional or counselor, member of the clergy, employee of the Department of Justice division providing victim and survivor services or victim services provider ~~with or from whom the eligible employee or the eligible employee's~~ that I or my minor child or dependent is receiving services.

I understand ~~that~~ [I may use accrued paid leave, including ~~personal and~~ sick leave, ~~or accrued~~ vacation leave or any other paid leave that is offered by the district [in the order specified by the [district] [applicable collective bargaining agreement].] ~~[the district requires me to use any accrued sick leave, vacation, personal leave days or other paid time established by Board policy(ies) and/or collective bargaining agreement in the order specified by the district.]~~

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

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

Signature of employee: \_\_\_\_\_ Date: \_\_\_\_\_

# South Umpqua School District 19

Code: **KG-AR**

Revised/Reviewed: 1/19/11; 10/18/17; 10/06/23;  
12/6/23; 1/16/24, 02/05/25

## **Administrative Procedure and Fee Schedule**

The following administrative regulation includes general rules and procedures governing the use of district facilities by eligible community groups. A list of rates for the use/rental of these facilities has also been established and will be updated by the Board as deemed necessary.

### **Building Use Priorities**

Use of district facilities by eligible community groups is encouraged provided such activities can be scheduled to avoid conflicts with regular school and school sponsored activities. The building principal shall use the following priority list for scheduling building, field, or grounds usage:

1. Activities directly related to the required K-12 school program, including graduation;
2. Activities of the extracurricular K-12 school program and its club sports and seasonal programs;
3. School-sponsored programs such as classes and workshops;
4. Youth-related non-school activities conducted for the purpose of benefitting South Umpqua School District resident pupils exclusively;
5. Adult-related non-school activities and youth related non-school activities conducted for the purpose of benefitting school age children in general;

### **General Procedures**

The building principal has the authority for scheduling and renting the school facility. The principal's, superintendent or designee, and facility manager's signature is required on the agreement form. For certain activities, the superintendent may require the building principal (or his/her designee) to be present to insure compliance with all facility usage procedures and requirements.

A copy of the rental agreement is to be forwarded to the district business office. Any rental fees are to be collected in advance and promptly remitted to the business office.

### **Facility Use Rules**

1. Facility use will be granted for a single date or a period not to exceed three months. Requests must be resubmitted if the permitted user desires to continue using the facility beyond three months and will be renewed in three-month increments.
2. Keys or electronic cards will be assigned to the person completing the Facility Use Permit form by the office manager and are not to be shared with anyone not designated on the Facility Use Permit.

3. The permitted user of district facilities is responsible for proper care and adequate supervision during the permitted activity and is expected to treat the facilities with respect and exercise care to prevent any damage to the district facilities. The user is expected to leave the facility in as good a condition as they found it. In the event of damage resulting from inadequate care or supervision, a fair assessment of the damages will be made, and repairs of the damages paid for by the Facility User Permit applicant.
4. Non-school sponsored groups must carry, maintain and provide proof of general liability insurance coverage with limits of not less than \$1 million per occurrence and to name the District as a named insured under the general liability insurance policy. The superintendent may wave this requirement in certain circumstances upon consultation with the district insurance provider.
5. All permitted users of district facilities must comply with all restrictions placed on the facility by the fire marshal.

### **Free Uses of Facilities**

The building principal may grant the free use of facilities to community organizations as determined by district facility use policy. Free use will be allowed for the following:

1. Political parties for precinct organizational meetings and precinct elections required by law;
2. Douglas County or State of Oregon for use in the performance of their duties to the public;
3. State of Oregon and other public agencies for staff training or examinations;
4. Umpqua Community College or other educational institutions;
5. Nonprofit community organizations; 501(c)(3) required
6. PTA's, Booster Clubs, etc.

### **Use Subject to Payment of Fees**

If a community group is charging admission from the participants, the principal should charge rent for use of district facilities. There must also be a charge for extra salaries if district personnel are required to work overtime because of the activity.

Nonprofit community groups providing programs and activities for children may be allowed to use the facilities free of charge. Adult groups meeting for non-educational purposes will be charged for use of the facilities. Groups asking to use facilities with the intent of raising money for non-school purposes will be charged. If activity is both youth and adult related the higher adult rate will be charged.

## Rental Fee Schedule

The district has established a schedule of fees for use of district facilities and the principal or designee at each site shall collect those fees before use. Facility fees are per hour not per use.

### Rental Fee Schedule per Hour

Facility	Youth Private Non-school Related	Adult Non-school Related
HS Theater	\$50/hr	\$65/hr
High school gymnasium	\$50/hr	\$65/hr
HS/MS locker room	\$25/hr	\$35/hr
HS Multipurpose room	\$15/hr	\$25/hr
Practice facility	\$35/hr	\$45/hr
Middle school gymnasium	\$35/hr	\$45/hr
CMS multipurpose room	\$35/hr	\$45/hr
Elementary multipurpose room	\$15/hr	\$25/hr
CV community center	\$15/hr	\$25/hr
Classrooms	\$10/hr	\$15/hr
Computer labs	\$20/hr	\$30/hr
Library	\$15/hr	\$25/hr
Fields	\$15/hr	\$20/hr
Kitchen \$20/hr Kitchen and specialized equipment will include hiring a SUSD food service employee who must be there while equipment is in use for an additional \$40 per hour.		
<b>Additional Costs</b>		
Stage lighting (simple, no color)	\$25 per use	
HS stadium lights	\$20/hr	
Microphones/Overhead Projector Video equipment	\$20 per item	
Labor Costs *If required by superintendent	\$30/hr supervisory \$20/hr custodian	

If it is determined that the hourly rate originally purchased is exceeded, the district reserves the right to charge up to the next full hour.

**Medications\*\*/\***

{Required administrative regulation. The requirement comes from ORS 339.866 (2).}

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated district personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

**1. Definitions<sup>1</sup>**

- a. ["Administer" means the direct application of a drug or device whether by injection, inhalation, ingestion, or any other means, to the body of a patient or research subject by: (1) a practitioner or the practitioner's authorized agent; or (2) the patient or research subject at the direction of the practitioner. (ORS 689.005)]
- b. "Adrenal crisis" means a sudden, severe worsening of symptoms associated with adrenal insufficiency, such as severe pain in the lower back, abdomen or legs, vomiting, diarrhea, dehydration, low blood pressure or loss of consciousness. (ORS 433.800)
- c. "Adrenal insufficiency" means a hormonal disorder that occurs when the adrenal glands do not produce enough adrenal hormones. (ORS 433.800)
- d. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention. (ORS 339.866)
- e. "Delegation" means a formal delegation of a nursing procedure by a registered nurse to district personnel in accordance with the Oregon Nurse Practice Act. (OAR Chapter 851)
- f. "Designated personnel" means the school personnel designated and trained to administer medication pursuant to district policy and procedure.
- g. "Medication" means medication that is not injected; premeasured doses of epinephrine that are injected; medication that is available for treating adrenal insufficiency; and Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug. "Medication" also means any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. "Medication" does not include nonprescription sunscreen. (ORS 339.866; ORS 339.867)
- h. "Nonprescription medication" means nonprescription drugs as defined in ORS 689.005, which means drugs that may be sold without prescription and that are prepackaged for use by the consumer and labeled in accordance with the requirements of the statutes and regulations of this state and the federal government. (OAR 581-021-0037)
- i. "Notice of a diagnosis of adrenal insufficiency" means written notice to the district from the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat

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<sup>1</sup> There are several laws that apply to medications in schools. Some of these laws have unique definitions that may apply in specific situations. If the applicable law uses a definition that varies from the definition here, use the definition in the law.

adrenal insufficiency crisis, and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered. (OAR 581-021-0037)

- j. [“Opioid overdose” means a medical condition that causes depressed consciousness, depressed respiratory function or the impairment of vital bodily functions as a result of ingesting opioids. (ORS 689.800)]
- k. “Prescriber<sup>2</sup>” means a “practitioner” as defined in ORS 689.005, which means a person licensed and operating within the scope of such license to prescribe, dispense, conduct research with respect to or administer drugs in the course of professional practice or research: (a) in this state; or (b) in another state or territory of the U.S. if the person does not reside in Oregon and is registered under the federal Controlled Substances Act. (OAR 581-021-0037)
- l. “Prescription medication” means a “prescription drug” as defined in ORS 689.005, which means a drug that is: required by federal law, prior to being dispensed or delivered, to be labeled with “Caution: Federal law prohibited dispensing without prescription” or “Caution: Federal law restricts this drug to use by or on the order of a licensed veterinarian”; or required by any applicable federal or state law or regulation to be dispensed on prescription only or is restricted to use by practitioners only.
- m. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, or dust. (ORS 339.866)
- n. “Short-acting opioid antagonist” means any short-acting drug approved by the U.S. Food and Drug Administration for the complete or partial reversal of an opioid overdose. (ORS 689.800)

## 2. Designated Staff/Training

- a. Medications, including injectable medications, may be administered by trained personnel as part of a formal delegation by a registered nurse.
- b. The principal, in consultation with the school nurse, will designate district personnel authorized to administer prescription or nonprescription medication to a student which takes into account when the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school-or district-sponsored activities, and may include when a student is in a before-school or after-school care program on school-owned property when required by law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules, policy and this administrative regulation.
- c. The district will provide staff who are designated personnel to administer prescription or nonprescription medication access to a school nurse.
- d. The principal will ensure the annual training required by Oregon law is provided to designated district personnel. Training must be conducted by a qualified trainer, which is a person who is familiar with the delivery of health services in a school setting and who is either a registered nurse licensed by the Oregon State Board of Nursing or a prescriber. District personnel designated to administer epinephrine, glucagon, and medication to treat adrenal insufficiency shall be trained using related training developed by the Oregon Health Authority (OHA). The first training and every third training thereafter shall be provided in-person<sup>3</sup>. During

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<sup>2</sup> A registered nurse who is employed by a district or local public health authority to provide nursing services at a district may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the district for not more than 90 days.

<sup>3</sup> An online training may qualify as “in-person” when these measures are met: content is provided via synchronous, interactive online sessions with a trainer and learners visible on screen; trainers must be licensed and work within their scope of practice;

- subsequent years, designated district personnel may complete an online training so long as a trainer is available following the training to answer questions and provide clarification.
- e. The training for district personnel will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, discussion of the following: safe storage, administration, handling and disposing of medications; accessibility of medication during an emergency; record keeping; whether response to medication should be monitored by designated personnel and the role of designated personnel in such monitoring; emergency medical response procedures following administration of the medication; confidentiality of health information; and assessment of gained knowledge. Training as recommended and/or approved by ODE will be used.
  - f. The district shall maintain documentation of district personnel's completion of training in accordance with OAR 166-400-0010.

### 3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained district personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic response, regardless of whether the student or individual has a prescription for epinephrine.

### 4. Administering Short-Acting Opioid Antagonists

[<sup>4</sup>] A short-acting opioid antagonist may be administered by any district personnel<sup>5</sup> to any student or other individual, on school premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an overdose of an opioid drug.

The [principal] [or Designee] shall immediately notify the parent or guardian of a minor student enrolled in a school within the district when a short-acting opioid antagonist is administered to the student while at school, on school property under the jurisdiction of the district or at any activity under the jurisdiction of the district.]

The district shall provide to the parent or legal guardian of each minor student enrolled in a school in the district information regarding short-acting opioid antagonists. The information will include at least:

- a. A description of short-acting opioid antagonists and their purpose;
- b. A statement regarding, in an emergency situation, the risks of administering to an individual a short-acting opioid antagonist and the risks of not administering to an individual a short-acting opioid antagonist;
- c. A statement identifying which schools in the district, if any, have short-acting opioid antagonists, and the necessary medical supplies to administer short-acting opioid antagonists, onsite and available for emergency situations; and

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and include in-person, skills demonstration for training developed by the Oregon Health Authority for epinephrine, glucagon, and for medication to treat adrenal insufficiency.

<sup>4</sup> {If the district plans to provide for, and administer a short-acting opioid antagonist, this bracketed language is highly recommended. If the district does not intend to provide and/or administer this medication, there is no requirement to include this language.}

<sup>5</sup> Including district personnel who have not received medication administration training.

- d. A statement that a representative of the district may administer a short-acting opioid antagonist to a student in an emergency if the student appears to be unconscious and experiencing an opioid overdose.

5. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a district-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and/or in transit to or from a school or a district-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal of the school the student attends will designate one or more district personnel to receive training and be responsible for administering the medication to treat adrenal insufficiency to a student in the event the student exhibits symptoms the district personnel believe in good faith indicate the student is experiencing symptoms of adrenal crisis;
- b. The designated personnel will successfully complete required training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis;
- c. The student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will develop an individualized health care plan for the student;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available district staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
  - (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
    - (a) The written permission of the student's parent or guardian; and
    - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:
      - (i) Name of the student;
      - (ii) Name of the medication;
      - (iii) Method of administration;
      - (iv) Dosage;
      - (v) Frequency of administration;
      - (vi) Other special instructions from the prescriber, if any; and
      - (vii) Signature of the prescriber.

The prescription medication is provided in the original prescription packaging by the student's parent or guardian. The prescription label prepared by a pharmacist at the direction of the prescriber, will be sufficient to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
- (a) The nonprescription medication is necessary for the student to remain in school;
  - (b) The nonprescription medication is:
    - (i) Provided in the original manufacturer's container by the student's parent or guardian; or
    - (ii) Is part of the district's stock medication program in compliance with the Oregon Board of Pharmacy rules including OAR 855-035-0005.
  - (c) The written instruction and permission from the student's parent or guardian for the administration of the nonprescription medication<sup>6</sup> includes:
    - (i) Name of the student;
    - (ii) Name of the medication;
    - (iii) Method of administration;
    - (iv) Dosage;
    - (v) Frequency of administration;
    - (vi) Other special instructions, if any; and
    - (vii) Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- (d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
  - (i) Name of the student;
  - (ii) Name of the medication;
  - (iii) Dosage;
  - (iv) Method of administration;
  - (v) Frequency of administration;
  - (vi) A statement that the medication must be administered while the student is in school;
  - (vii) Other special instructions, if any; and
  - (viii) Signature of the prescriber.

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<sup>6</sup> For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 6.a.(2)(d).

- b. The principal or designee will require an individualized health care plan or allergy plan be developed for every student with a need to manage asthma or a known life-threatening allergy. A plan will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic responses, and include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity;
- c. A student being administered a medication may be monitored by designated personnel to monitor the student's response to the medication;
- d. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- e. It is the student's parent or guardian's responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- f. It is the student's parent or guardian's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- g. In the event a student refuses medication, the parent or guardian will be notified immediately. No attempt will be made to administer medication to a student who refuses a medication;
- h. Any error in administration of a medication will be reported to the parent or guardian immediately and documented on a medication administration record. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- i. Medication shall not be administered until the necessary permission form and written instructions have been submitted and received as required by the district.

7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer prescription or nonprescription medication to themselves without assistance from designated personnel and is subject to the following:
  - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
    - (a) The written permission from a parent or guardian and other documentation requested by the district must be submitted for self-medication of all prescription medications;
    - (b) If the student has asthma or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
    - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a district setting.

- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication<sup>7</sup> and must have:
  - (a) The written permission of the student’s parent or guardian;
  - (b) The student’s name affixed to the manufacturer’s original container; and
  - (c) The permission to self-administer medication from a building administrator.
  
- (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
  - (a) The written permission of the student’s parent or guardian; and
  - (b) A written order from the student’s prescriber that includes:
    - (i) Name of the student;
    - (ii) Name of the medication;
    - (iii) Dosage;
    - (iv) Method of administration;
    - (v) Frequency of administration;
    - (vi) A statement that the medication must be administered while the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school or district-sponsored activities;
    - (vii) Other special instructions, if any; and
    - (viii) Signature of the prescriber.
  
- b. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. A student may have in their possession only the amount of medication needed for that school day, except for manufacturer’s packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- d. The sharing and/or borrowing by a student of any medication with another student is strictly prohibited<sup>[8]</sup>;
- e. The district personnel will request backup medication, when the medication is to treat a student’s asthma or severe allergy emergency, from the student’s parent or guardian. Backup medication, if provided by a student’s parent or guardian, will be kept at the student’s school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
- g. The permission for a student to administer medication to themselves may be revoked if the student does not responsibly self-administer the medication or abuses the use of the medication as determined by district personnel;
- h. A student may be subject to discipline, up to and including expulsion, as appropriate for violations of these procedures;

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<sup>7</sup> For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 7.a.(3).

<sup>8</sup> [Except for short-acting opioid antagonists.]

- i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication[.] [;]
- j. [The district allows the application of and use by students of nonprescription sunscreen, including sunscreen that contains para-aminobenzoic acid, without any required documentation from a licensed health care professional per ORS 339.874.]

8. Handling, Monitoring and Safe Storage of Medication Supplies for Administration of Medication

- a. Any medication must be delivered to the school in its original manufacturer's or current prescription container, accompanied by the permission form and written instructions, as required above.
- b. Prescription medication must always be the most current prescription and kept in the original, labeled container.
- c. Nonprescription medication must be kept in original manufacturer's bottle or box.
- d. [Never administer medication sent to school in unlabeled containers.]
- e. [Never repackage medication into a plastic bag or other container for any reason.]
- f. Medication in any form categorized as a sedative, stimulant, anti-convulsive, narcotic analgesic or psychotropic medication will be counted or measured by designated personnel or parent or guardian in the presence of another district employee upon receipt [and initialed by the two individuals who counted or witnessed the procedure], documented in the student's medication administration record (MAR) and routinely monitored during storage and administration. Any discrepancies will be reported to the principal immediately and documented in the student's MAR. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
- g. Designated personnel will follow the written instructions of the prescriber and the student's parent or guardian, and training guidelines as may be recommended by ODE for administering all forms of prescription and/or nonprescription medications.
- h. Medication will be secured as follows:
  - (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box in a secure area;
  - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication in a secure area;
  - (3) Access to medication storage keys will be limited to the principal and designated personnel.
- i. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
- j. When medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian immediately.

9. Emergency Response

- a. Designated personnel will immediately call 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects and allergic reactions, including the administration of epinephrine. The parent or guardian, and principal will be notified immediately.
- b. Adverse reactions which result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately.

- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.
- d. Any available staff will immediately call 911 when a short-acting opioid antagonist is administered to any student or other individual on district premises.

## 10. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian, at the end of the school year or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in the presence of another school employee. The medication may be disposed through a designated drug take-back collection program or in a nonrecoverable fashion as follows:
  - (1) Medication will be removed from its original container and personal information will be destroyed;
  - (2) Mix with an undesirable substance, e.g., coffee grounds, used cat litter;
  - (3) Place in a plastic bag or other sealable container, e.g., such as an empty plastic container; and
  - (4) Place the sealed container with the mixture in the trash as close to garbage pickup time as possible, to prevent theft and misuse.
- b. [Prescriptions will never be flushed down the toilet or drain or burnt with other waste.]
- c. [Sharps and glass will be disposed of in accordance with state guidelines.]
- d. [All medication will be disposed of by designated personnel following DEQ guidelines and documented on the student's MAR as described below.]

## 11. Transcribing, Recording and Record Keeping

- a. A medication administration record (MAR) will be maintained for each student administered medication by the district. [The MAR will be in paper<sup>9</sup> or electronic form and will include, but not be limited to:
  - (1) The full name of the student, date of birth, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
  - (2) Student refusals of medication;
  - (3) Errors in administration of medication;
  - (4) Incidents of emergency and minor adverse reaction by a student to medication;
  - (5) Discrepancies in medication supply;
  - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.]
- b. A MAR for medication administered as part of an IEP goal should be maintained in the IEP record at the end of each school year.

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<sup>9</sup> If a paper record is kept, the record will be documented in blue or black ink, and never in pencil or with use of white-out.

- c. All records relating to administration of medications, including permissions and written instructions, will be maintained. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- d. All records relating to the training of designated district personnel will be maintained by the district in accordance with applicable provisions of OAR 166-400-0010.
- e. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with school personnel with a legitimate educational interest in the student or others authorized by the parent or guardian in writing or others as allowed under state and federal law.

### **[Non-liability Provisions for Administration of Prescription and Nonprescription Medications and Short-Acting Opioid Antagonists**

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of nonprescription medication, if the school administrator, teacher or other school employee in good faith administers nonprescription medication to a student pursuant to written permission and instructions of the student's parents or guardian.

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee in compliance with the instructions of a physician, physician assistant, nurse practitioner, naturopathic physician or clinical nurse specialist, in good faith administers prescription medication to a student pursuant to written permission and instructions of the student's parents or guardian.

A person may not maintain an action for injury, death or loss that results from acts or omissions of a school administrator, teacher or other school employee during the administration of a short-acting opioid antagonist unless it is alleged and proved by the complaining party that the school administrator, teacher or other school employee was grossly negligent in administering the short-acting opioid antagonist unless other conditions exist and which are outlined in Oregon law in ORS 339.870.

The civil and criminal immunities provided for above do not apply to an act or omission accounting to gross negligence or willful and wanton misconduct.

### **Non-Liability Provisions for Self-Administration and Autoinjectable Epinephrine**

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, as described in ORS 339.866, if the school administrator, school nurse, teacher or other school employee, in compliance with the instructions of the student's Oregon licensed health care professional, in good faith assists the student's self-administration of the medication, if the medication is available to the student pursuant to written permission and instructions of the student's parent, guardian or Oregon licensed health care professional.

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the use of medication if the school administrator, school nurse, teacher or other school employee in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-

administer the medication regardless of whether the student or individual has a prescription for epinephrine.

The district and the members of a district Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine; and the person administered the autoinjectable epinephrine on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district.

The civil and criminal immunities described above (which are identified in ORS 339.871) do not apply to an act or omission to gross negligence or willful and wanton misconduct.]

Resolution 2025-02

**2025-26 LOCAL SERVICE PLAN RESOLUTION**

**WHEREAS, Douglas Education Service District and its component school districts have collaboratively created a local service plan according to ORS 344.175;**

**THEREFORE, BE IT RESOLVED, the Board of Directors of**

South Umpqua School District **approve the local service plan as presented.**  
*School District*

Date of adoption: \_\_\_\_\_

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Superintendent

# 2025 - 2026 LOCAL SERVICE PLAN

## GENERAL FUND / RESOLUTION SERVICES

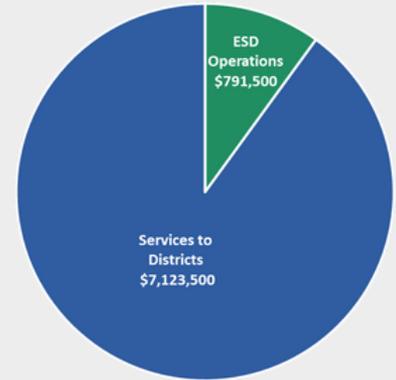
Douglas ESD provides services to approximately 13,000 students in 13 component districts.

We specialize in four main areas:

- Special Education
- Instructional Services
- Technology
- Administrative

Our primary service areas encompass a broad spectrum of programs, including behavioral support, speech and language services, and nursing services. By aligning our services with the priorities set annually by superintendents, we have enhanced mental health services for students, increased preschool enrollment, and supported students in career and technical education.

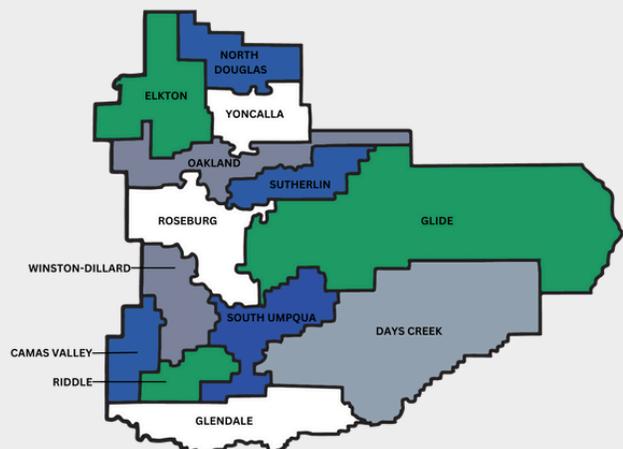
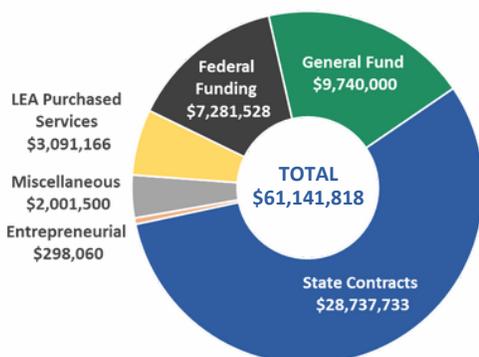
Beyond our mission and geographic boundaries of Douglas County, the Douglas ESD serves an even larger region through several statewide contracts.



## SPECIAL EDUCATION & NURSING

Services	FTE	Description
Autism Consulting/Evaluation Support	3.9	Collaborates with the Southern Oregon Regional Autism Team and the Oregon Autism Commission to deliver training and coaching adhering to best practices for autism care to staff and districts.
Child Find	5.9	Provides staff to conduct evaluations for children ages birth to 5 who have suspected delays for the purpose of determining their eligibility for Early Intervention or Early Childhood Special Education services.
Complex Needs Classroom	4.2	Offers specialized instruction for students PreK to 21 experiencing physical and developmental disabilities by focusing on enhancing motor and communication skills.
Nursing	3.2	Protects and promotes student health and wellness by providing onsite school nursing care; care coordination between school, home and community resources; and health and safety education.
Occupational Therapy/Physical Therapy (OT/PT) Consult	2.3	Consultative services are provided for students with orthopedic impairment, autism spectrum disorder, traumatic brain injury and/or other health impairments with significant motor involvement.
Special Education Evaluation & Support (SEECs)	0.9	Provides school districts with licensed school psychologists offering expert evaluations, re-evaluations, coaching, and modeling to support accurate special education assessments.
Special Education Coordination	0.4	Coordinates resources, delivers professional learning, provides on-site visits, technical assistance, compliance support, and grant research and writing.
Speech-Language Therapy Program	33.3	Provides research-based communication therapy to children who have speech and language disorders. Services include identification, diagnostic evaluation, and intervention; hearing screenings; and AAC resources.

## DOUGLAS ESD ALL REVENUE DETAILS



## TECHNOLOGY

Services	FTE	Description
Digital Curriculum	-	Delivers digital curriculum through streaming media to enhance instruction and student learning. Available to all districts, providing access to educational streaming media libraries.
Network Services	2.2	Provides IT services, including content filtering, licensing, antivirus and firewall protection, WiFi management and hosting, and file storage.

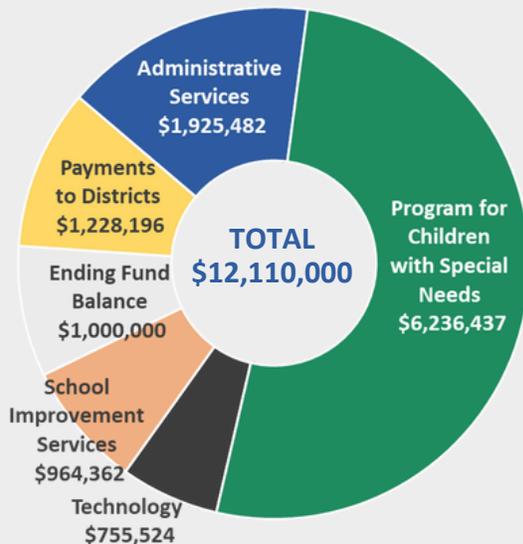
## SCHOOL IMPROVEMENT SERVICES

Services	FTE	Description
Behavioral Health Coordination	.2	Coordinates training and support in trauma-informed practices, social-emotional learning, classroom management, nonviolent crisis prevention, suicide prevention, threat assessment, problem solving, growth mindset, and positive behavioral interventions and supports.
Instructional Coaching Support	1.9	Develops professional learning opportunities for educators to enhance effective instruction by providing training, materials and consultation.
Instructional Education Coordination	.8	Coordinates resources, delivers professional learning, provides on-site visits, technical assistance, compliance support, and grant research and writing.
Notification System for Home-Schooled Children	.2	Manages the notification system for homeschooled students in Douglas County. Informs families of their homeschooling responsibilities and involves collecting assessment data through standardized tests.

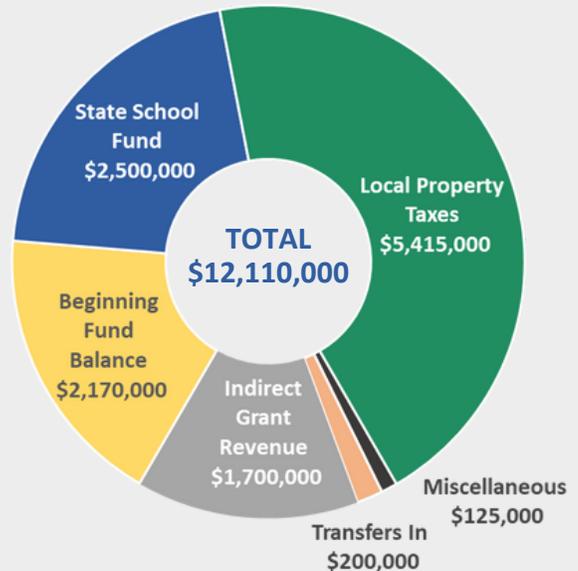
## ADMINISTRATIVE

Services	FTE	Description
Business Services	3.9	Assists local districts with business services needs.
Communications	2.5	Collaborates with schools and community partners to enhance public outreach, employing strategies for media support, and crisis communications.
Countywide Licensed Substitute Services	-	Partners with EduStaff, LLC to provide licensed and classified substitutes, handling recruitment, hiring, and training. Provides substitute teaching licensure guidance.
Courier	.33	Delivers materials weekly to schools and offers book-sharing services to libraries in Douglas County.
Human Resources	5	Provides Human Resources support and consulting, job postings, TSPC licensure, FMLA and Paid Leave Oregon leave assistance, and compliance with labor laws and regulations.

### GENERAL FUND EXPENDITURES



### GENERAL FUND REVENUE DETAILS



# 2025 - 2026 REGIONAL, STATE & FEDERAL GRANTS & CONTRACTS

These various programs and services are funded through philanthropic grants, state funding that includes Student Investment Account (SIA) grants, and federal funding.

Services	FTE	Description
EI/ECSE Regional Coordination for Southern Oregon	.9	Coordinates EI/ECSE programs throughout the five county region (Douglas, Josephine, Jackson, Klamath, & Lake) of Southern Oregon.
Douglas County EI/ECSE	62.8	Provides early intervention and early childhood special education services for children birth to five with developmental delays, offering consistent, tailored instruction to support learning and enhance physical abilities. The children are evaluated and/or served by a team of specialists, including autism, behavior, physical & occupational therapists, speech/language pathologist, early intervention, school psychologist, & nurses. A collaborative, social-emotional preschool is shared with Roseburg School District.
Jackson County EI/ECSE	94.7	Provides early intervention and early childhood special education services for children birth to five with developmental delays, offering consistent, tailored instruction to support learning and enhance physical abilities in Jackson County. The children are evaluated and/or served by a team of specialists, including autism, behavior, physical & occupational therapists, speech/language pathologist, early intervention, school psychologist, & nurses.
Business Champion for Kids	1.2	Assists employers of all sizes to implement family-friendly practices to attract and retain employees. Co-leads the Douglas County Childcare Coalition with Care Connections and Education.
Care Connections & Education	11.1	Supports early learning professionals to meet their professional and program development goals across all types of care and education. Conduct statewide training and supports such as program coaching, peer networks, DELC system navigation and connection to college coursework and degrees. CC&E promotes recruitment, training, and retention of a high-quality, diverse early learning and child care workforce.
Carl Perkins Grant	1.0	Coordinates school districts and Umpqua Community College to lead and support career and technical education (CTE) systems to prepare students for the workforce through hands-on, applied learning opportunities that align with student interests and the regional economy.
Douglas Regional Educator Network	3.6	Douglas REN advances the profession of teaching through authentic communication, professional learning, and equitable and inclusive practices. Develops professional learning opportunities for educators to enhance effective instruction by providing training, materials, and consultation.
Early Childhood Behavioral Health Consultation	1	A prevention-based service for childcare and preschool providers in Douglas County, who work with infants and young children, ages 5 months to 5 years. The goal is to build the capacity of families and early learning providers and teachers who serve children who have social-emotional needs. No qualifying diagnosis is necessary to access services.
Horizons	9.6	Collaborates with Department of Human Services, Roseburg Public Schools and the Juvenile Department to support youth with diverse life experiences, trauma exposure, and high-level behavioral and mental health needs to equip them for post-high school life.
Juvenile Department Education Program	1.6	Collaborates with the Oregon Department of Education for the Juvenile Detention Education Program. A licensed teacher, along with a Transition Specialist, provides education in the Douglas County Juvenile Detention Center, offering GED prep, credit recovery, college-level CLEP testing, and employment coaching.
Oregon Technology Access Program (OTAP)	1.2	Coordinates statewide professional development, communities of practice, and technical assistance in Assistive Technology, Augmentative and Alternative Communication, Universal Design for Learning, and Accessible Educational Materials.
Regional and Statewide Services for Students with Orthopedic Impairments (RSOI)	.8	Offers regional and statewide training, technical assistance, and resources to therapists and related professionals to provide services for learners with orthopedic impairments and to assess functional skills and address access to school environments and curriculum, as well as safety of students and staff.
Regional Inclusive Services	0.4	Regional services are provided as a contract service with Southern Oregon ESD and helps provide a Physical Therapist and ASD support for the county.

# REGIONAL, STATE & FEDERAL CONTRACTS & GRANTS continued...

Services	FTE	Description
Regional Technical Assistance Provider (R-TAP)	.44	Provides special education development training and instructions from Oregon Department of Education.
School-Based Behavioral Health Grant	17.5	Clinical Mental Health interns are placed in local districts, throughout the duration of the grant, to provide all tiers of supportive services for students social, behavioral, emotional, and mental well-being. These services can include universal supports, skill building groups, and/or individualized supports. Grant duration is January 2023 - December 2025.
Small Rural School Support Program	1.5	Provides responsive and intensive administrative support for small and rural school districts, including data analysis, assistance with managing and reporting on state and federal programs, and coordination with ESD teams to reduce administrative burdens and ensure effective use of funds to maintain continuity of instruction and enhance district operations.
South-Central Early Learning Hub	6.1	South-Central Early Learning Hub (SCELH) is part of a statewide system funded and contracted through the Department of Early Learning and Care (DELIC) partnering for regional early care and education developmental continuum from birth to children entering into K12. SCELH also administers Preschool Promise Coordinated Enrollment, Community UPLIFT, and Kindergarten Readiness Partnership/Innovation (KPI).
Student Safety Prevention Specialist	1	Collaborates with the Oregon Department of Education, offering equity-based training, policy development, suicide prevention protocol implementation, and staff and student training on safety topics.
Student Success Plan Grant	1.0	Provides support for Latinx, Indigenous and English Language Learner communities by fostering inclusive spaces, strengthening community collaboration, and delivering professional learning opportunities for educators.
Take Root Parenting Connection	4.3	Offers free education opportunities for parents and caregivers in Douglas, Lake, and Klamath counties, providing multi-week series and one-night workshops to support parenting. Offers free Parent Resource Center to support Douglas County families.
Transition Network	1.3	Collaborates with the Oregon Department of Education to enhance post-educational outcomes for students experiencing disabilities to improve employment services. Fosters partnerships with agencies, organizations and school districts.
Youth Development	4.9	Collaborates with schools and youth-serving partners to provide complementary supports to best connect students with learning and life. Mentors work with referred Middle School and High School youth to create individual plans for their future to include job skills, graduation, and post-secondary opportunities.

## STUDENT INVESTMENT ACCOUNT (SIA) PROGRAMS

SIA funds are designed to support students' mental and behavioral health needs and to increase academic achievement and reduce disparities among historically underserved groups, including students from diverse racial or ethnic backgrounds, students with disabilities, Emerging Bilingual students, and those experiencing poverty, homelessness, or foster care.

Services	FTE	Description
Equity Coach	1	Delivers supports for students and educators to foster culturally aware, empathetic, and equitable school environments, while supporting youth, to ensure inclusive practices that empower underrepresented populations.
Family Resource Support	1	Provides essential resources and services to homeless students and families, ensuring stability, educational access, and connection to community support systems.
Instructional Coaching - SPED Focus	1	Develops professional learning opportunities for educators with a focus on best practices for supporting students identified as needing Special Education Services.
Technical Assistance	1	Offers technical assistance to support rural districts, including federal and state grant applications and reporting.
Youth Reengagement	.8	Collaborates with schools and youth-serving partners to provide complementary supports to best connect students with learning and life. Mentors work with referred Middle School and High School youth to create individual plans for their future to include job skills, graduation, and post-secondary opportunities.

# 2025 - 2026 DOUGLAS ESD CONTRACTED SERVICES & PROGRAMS



In collaboration with the state agencies, Douglas ESD contracts serve up to 13,000 students in 48 schools within the 13 school districts we serve. We facilitate an expansive list of P-20 programs.

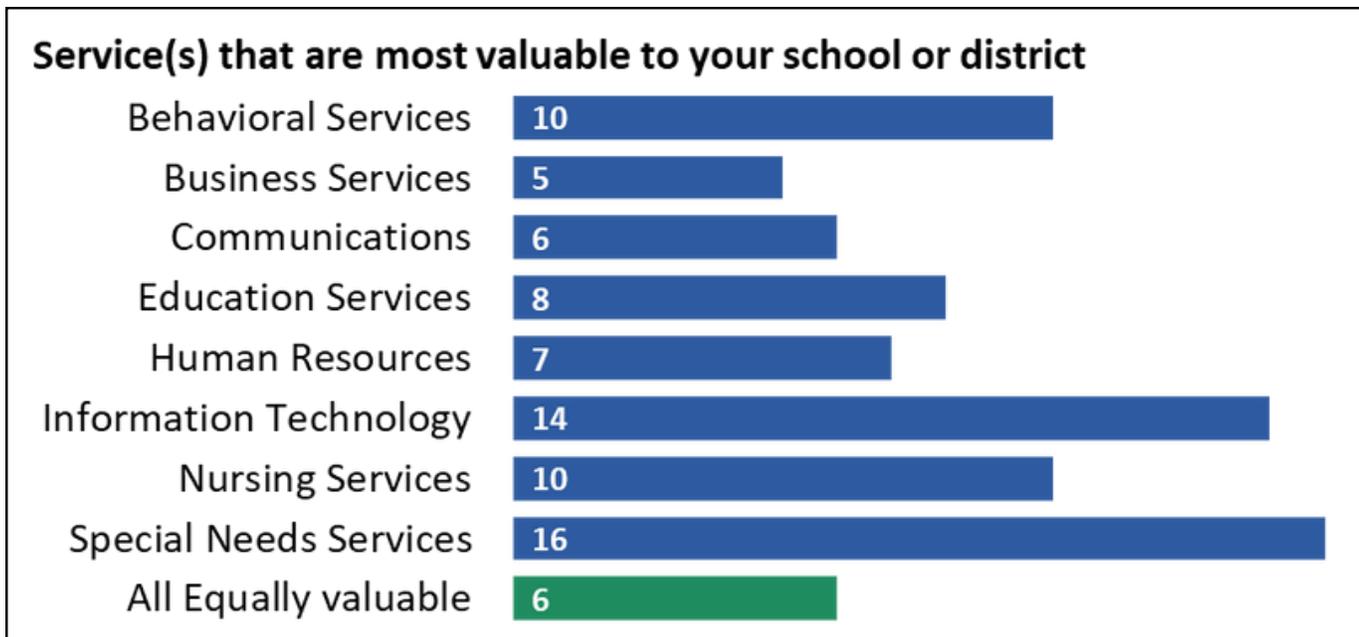
Services	FTE	Description
Behavior Support Services	7.1	Behavioral support staff serve school districts by addressing classroom and student-specific issues that may impede learning. Using a school district's positive behavior system, the staff may work with the classroom teacher, principal, student, family or other agencies to help students succeed.
Business Services	3.8	Tailored contracted services oversee payroll, accounts, grant invoicing, fiscal oversight, budget preparation, trainings and strategic planning.
Communications	.5	Offers personalized communication/marketing strategies and plans for districts, covering social media and website management, training, and video/photography services.
Data Collection Support	.1	Ensures accurate submission of school and student information to meet state and federal mandates. Offers data management support to schools and districts.
District Test Coordination	.9	Oversees state assessments, offers support on policies, data management, and coordination. Helps educators understand assessment nuances and facilitate local policy adoption, with outreach to parents and the community.
Electronic Information & Design	2.4	Services include grant data management and reporting; forms/survey design, development, management, and reporting; data collection and reporting; inter-district student transfer data management; student services; mandatory reporting automation.
Human Resources	2	Delivers custom support to districts for recruitment, retention, employee leave processing, adherence to state and federal compliance, job postings, licensure assistance and employee performance.
Nursing	3.2	Contracts with districts to provide tailored medical support for students and staff. Services include classes and workshops, clinics, updating medical records and procuring medical statements for SPED evaluations.
Print Services	2	Supports districts with cost-effective printing, design, book binding, and direct mails. Also provides services to local businesses and nonprofits.
Regional ASD Teacher	1	Facilitates a class that serves the most significantly impacted autistic students in the districts in Douglas ESD Region.
School-to-Career	.6	Provides districts with information on college, scholarships, job skills, resumes, and explores various post-high school options.
Site-Based IT Services	9	Offers on-site technical expertise to school districts to maintain and enhance computing infrastructure, ensuring uninterrupted online resources for students and staff.
Special Education Evaluation & Support (SEECs)	3.4	Offers school districts crucial support, including a licensed school psychologist, expertise in autism spectrum disorders, and traumatic brain injury. Ensures specialized evaluations, with coaching and modeling, for students in need.



Providing collaborative, high-quality, equitable and locally responsive educational services to the community.

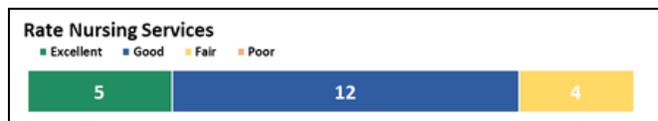
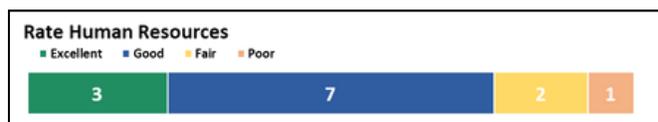
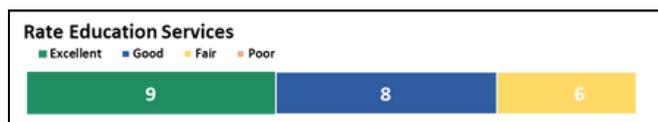
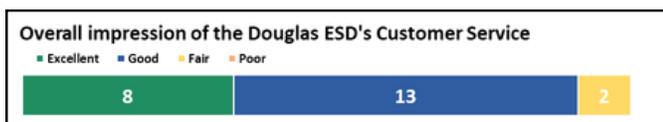
# 2025-2026 SURVEY RESULTS

The annual Local Service Plan survey is sent to a combination of school district leaders in the Douglas ESD region, including superintendents, assistant superintendents, business managers, principals, special education directors, and other district administrators. The 25-26 survey received 35 responses.



\*Not in ranked order. Respondents were able to select any and/or all services valued by their district.

## RATE THE SERVICES USED



# MEMORANDUM OF UNDERSTANDING

Between

**South Umpqua School District  
and  
Douglas County Bargaining Council and South Umpqua Education Association, OEA/NEA**

Whereas the South Umpqua School District, hereinafter referred to as "District" and the Douglas County Bargaining Council and South Umpqua Education Association, OEA/NEA, hereinafter referred to as "Association" have a collective bargaining agreement in effect July 1, 2023 – June 30, 2026;

The parties agree as follow:

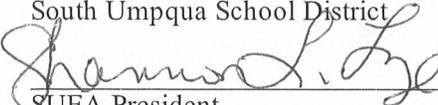
1. Add language to section A: Undergraduate level courses are eligible for reimbursement only when required for initial licensure and pre-approved by the District.
2. Revise language in section C: During the fiscal year, teachers will be reimbursed a maximum \$4,500 for approved tuition expenses.
3. The District's minimum liability for providing tuition reimbursement pursuant to "A" above is \$25,000 per year for the duration of this agreement. The district may increase funding for tuition reimbursement as budgets and other funding sources allow.
4. Add language in section E, 2: If approved, the District will prepay a maximum of 3 credits per semester
5. This MOA will expire on June 30, 2026.
6. All other provisions of the parties' 2023-2026 Collective Bargaining Agreement not amended by this MOA will remain the same.

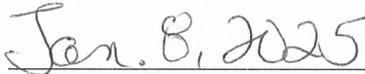
\_\_\_\_\_  
Chairman, Board of Directors  
South Umpqua School District

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent  
South Umpqua School District

\_\_\_\_\_  
Date

  
SUEA President

  
Date

\_\_\_\_\_  
SUEA Bargaining Council Chair

\_\_\_\_\_  
Date

# 2025 – 2030 Strategic Plan for South Umpqua School District

## February 4, 2025

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### **Pillar 1: Supported and Successful Students**

#### **Goals:**

1. Improve academic achievement by implementing high-leverage instructional practices across content areas and individualized support for all students.
2. Enhance social emotional learning (SEL) programs to support student well-being, belongingness, and school spirit.
3. Expand extracurricular opportunities, including arts, technical education, and clubs, to engage all students.
4. Hold all students to high behavioral expectations across the district.
5. Increase opportunities for experiential learning in elementary grades.
6. Create consistency in curriculum, policies, and practices across all schools.
7. Use data-driven approaches in PLCs and align vertical and horizontal academic standards.

### **Pillar 2: Empowered and Valued Staff**

#### **Goals:**

1. Enhance recruitment and retention efforts to ensure high quality staff in all positions by implementing high-leverage retention strategies and providing competitive compensation for all employees.
2. Provide meaningful professional development with follow-up and consistent implementation across all schools.
3. Ensure that all staff are recognized as educators, and everyone is provided with support regardless of their role.
4. Provide training for staff on managing diverse student needs, both academic and social emotional.
5. Build trust and communication among educators.

### **Pillar 3: Strong Family and Community Partnerships**

#### **Goals:**

1. Increase parent participation through varied and accessible opportunities for involvement.
2. Improve communication with families by standardizing district messaging and offering alternatives to social media.
3. Foster community engagement by promoting education's value and providing the resources and support that allow all families to partner in their child's education.
4. Collaborate with community organizations to expand resources like childcare, mental health support, and transportation.
5. Promoting employment opportunities that make it possible and desirable for graduates to remain within the district.
6. Offer extended school day programs, including before- and after-school activities and transportation.

### **Pillar 4: Modern and Safe Facilities**

#### **Goals:**

1. Renovate and maintain school facilities to create safe, healthy, and productive learning environments.
  2. Provide high quality infrastructure to support teaching and learning.
  3. Continue to monitor and implement best practices for building and student safety.
-