Alsea School Board Meeting

Thursday, August 17, 2023 7:00 PM
Alsea School Library, 301 South 3rd Street, Alsea, OR 97324

1. **Call to Order**
2. **Flag Salute**
3. **Approval of the Agenda**
4. **Consent Agenda**
    a. **Approval of Minutes - July 13, 2023**
    b. **New Hires**
        * **Brittni Evans, Building Teacher**
        * **Ricki Hendrix, Building Teacher**
    c. **Resignations**
        * **David Crowe, Building Teacher**
        * **Eric Clendenin, Administrator**
        * **Jennie Wiley, LaHO Sped Teacher**
        * **Skip Lynch, Building Teacher**

Alsea School Board Meeting
Thursday, July 13, 2023
Regular meeting 7:00 PM
Alsea School Library

Alsea School District 7J 301 South
3rd Street
Alsea, OR 97324
541.487.4305

Board members present - Risteen Follett, Deb Lindberg, Jamie Olsen, Soren Rounds, Russ Ceperich
Board members absent - None
Staff present - Lora Nickle, Krista Nieraeth, Nathan Roberts
Patrons - Terry Lunsford, Ryan VanLeuven,
Patrons/Staff online - Brynn Campbell, Carmen Martin, Bart Rothenberger, Holly Olsen, Keenan Elbers, Laurel Arnold, Linda Montanez, Naomi Shadwick, Randy Chilcote, Aimee Hart, Sara Cash, Tim Pearson, Sara Littlefield

1. Call to Order 1802
2. Flag Salute
3. Approval of the Agenda - Risteen Follett proposed an addition of item 'h' to the action items to discuss the date for the August 10th meeting. Agenda approved.
4. Induction of new board members
    a. Jamie Olsen - Position 3
    b. Russ Ceperich - Position 5
    c. Soren Rounds - Position 4
5. Executive Session 1807
    - To consider records exempt by law from public inspection ORS 192.660(2)(f)
6. Executive session ended at 1900
7. Regular session resumed at 1902
8. Election of school board officer
    - Position of Board Chair, Deb Lindberg nominated Risteen Follett. No other nominations were brought forth. Deb Lindberg motioned to elect Risteen Follett as Board Chair. Jamie Olsen seconded the motion. All in favor. Motion carried.
    - Position of Vice-Chair, Jamie Olsen asked for the duties involved. Risteen Follett explained they are responsible for leading the meetings if the Board Chair is not available. They are also responsible for taking over any issues that the board Chair may be in conflict with. Jamie Olsen nominated Soren Rounds. No other nominations were brought forth. Jamie Olsen motioned to elect Soren Rounds as Board Vice-Chair. Deb Lindberg seconded the motion. All in favor. Motion carried.
9. Two school board training sessions are scheduled for next week. On Monday the 17th and Tuesday the 18th. As new board members come in as well as current board members, it is always helpful to have additional training to get everyone on the same page. It allows new board members to be able to ask questions and get important information about how a school board operates and what their role is for the district. As always for board work sessions the public is allowed but will not be permitted to make comments.
10. Approval of minutes - June 8, 2023
    Deb Lindberg motioned to approve the minutes. Soren Rounds seconded. All in favor. Motion carried.
11. Bond update - Chris and Nancy Giggy, Integrity Management Systems
    a. monthly report, highlights: 3 existing projects: Electrical Upgrade, Panel room and HVAC upgrade. The HVAC was originally supposed to start in May then it was supposed to start mid June after classes ended. It is now supposed to start next week. IMS is very concerned about this issue.

b. The panel room was supposed to be done by now. CB construction is on their 3rd project manager.
c. Financially this does not hurt us. All HVAC work that is not done by August will have to be done on their own time after school hours and/or weekends at their own cost.
Risteen Follett asked if work could be done without a subcontractor. The answer is no.
d. The VOC building is coming along. The design will be going to the 3rd party cost estimator by the end of next week. They would like to get that information to the Board for the August meeting after the numbers come in. In that case the new architect would like to start bidding for the job by November. The reason that they are pushing so hard is because there is a deadline to spend funds from the Awesome Grant for matching funds by March/April 2024. Russ Ceperich asked if we can purchase materials beforehand or does the project need to be actively used at the time. He also asked if the metal building was the original design. Mr. Giggy explained that no, the former design of the building and the staff was not a part of the decision on design. The original plan was for a wood building two stories and about 2 million dollars.
e. For the budget not much has changed. When the final plans for the VOC building come in they will have a better idea of where the budget stands.

12. Superintendent Report - Krista Nieraeth

Ms. Nieraeth gave an update of what will be transpiring for the staff.

a. Policies will be all updated on the district website by the end of July. Procedures for staff, work calendars and job descriptions for staff. Staff will learn what is expected of them, students will learn what is expected of them.
b. The district office has been working on staff handbooks and would like to present them to the Board at the August meeting.
c. Working on payroll procedures and processes. Getting it more defined for staff. Also, continuing to be transparent about our budget and spending procedures.
d. ESD agreement, the business manager piece will be terminated. Later you will see a contract for Donald Staehley, LLC. He has over 40 years of experience with schools. Hopefully next year we will be able to hire a business manager and have Mr. Staehley train them.
e. Kings Valley Charter has ended their contract as of July 1. We are working to create an invoice to give to them as to how much money they owe us for buses, payroll etc.
f. Roxie Smallwood went to an HR summit training to learn about the HR laws in Oregon. She learned a lot and is feeling more comfortable with her role and responsibilities.
g. Krista, Heather Shunk, Eric Clendenin and Bart Rothenberger will be attending the COSA summer conference in Eugene the first part of August. There have been a lot of laws added especially in the area of Special Education. The state is leaning towards not kicking students out of school. Using different strategies including shortened days etc. to avoid lawsuits.
h. We are changing some of our ways for food service with Corvallis. We are going to be taking on more of the administrative roles. Roxie Smallwood and Bart Rothenberger will be attending a Child Nutritional training in Bend to learn how to properly run this program so that we can get more of our reimbursement funds back.
i. Cycle Oregon will be coming through Alsea September 14, 15 and 16th This will be a fundraiser for the school. Example: $1200 dollars for breakfast, dinner, breakdown and set up each time. We need lots of volunteers to help set up and take down. The night of the 15th beer garden with a band for the community.
j. LaHO, K-3 approved. We have gotten quite a few inquiries for 4th & 5th grades. Lora will be sending out a poll to families to see how many would be interested in staying with LaHO if we were to make it a K-5 program. All lahLaHO enrollment is very important to help maintain our MOE. Depending on enrollment we may only hire one teacher to cover 4th/5th grades.

13. Financial Report - Krista Nieraeth

a. The state passed the budget at the end of June. We created our 2023-24 budget based off of the previous amount provided of 9.9 billion. The state passed the budget of 10.2 billion which will give Alsea about an additional 208k more dollars. This does not mean that we will just start spending that 208k, we still need to be fiscally cautious and save that money. The end balance is still subject to change as we are still getting bills that will come off of last year's budget. Deb Lindberg asked if our enrollment is currently

at 220 for the building. Krista let her know that we have not enrolled yet for the 2023-24 school year thus, we do not know yet what our numbers are looking like. Soren Rounds asked when that information would start being provided. Lora Nickle stated that those numbers will be reported on the first day of school and then monthly on the first day of the month thereafter. Russ Ceperich asked if the state gives the school money based on current enrollment or based off of last year's enrollment. Krista let him know that it is actually paid off of the two years prior enrollment but they also adjust throughout the year.

14. Discussion items - None

15. Patron comments - None

16. Action items -

    Risteen took a moment to briefly explain to the new board members how the action and discuss items section of the meeting works. Once an action item is presented and a motion is and a second motion is entertained then the item will be opened to the board for discussion. If there are addendums that need to be made then that will occur and a second vote will take place.

    a. Payment of June bills - Deb Lindberg motioned to pay the June bills. Russ Ceperich seconded. No discussion. All in favor. Motion carried.
    b. Annual organization resolution 24-01 discusses legal assignment banks, signers, who discusses who our reporters are etc. Deb Lindberg motioned to approve Resolution 24-01, Jamie Olsen seconded. No discussion. All in favor. Motion carried.
    c. Transfer of funds 24-02 IDEA MOE says we have to spend the same amount or more each year on Special Education. LaRae Sullivan estimated to the best of our ability what that number should be. However, we got everything settled. We were about 24k short. This Resolution transfers those funds from our general fund over to cover that deficit. Deb Lindberg motioned to approve Resolution 24-02. Russ Ceperich seconded. No discussion. All in favor. Motion carried.
    d. Resignations, these can be approved all under one batch unless there is a conflict. Russ Ceperich motioned to approve resignations. Deb Lindberg seconded. Jamie Olsen asked if there was a policy or process in place for exit interviews. Krista Nieraeth said that there currently is not but that would be something that could be put into place in the future. Risteen Follett thanked the resigning staff for serving the Alsea School District and wished them luck in their next endeavors. All in favor. Motion carried.
    e. New hires, Risteen asked if there was any conflict with any of the new hires. There were not. Jamie Olsen motioned to approve the new hires. Russ Ceperich seconded the motion. No discussion. All in favor. Motion carried.
    f. New contract for Donald Staehely for business manager. Deb Lindberg motioned to hire Don Staehley as a business manager. Soren Rounds seconded. Russ Ceperich asked how this contract is in contrast with the previous contract and what we are saving. Krista let him know that it would be a savings of about 100k. He then asked if the plan then was to be able to hire our own business manager within a year. Krista said that yes that is the hope. A district our size could probably do with a .75 once our budget is in a better place. He is charging us by the hour. There is no minimum. All in favor. Motion carried.
    g. Action based on executive session. Jamie Olsen made a motion to delegate authority to the board chair to draft closing communication to the parties pursuant to discussion in Executive session. Russ Ceperich seconded. All in favor. Motion carried 4-0 one abstain.
    h. Vina Moses MOU. Soren Rounds motioned to approve. Deb Lindberg seconded. Russ Ceperich asked where are we at with this? Will there be construction? Krista Nieraeth said that it is a prefabricated building. The previous discussion when it was first presented to the board they were looking into a grant. Anything over 15k will be covered by a grant. Sara Littlefield said that Vina Moses and Naomi Shadwick have been working tirelessly on grants to get this going. Vina Moses has put down half on the shop. It is being built now. The other half will be paid upon completion. Other small grants will be used to purchase smaller needed items such as the racks to hang the clothes on. It will be supplied with donations. It is a free 'thrift store' open to the public. Donations can be received directly to the school. Soren Rounds asked who is doing the site prep? There is not a lot of prep that needs to be done. There used to be a greenhouse to the north of the 4th/5th grade wing. It is already a graveled area so prep is minimal. Sara hopes to have the store operated by students. All in favor. Motion carried.

i. Corvallis food service MOU. This is a yearly thing with the difference that we will be taking on more of the management piece. In the past we would send our counts to Corvallis and they would report it to ODE. We get the reimbursement money and Corvallis would take 75% of that. We will now do the counts to ODE meaning we will get the reimbursement money. Corvallis said that their costs to deliver food to Alsea is $37,216.10 for the year or $3721.16 per month. This will allow us to do more of an audit of food, labor and delivery costs. Food service is not a money maker for districts. We would like to do an annualization to try to bring the cost of meals back down. Russ Ceperich motioned to approve. Soren Rounds seconded. Russ Ceperich commented last year the students noticed a difference in the food quality. With this change will we have more say over the kind of food we get? Krista explained that not at this time, we are kind of under the mercy of Corvallis. Deb Lindberg asked about the way our menus were built in the past? Krista said that she is not sure how that worked. She understood that we were given a menu that we could choose from to help save on food costs. Jamie Olsen asked if we have any control over the waste? Are we allowed to collect the waste and use it in a compost pile for the Horticulture program? Krista said that as long as we meet our serving amounts there is nothing to say what we do with the extra. Soren Rounds asked about the problem with scheduling and Corvallis and we will have to provide food for our first week of school. Krista said that yes we will have to provide breakfast and lunch for that first week. All in favor. Motion carried.

j. August 10 board meeting date. Risteen has a personal conflict with this date. She suggested moving to the next week. Russ Ceperich said with the OSBA conference being the following weekend he would like to move the meeting date as well. Deb Lindberg motioned for the School Board meeting to move to August 17th, same time 7:00 PM. Russ Ceperich seconded. All in favor. Motion carried.

17. Key Dates

July 17 - 18, 2023, School Board training 5:00 - 8:00
August 11 - 13, 2023 OSBA Summer conference, Salem OR

18. Adjourn at 2009

_____ _____

School Board Chair Date Superintendent Date

5. **Patron Comments**

The Alsea School Board of Directors values the opinions and input of students, staff, parents, and community members. Although board meetings are held in public, they are not meetings of the public. Please keep your comments to 3 minutes or less. If you intend to speak to the board this evening, you will need to fill out one of the blue comment cards and hand it to the Board Secretary, Lora Nickle. Public comments may also be made via Zoom. If you intend to speak via Zoom, please put your name in the comments so that the board chair can call on you. Before you begin your comments, please state your name and if you are speaking for an organization, please state that organization. For more information about public comments at a board meeting, please see Alsea School District Policy BDDH.

6. **Reports**

a. Superintendent Report

*** Handbooks**
*** Job Descriptions**
*** Classified - Confidential Evaluation form**
*** Oregon English Language Learner (ELL) Report 2021-22**
*** MOU for Alsea Pups Pre School**
*** OSHA fine**

b. Bond Update

c. Financial Reports

Alsea School Bond Project Budget Summary - Updated July 7, 2023

Income

	Original Budget	Current Budget	Actual Income To-Date	Notes
Bond Sale	$ 2,100,000.00	$ 2,289,477.00	$ 2,289,477.00	Bond value $2.1M plus premium of $189,477
OSCIM Grant	$ 2,100,000.00	$ 2,100,000.00	$ -	Amount verified with State 1/23; contingent on spending this amount by 3/24
ESSER Funds	$ -	$ 233,120.00	$ -	ESSER II $68,520 (9/23) and ESSER III $164,600 (9/24)
Totals	**$ 4,200,000.00**	**$ 4,622,597.00**	**$ 2,289,477.00**	

Expenses

	Original Budget	Current Budget	Committed Costs	Paid To-Date	Notes
Construction Cost		$ 3,783,958.00	$ 2,093,497.38	$ 414,289.15	Budget is based on available funds. Committed costs are for contracts approved to-date.
Design Fees		$ 370,000.00	$ 256,875.00	$ 191,859.00	Committed costs includes fees for geotech, survey and haz material study paid by Architect. Budget is estimated including new VOC Building design.
Consultant Fees		$ 50,000.00	$ 36,540.00	$ 7,629.00	Fees for soil testing, special inspections, commissioning and misc consulting.
Project Management		$ 62,000.00	$ 62,000.00	$ 31,460.00	IMS not-to-exceed fee.
Permits & Fees		$ 40,000.00	$ 17,895.00	$ 17,895.00	Permit and site plan fees; no SDCs per County.
Furnishings		$ -	$ -	$ -	Furnishings, equipment, computers, etc. are either in possession or being funded separately.
Other Project Costs		$ 116,639.00	$ 116,639.00	$ 116,639.00	Attorney, bank fees & advertising paid. Builder's risk insurance not included yet.
Owner's Contingency		$ 200,000.00	NA	NA	For unforeseen costs based on current construction budget.
Totals	**$ -**	**$ 4,622,597.00**	**$ 2,583,446.38**	**$ 779,771.15**	

Alsea School District

Job Title: Teacher on Special Assignment-TOSA
Reports to: Building Principal(s), District Administration

Position Description

The Teacher on Special Assignment (TOSA) works under the general supervision of building principals but also works under the direction of District Office Administration. This position is differentiated by the Teacher job description in that the TOSA will work with school staff in a variety of activities to advance high quality teaching and learning. This requires the TOSA to meet, at a high level, all the qualities identified in the Teacher job description through experienced and proven professional practice. The TOSA provides support for implementation of the district's educational mission through articulation and application of foundational structures, content and curriculum development, effective instructional strategies, provides leadership in the planning, coordination and implementation of a subject area, special project, coaching, mentoring or grade level instructional program. The use of independent judgment and decision making is required in many matters not having established rules, regulations, policies or precedent. Strict adherence to confidentiality and the rights of students and families is expected. The nature of the work requires adherence to governmental statutes, policies, procedures and regulations.

Essential Job Functions and Responsibilities

The Teacher on Special Assignment performs a wide variety of instructional and coaching activities in support of teachers and students across the district. This list is not exhaustive and other duties may be assigned; however, not all duties listed may be assigned to, or expected of, the TOSA.

1. Develop instruction aligned with district and state standards.
2. Develop curriculum, planned course statements, and scope-sequence guides for district approved curriculum meeting state standards
3. Design assessment tasks that allow students to demonstrate understanding in a variety of ways.
4. Demonstrate knowledge of human development and learning.
5. Demonstrate knowledge of effective behavior management techniques, including knowledge of effective motivational and corrective techniques.
6. Use data to give meaningful feedback and modify instruction.
7. With teachers, support personnel, administrators, and colleagues to enhance instruction and improve student outcomes:
   - With colleagues in team and building-based meetings and discussions.
   - With colleagues across the district to coordinate school supports and improve student outcomes.
8. Model and provide coaching, professional development, and training to support implementation of the strategies and approaches described in the instructional framework to improve student outcomes.
   - Support teachers directly using a coaching model that focuses on co-planning, modeling, co-teaching, and feedback.
   - Implement strategies that include multiple methods of assessment.
   - Provide formal training and instruction to adult learners to support students in meeting rigorous learning goals which engage and encourage learners to develop deep understanding of content areas.
   - Contribute to a culture in which continuous improvement and a focus on improving student outcomes is acknowledged as critical work for all staff. Teachers feel comfortable in reaching out for support in their improvement efforts.

- Consistently coordinates improvement efforts with coaches, administrators, specialists at the school and district level, ensuring effective use of grade level standards-based instruction.
- Provide expertise and assistance in staff development, curriculum implementation, program implementation and coordination of district-wide assigned activities; motivate project/program participants to develop skills and attitudes that foster student success.
- Review, interpret and report on a variety of assessment tools and measurements; apply data to assist professional educators to build capacity for instructional improvement related to content-specific goals for equity and excellence; provide leadership in data-driven decision making through the implementation of Professional Learning Communities.
- Participate as a member of the adoption committee in the evaluation and selection of academically appropriate and culturally relevant instructional materials, including educational technologies and software; ensure that classroom educators have the resources they need to successfully implement the guaranteed and viable curriculum using adopted curricular resources.
- Understand how adult and K-12 learners grow and develop, recognizing variations within and across cognitive, linguistic, social, emotional and physical areas, diversity of cultures and communities; develop, implement and insure systems to effect appropriate, challenging learning environments.
- Establish standards, learning objectives and goals for assigned programs; monitor progress and effectiveness of programs; recommend and implement strategies to maximize effectiveness.
- Promote a culture of high expectations, providing program support directed at every student receiving high quality and culturally relevant instruction.

9. Update and maintain accurate and complete records of assigned programs and activities progress and development as required by school, district, state and federal policies, regulations and laws.
    - Participate in, plan and conduct trainings, in-services, workshops and meetings as related to the special assignment;
    - Understand central concepts, tools of inquiry and structures of deploying curriculum to adult learners and K-12 students; apply concepts to create meaningful learning experiences designed to engage adult and K-12 learners in critical thinking, creativity and collaborative problem-solving.
10. Demonstrate knowledge of laws, rules, policies, and trends regarding instruction.
11. Demonstrate professional conduct and be an effective role model for students.
12. Maintain regular attendance and promptness in reporting for duty.
13. Comply with District and State standards of professional conduct.
14. Corresponds with district staff in a timely manner.
15. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
16. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
17. Performs other duties and accepts responsibilities as assigned by the building principal(s) and district administration.

Attendance Standards

Hours of employment will be based on student, building and District needs.

Regular and on-time attendance is expected.

Leave and vacation provisions are available through Board policy and the Collective Bargaining Agreement.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily.

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of current concepts, methods, and procedures for curriculum development and implementation. Knowledge of laws, rules, policies, and trends regarding instruction and evaluation techniques. Knowledge of human development and learning, behavior management techniques, and communication techniques.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to communicate effectively in writing using appropriate grammar, spelling and composition. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to staff, students, families, and the public. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write technical and routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Strong knowledge of Federal and State laws affecting school programs for students with disabilities.
- Knowledge of effective instructional strategies and interventions for students with disabilities.
- Knowledge of diversity and equity supports and issues related to achievement and opportunity gaps and disproportionate discipline and referrals.
- Knowledge of Response to Intervention Process and strategies and Positive Behavioral Interventions and Supports.
- Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Ability to maintain the confidentiality of sensitive and confidential information.
- Excellent planning, organizational, problem-solving and decision-making skills, including flexibility and adaptability.
- Ability to identify, collect and analyze pertinent data; to make reasoned decisions based on data; and to exercise independent judgment.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

- Masters Degree
- Hold or be eligible for Oregon Teaching Certification.
- Ability to establish positive relationships with students, staff, and parents.

Special Qualifications:
Minimum of 5 years teaching experience.

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions.
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a combination of a standard classroom setting including standard office/classroom equipment (doc camera, projector, phone, computer), a traditional school setting, and/or virtual online learning. The noise level in the work environment is usually low to high depending on classroom, school or community activities. Supervision of students is performed indoors and outdoors and may include inclement weather. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____
Employee Date

- A copy of this job description was provided to the employee.

_____ _____
Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Teacher
Reports to: Building Principal

Position Description

The Teacher works under the general supervision of building Administrators and performs a variety of tasks with major responsibility being the instruction and supervision of students. Instruction of students shall include skill development, the expansion of knowledge, and developing the ability to reason. Responsibilities include supervision, guidance, discipline and safety of students. The use of independent judgment and decision making is required in many matters not having established rules, regulations, policies or precedent. Strict adherence to confidentiality and the rights of students and families is expected. The nature of the work requires adherence to governmental statutes, policies, procedures and regulations.

Essential Job Functions and Responsibilities

The Teacher performs a wide variety of instructional and supervision duties in support of all students. This list is not exhaustive and other duties may be assigned.

1. Recognize students' different needs, abilities and interests and be flexible to adjust instruction to meet those needs, abilities and interests..
2. Firmly believe that all students will learn and improve - create a growth-mindset culture in the classroom. Ensure those students who have been underserved or who have learning gaps receive instruction to remedy learning loss.
3. Promote a positive, safe and caring climate for learning; create a welcoming environment that reflects and supports the diversity of the student population.
4. Identify the needs of individual students by continuous assessment of their abilities
5. Use identified student and group needs to plan instruction.
6. Write instructional plans that advance students toward meeting state and district instructional goals and standards.
7. Ensure that instructional plans are aligned with established content standards identified by the District and the manner in which that content should be sequenced.
8. Develop goals for all students based on previous or current data.
9. Use a variety of effective instructional methods and materials to implement instructional plans.
10. Determine the effectiveness of specific instructional strategies regarding the achievement of all students.
11. Make and track progress toward instructional and professional goals using established action plans, milestones and timelines.
12. Manage the classroom to create the optimum learning conditions.
13. Make appropriate application of learning theory to meet the needs of both individuals and groups of students.
14. Regularly evaluate and report student progress.
15. Take emergency measures in the event of injury and report such injuries to all appropriate parties, including the authorities.
16. Initiate, plan, and carry out parent conferences to communicate students' progress as necessary to support student success in meeting academic and behavioral goals.

17. Actively participate in professional development activities to maintain knowledge and skills to support student success in both academic and behavioral areas.
18. Plan, coordinate, and supervise volunteers, instructional assistants, and other paraprofessionals.
19. Supervise students in and out of the classroom Teacher.
20. Participate in opportunities to learn, show a strong willingness to grow and maintain an interest in improving.
21. Demonstrate knowledge of laws, rules, policies, and trends regarding instruction.
22. Initiate and maintain communication with colleagues, including engaging in effective problem-solving with colleagues regarding professional issues.
23. Assist in the assessment of building level needs and the planning required to meet those needs.
24. Attend meetings and serve on committees as directed to assist with program and curricular coordination.
25. Collaborates in developing IEPs/504s and attends IEP/504 meetings when scheduled.
26. Follow requirements as indicated in student IEPs and 504 plans.
27. Maintain confidentiality of student, family, staff, and school records.
28. Demonstrate knowledge of current concepts, methods, and procedures for curriculum development and implementation, and assessment of individual and group progress.
29. Demonstrate knowledge of effective evaluation techniques for both individual and group assessments
30. Demonstrate knowledge of human development and learning.
31. Demonstrate knowledge of effective behavior management techniques, including knowledge of effective motivational and corrective techniques for students with special needs.
32. Demonstrate knowledge of effective communication techniques with students, parents, patrons, and other professionals.
33. Demonstrate knowledge of laws, rules, policies, and trends regarding instruction.
34. Demonstrate professional conduct and be an effective role model for students.
35. Maintain regular attendance and promptness in reporting for duty, as well as timeliness in submitting required reports and other professional paperwork.
36. Comply with District and State standards of professional conduct.
37. Corresponds with district staff and stakeholders in a timely manner.
38. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
39. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
40. Performs other duties and accepts responsibilities as assigned by the building principal.

Attendance Standards

Hours of employment will be based on student, building and District needs.

Regular and on-time attendance is expected.

Leave and vacation provisions are available through Board policy and the Collective Bargaining Agreement.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Knowledge of current concepts, methods, and procedures for curriculum development and implementation. Knowledge of laws, rules, policies, and trends regarding instruction and evaluation

techniques. Knowledge of human development and learning, behavior management techniques, and communication techniques.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to communicate effectively in writing using appropriate grammar, spelling and composition. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to staff, students, families, and the public. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write technical and routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Strong knowledge of Federal and State laws affecting school programs for students with disabilities.
- Knowledge of effective instructional strategies and interventions for students with disabilities.
- Knowledge of diversity and equity supports and issues related to achievement and opportunity gaps and disproportionate discipline and referrals.
- Knowledge of Response to Intervention Process and strategies and Positive Behavioral Interventions and Supports.
- Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Ability to maintain the confidentiality of sensitive and confidential information.
- Excellent planning, organizational, problem-solving and decision-making skills, including flexibility and adaptability.
- Ability to identify, collect and analyze pertinent data; to make reasoned decisions based on data; and to exercise independent judgment.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

- Bachelor's Degree
- Hold or be eligible for Oregon Teaching Certification.
- Ability to establish positive relationships with students, staff, and parents.

Special Qualifications:

None

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions.
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a combination of a standard classroom setting including standard office/classroom equipment (doc camera, projector, phone, computer), a traditional school setting, and/or virtual online learning. The noise level in the work environment is usually low to high depending on classroom, school or community activities. Supervision of students is performed indoors and outdoors and may include inclement weather. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Special Services Director
Reports to: Superintendent

Position Description

The Special Services Director works under the direction of the Superintendent. The Special Services Director provides leadership, coordination, improvement and oversight of special education programs and related services for students with disabilities. The position directly provides guidance and leadership to direct reports, building administrators, plans services to meet a variety of special needs, and reviews such plans to ensure compliance with State, Federal, and local regulations. Supervises and directs the work of school psychologists, other school specialists, and behavior specialists. The work is often of a highly confidential and sensitive matter and strict adherence to confidentiality and the rights of employees, students, and families is expected. The nature of the work requires adherence to governmental statutes, policies, procedures and regulations. The work requires regular independent judgment, the ability to independently prioritize and organize work, with frequent non-routine situations and interruptions. This is a Professional Administrative position with supervisory and evaluation duties.

Essential Job Functions and Responsibilities

The Special Services Director performs a wide variety of complex and confidential duties in support of students with disabilities.

1. Assure the development, maintenance, and supervision of a K-12+ comprehensive, articulated student services that provide for students with special needs.
2. Work with school principals in the planning, implementing, and coordinating services with regular school programs and activities.
3. Lead and promote educational equity based on the principle that each student receives what is required for them to achieve success with regard to allocation of resources, opportunity, treatment, and access.
4. Provide instructional leadership, intervention strategies and curricula recommendations to ensure the achievement of high standards and accountability in the implementation of District goals and programs. Actively engage with the District and building leaders to support student learning including professional development with administrators, teachers, and support staff.
5. Is knowledgeable of developments in general and special education instruction and provides leadership developing inclusionary practices that ensure students can access their education.
6. Serve as advisor to building administrators and staff regarding special education processes and/or procedural questions. Provide leadership and support in the recruitment, screening, hiring and evaluation of special education personnel in collaboration with building principals and staff.
7. Serves as a resource for building administrators and staff regarding special education and 504 processes and/or procedural questions.
8. Ensures successful implementation and compliance with 504 student plans.
9. Develop, direct, and coordinate a program of professional development activities for special education personnel.
10. Maintain effective, positive communication with parents, guardians, patrons, students and staff.
11. Ensure effective evaluation and systemic review of instructional and operational programs by overseeing the assessment of student growth and progress on IEPs.

12. Develop, manage and monitor special services budgets, contracts, and staffing for all special education programs. Respond to parents', guardians', and students' concerns, questions and/or complaints in a sensitive and timely manner.
13. Update policies and procedures on file with the Oregon Department of Education; update District procedural manuals. Keep records, reports, and ledgers to comply with assurances and audit requirements. Ensure implementation and effective compliance with policies, procedures, and state and Federal regulations.
14. Be available and present at school, community and District meetings, events, and activities.
15. Exhibit excellent skills in communicating with staff, students and the community, within the socio-political context of the system.
16. Provide leadership in the resolution of complex problems and issues.
17. Supervise and evaluate assigned licensed, administrative, classified and /or other staff.
18. Follow District policies and procedures, and collective bargaining agreements, in employee related actions including hiring, assigning, supervising, supporting, evaluating, disciplining and scheduling the work of the staff .
19. Prepare reports, proposals, and recommendations to obtain approval and/or external funding to support the District's needs for student services.
20. Complete special projects as assigned.
21. Research, analyze and evaluate new service delivery methods and techniques.
22. Supervise preparation of outside funding grant applications.
23. Manage contracts with external agencies.
24. Provide Special Services and District representation on various committees and before special interest groups, citizen groups, and other public meetings.
25. Assist in the preparation of reports for the Superintendent and the School Board and develop other documents as required of Special Services by the District.
26. Perform other related duties as assigned by the Superintendent.
27. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
28. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Exempt/Confidential Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Ability to work with all students, guardians, staff, and community members.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to communicate effectively in writing using appropriate grammar, spelling and composition. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students, families, staff and the public. Ability to read and interpret documents such as

safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write technical and routine reports and correspondence.

- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Strong knowledge of Federal and State laws affecting school programs for students with disabilities.
- Knowledge of effective instructional strategies and interventions for students with disabilities.
- Knowledge of diversity and equity supports and issues related to achievement and opportunity gaps and disproportionate discipline and referrals.
- Knowledge of systemic approach to organizational change and improvement.
- Knowledge of Response to Intervention Process and strategies and Positive Behavioral Interventions and Supports.
- Ability to appropriately communicate with students, teachers, parents, and members of the community.
- Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Ability to maintain the confidentiality of sensitive and confidential information.
- Excellent planning, organizational, problem-solving and decision-making skills, including flexibility and adaptability.
- Ability to identify, collect and analyze pertinent data; to make reasoned decisions based on data; and to exercise independent judgment.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

- Minimum of five years of experience in public education, including teaching or supervision in special education or related service fields.
- Master's degree with specialization in special education or related services.
- Valid license in school administration.

Special Qualifications:

TSPC Professional Administrators License

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a combination of a standard office setting including standard office equipment (fax, copier, phone, computer), traditional school setting, and virtual online learning. This position may be required to supervise students indoors and outdoors and may be exposed to inclement weather. The noise level in the work environment is usually low to moderate. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

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Alsea School District

Job Title: Building/School Principal/Administrator
Reports to: Superintendent

Position Description

The School Principal works under the direction of the Superintendent. The Principal is the administrative leader of the school, and as such assumes full responsibility for all aspects of the school. The Principal will use necessary leadership, supervisory and administrative skills so as to promote the educational development of each student to his/her fullest potential. Use of independent judgment and decision-making is required in matters not having established rules, regulations or policies. The Principal is responsible directly to the Superintendent for school performance. The work is often of a highly confidential and sensitive matter and strict adherence to confidentiality and the rights of employees, students, and families is expected. The nature of the work requires adherence to governmental statutes, policies, procedures and regulations. The work requires regular independent judgment, the ability to independently prioritize and organize work, with frequent non-routine situations and interruptions. This is an Administrative position with supervisory and evaluation duties.

Essential Job Functions and Responsibilities

The Principal performs a wide variety of complex and confidential duties in support of all students..

1. Lead and promote educational equity based on the principle that each student receives what is required for them to achieve success with regard to allocation of resources, opportunity, treatment, and access.
2. Establish and maintain an effective learning climate in the school by actively listening and responding to staff, students, and parents, reviewing data (including student climate surveys), and creating a plan of action as a result.
3. Firmly believe that all students will learn and improve - create a growth-mindset culture in the classroom.
4. Possess strong academic training and content knowledge.
5. Have extensive knowledge and experience demonstrating good instructional practices.
6. Connect well with students, staff, families and the school community – be open to learning about others, especially those who may be different from you.
7. Participate in opportunities to learn, show a strong willingness to grow and maintain an interest in improving.
8. Recognize students' different needs, abilities and interests and be flexible to adjust instruction to meet those needs, abilities and interests.
9. Promote the school and district with staff, students, families and the community.
10. Maintain a high standard of ethics in all professional relationships, actions and decisions.
11. Develop and implement an annual school improvement plan that supports the values and strategic plan of the District. Analyze and utilize data in the improvement of student learning,

including disproportionate access to educational opportunities and disproportionate exclusionary practices.

12. Lead the staff in developing and adapting courses of study and school programs to achieve the goals of the District, school, and District and State curriculum requirements.
13. Lead teacher participation in discussions and deliberations regarding instruction, staff development, budget, and other programs.
14. Lead constructive and professionally sound instructional research by teachers in the use of new methods, materials, and content.
15. Regularly visit classrooms and provide feedback to teachers.
1. Help identify staff whose performance is not consistent with District Performance Standards and assist in the development of appropriate plans of improvement or assistance.
2. Perform regular and timely evaluations of assigned staff and monitor Assistant Principal(s) progress on evaluations.
3. Delegate responsibility and authority to appropriate personnel.
4. Administer those provisions of collective bargaining agreements which are applicable at the building level. Attend and participate as required in IEP and 504 meetings for students.
16. Provide guidance and support to maintain viable and effective activities and athletic programs
17. Develop and implement professional development systems to support the development of school employees, including assistant principal(s).
18. Implement Board policies and administrative rules and regulations relating to the schools.
19. Keep students, teachers, and parents informed of the factors which affect decisions; thereby gaining increased understanding and support in all areas of the school program.
20. Establish and maintain a systematic plan for keeping of students' records on attendance, promotion, and other matters as required.
21. Devise plans and execute training programs which assure safe conduct of students and staff for fire, earthquake, and/or other emergencies which may arise and take all reasonable precautions to safeguard the health, safety, and general welfare of his/her staff and students in the school
22. Keep the Superintendent informed of the school's activities and/or potential problems.
23. Take emergency measures in the event of injury and report such injuries to all appropriate parties, including the authorities.
24. Take appropriate actions as required to insure student safety and to protect citizens and their property.
25. Prepare and submit the school's budgetary requests and monitor expenditures of funds.
26. Provide for the establishment of guidelines for proper student conduct and discipline.
27. Work with various members/leaders of other departments that support schools, students, staff, and activities such as transportation, special services, support services, and other District staff.
28. Participate in appropriate District meetings as may be requested/required.
29. Keep abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
30. Facilitate the development and implementation of the master schedule to meet the needs of students.

31. Be responsible for the detailed organization of the school and for the assignment of duties to licensed and non-licensed staff.
32. Lead the recruiting, screening, training, assigning and evaluation of all school personnel under his/her supervision. This shall include recommendation as to initial employment as well as continued employment or dismissal.
33. Follow district identified and approved hiring procedures to select and recommend the best qualified persons for employment.
34. Provide for the orientation of newly assigned staff members and assist in their development, as appropriate.
35. Provide for the development of a systematic program of supervision and evaluation of the entire staff.
36. Help to establish and maintain viable and effective parent organizations.
37. Establish an effective system for handling all concerns/complaints received in his/her school, including the investigating of facts, and constructive responses to legitimate grievances; keep written copies of communication from and with patrons, apprising the Superintendent.
38. Demonstrate effective conflict resolution skills.
39. Promote a positive, safe and caring climate for learning; create a welcoming environment that reflects and supports the racial and ethnic diversity of the student population and communities served
40. Establish student, staff, and parent groups as necessary to assure communication among the various school and community groups and provide a systematic avenue for the discussion of school programs, practices, and policies by all interested people in these groups
41. Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives and programs, to interpret Board policies and administrative directives, and to discuss and resolve individual student problems.
42. Perform other related duties as assigned by the Superintendent.
43. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
44. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Exempt/Confidential Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping

emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Ability to work with all students, guardians, staff, and community members.

- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to communicate effectively in writing using appropriate grammar, spelling and composition. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to staff, students, families, and the public. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write technical and routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Strong knowledge of Federal and State laws affecting school programs for students with disabilities.
- Knowledge of effective instructional strategies and interventions for students with disabilities.
- Knowledge of diversity and equity supports and issues related to achievement and opportunity gaps and disproportionate discipline and referrals.
- Knowledge of Response to Intervention Process and strategies and Positive Behavioral Interventions and Supports.
- Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Ability to maintain the confidentiality of sensitive and confidential information.
- Excellent planning, organizational, problem-solving and decision-making skills, including flexibility and adaptability.
- Ability to identify, collect and analyze pertinent data; to make reasoned decisions based on data; and to exercise independent judgment.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

- Minimum of five years of experience in public education, including teaching or supervision.
- Masters Degree (Education preferred).
- Valid license in school administration.

Special Qualifications:

TSPC Building Leader License

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the

essential functions.
While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions.
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a combination of a standard office setting including standard office equipment (fax, copier, phone, computer), a traditional school setting, and/or virtual online learning. The noise level in the work environment is usually low to high depending on school or community activities. Supervision of students is performed indoors and outdoors and may include inclement weather. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Assistant Principal/Administrator
Reports to: Building/School Principal/Administrator

Position Description

The Assistant Principal works under the direction of the School Principal/Administrator. The assistant principal will provide assistance to the principal for the overall leadership and administration of the building and, as such, assume responsibility for all aspects of the school program. As assigned, the assistant principal will use necessary leadership, supervisory and administrative skills so as to promote the educational development of each student to his/her fullest potential. Use of independent judgment and decision-making is required in matters not having established rules, regulations or policies. This position requires the ability to independently prioritize and organize work, with frequent non-routine situations and interruptions. This is an Administrative position with annual supervisory and evaluation duties.

Essential Job Functions and Responsibilities

The Assistant Principal performs a wide variety of complex and confidential duties in support of students with disabilities.

1. Lead and promote educational equity based on the principle that each student receives what is required for them to achieve success with regard to allocation of resources, opportunity, treatment, and access.
2. Assist teacher participation in discussions and deliberations regarding instruction, staff development, and other programs.
3. Firmly believe that all students will learn and improve - create a growth-mindset culture in the classroom.
4. Possess strong academic training and content knowledge.
5. Have extensive knowledge and experience demonstrating good instructional practices.
6. Connect well with students, staff, families and the school community – be open to learning about others, especially those who may be different from you.
7. Participate in opportunities to learn, show a strong willingness to grow and maintain an interest in improving.
8. Recognize students' different needs, abilities and interests and be flexible to adjust instruction to meet those needs, abilities and interests.Promote the school and district with staff, students, families and the community.
9. Maintain a high standard of ethics in all professional relationships, actions and decisions.
10. Demonstrate a leadership style to include regular classroom visits and place with emphasis on personal involvement in the instructional programs.
11. Assist in the identification of student and program needs and in the development of goals and objectives, implementation and evaluation of programs.
12. Understand and promote sound principles of instruction.
13. Assist in the identification of building goals related to instructional improvement.
14. Plan and implement building in-service activities as directed.
15. Assist in staff supervision and provide support which encourages staff growth, development and performance.
16. Attend and participate as required in IEP and 504 meetings for students.
17. Evaluate staff in a timely manner..

18. Help identify staff whose performance is not consistent with District Performance Standards and assist in the development of appropriate plans of improvement or assistance.
19. Delegate responsibility and authority to appropriate personnel.
20. Administer those provisions of collective bargaining agreements which are applicable at the building level.
21. Maintain a system to assure that the safety and health needs of students are met in a timely manner
22. Administer the Student Code of Conduct in a consistent manner.
23. Manage student attendance within school guidelines, District policy, and the Oregon Revised Statutes.
24. Maintain high ethical standards in matters involving confidentiality.
25. Assist in the school-community relations program as directed.
26. Practice effective two-way communication with staff, students, parents and the community.
27. Communicate District and school goals to staff and public.
28. Maintain a positive relationship with parents of students exhibiting behavior or skill deficits and thor student.
29. Appropriate supervision of students including during after school or evening events..
30. Demonstrate effective conflict resolution skills.
31. Assist in the development of budgets for the building.
32. Communicate building needs to the building principal.
33. Assist in the management of the building budget within the guidelines established by the principal.
34. Account for all funds over which he/she has responsibility.
35. Assist with the development and implementation of building policies and procedures to ensure a safe and sanitary building environment.
36. Identify maintenance needs and refer them to the principal.
37. Assist in the development and implementation of procedures for the security of the building.
38. Participate in a variety of committees which encourage both personal and professional growth and which are of benefit to the District.
39. Work cooperatively with building and District personnel in program development
40. Support administrative decisions and directives.
41. Working in collaboration with the building principal, follow District identified and approved hiring procedures to select and recommend the best qualified persons for employment.
42. Assist in the development and implementation of procedures to select and recommend the best qualified persons for employment.
43. Perform other related duties as assigned by the Superintendent.
44. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
45. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Exempt/Confidential Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Ability to work with all students, guardians, staff, and community members.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to communicate effectively in writing using appropriate grammar, spelling and composition. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to staff, students, families, and the public. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write technical and routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Strong knowledge of Federal and State laws affecting school programs for students with disabilities.
- Knowledge of effective instructional strategies and interventions for students with disabilities.
- Knowledge of diversity and equity supports and issues related to achievement and opportunity gaps and disproportionate discipline and referrals.
- Knowledge of Response to Intervention Process and strategies and Positive Behavioral Interventions and Supports.
- Ability to appropriately communicate with students, teachers, parents, and members of the community.
- Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Ability to maintain the confidentiality of sensitive and confidential information.
- Excellent planning, organizational, problem-solving and decision-making skills, including flexibility and adaptability.
- Ability to identify, collect and analyze pertinent data; to make reasoned decisions based on data; and to exercise independent judgment.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:
- Minimum of five years of experience in public education, including teaching or supervision.
- Masters Degree (Education preferred)
- Valid license in school administration.

Special Qualifications:

TSPC Building Leader License

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:
- regularly required to talk or hear.

- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions.
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a combination of a standard office setting including standard office equipment (fax, copier, phone, computer), a traditional school setting, and/or virtual online learning. The noise level in the work environment is usually low to high depending on school or community activities. Supervision of students is performed indoors and outdoors and may include inclement weather. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Administrative Assistant to District Office
Reports to: Superintendent or District Office Administrator

Position Description

The Administrative Assistant to the District Office is supervised by the Superintendent or District Office Administrator and works independently, performing work of a regular and recurring nature under general supervision. The Administrative Assistant provides the full spectrum of administrative support to the District Office Administrators and to building Administrators in performing a variety of technical, confidential, administrative duties involving such activities as research, investigation, and assisting in the development of procedures and methods to achieve set objectives; and to provide administrative support in matters pertaining to district policy, rules and collective bargaining as appropriate. The work may be of a highly confidential and sensitive matter and strict adherence to confidentiality and the rights of employees, students, and families is expected. The nature of the work requires adherence to statutes, policies, procedures and regulations. The work requires regular independent judgment, the ability to independently prioritize and organize work, with frequent non-routine situations and interruptions. This is not a supervisory position.

Essential Job Functions and Responsibilities

This position performs a wide variety of complex and confidential secretarial, administrative and clerical duties in support of District and building Administrators.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Provide administrative support to District Office Administrators and building Administrators.
3. Anticipate needs and maintain an organized, efficient, inviting, and professional office that supports the mission and vision of the District.
4. Apply the principles and practices of management, research, problem solving, and program evaluation.
5. Reads, interprets and implements technical manuals from various organizations, including the Oregon Department of Education.
6. Performs duties assigned following pertinent rules, policies, procedures, and regulations affecting department or assigned program area of responsibility.
7. Serve on committees and councils, as assigned.
8. Conducts studies, research, and/or evaluations pertaining to administrative problems, projects, and District policy.
9. Compiles, analyzes, and evaluates data and prepares estimates, statements, and reports based on such data.
10. Interprets and explains practices, rules, policies, procedures, and regulations affecting the department or program area.
11. May coordinate work of others involved in projects.

12. Compiles, organizes, audits for accuracy, and submits Oregon Department of Education required reports as directed.
13. May be responsible for coordinating operations of a particular unit or program area.
14. Arranges and organizes meetings and training sessions as necessary.
15. May perform administrative duties of a general nature.
16. Research, create, input, format, organize and edit relevant data as needed or requested.
17. Schedule, plan and execute meetings, events, conferences and programs as required, including creating the schedule, contacting all invited parties, preparing agendas and materials, arranging for catering and distributing materials to all parties.
18. Manage, maintain and update websites as requested.
19. Assist the public and staff with information as appropriate.
20. Assist fiscal accounts assigned to District Office Administration as requested. Responsible for the audit and review of the bookkeeping and financial transactions of others, as assigned.
21. Provide direction to office staff as well as mentorship to new office staff, as assigned
22. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
23. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
24. Performs other duties and accepts responsibilities as assigned by the Superintendent and/or the District Office Administrator.

Attendance Standards

Hours of employment will be based on student, building and District needs.

Regular and on-time attendance is expected.

Leave and vacation provisions are available through Board policy and the Exempt/Confidential Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to communicate effectively in writing using appropriate grammar, spelling and composition. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to staff and the public. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate,

ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.

- Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Ability to maintain the confidentiality of sensitive and confidential information.
- Excellent planning, organizational, problem-solving and decision-making skills, including flexibility and adaptability, to manage administrative office functions in a timely manner while maintaining accuracy and attention to detail.
- Ability to identify, collect and analyze pertinent data; to make reasoned decisions based on data; and to exercise independent judgment.
- Ability to work at a high level of skill in the operation of business systems and software, including word processing, spreadsheets, databases, project planning, calendaring, and email.
- Ability to exercise a high level of independence in originating, planning, and adapting systems to accomplish tasks.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

- High School Diploma or equivalent.
- Two (2) years post-secondary education in business, communications, or office management, preferred.
- A minimum of five (5) years progressively responsible experience in administrative or executive secretary responsibilities and/or office management responsibilities. Consideration will be given to an alternative combination of experience and training that provides the knowledge, skills, and abilities required to perform the job.
- Certificates, Licenses, Registrations: Certificates as determined by the District.

Special Qualifications:

None

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.

- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a standard office setting including standard office equipment (fax, copier, phone, computer). The noise level in the work environment is usually low to moderate. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Administrative Assistant to the Special Education Program Director
Reports to: Special Education Program Director

Position Description

The Administrative Assistant to the Special Education Director is supervised by the Director. The Administrative Assistant works independently, performing work of a regular and recurring nature under general supervision within Special Education. The Administrative Assistant provides the full spectrum of administrative support to the Program Director, to building Administrators, and Special Education Staff in performing a variety of technical, confidential, administrative duties involving such activities as research, investigation, and assisting in the development of procedures and methods to achieve set objectives; and to provide administrative support in matters pertaining to district policy, rules and collective bargaining as appropriate. The work may be of a highly confidential and sensitive matter and strict adherence to confidentiality and the rights of employees, students, and families is expected. The nature of the work requires adherence to statutes, policies, procedures and regulations. The work requires regular independent judgment, the ability to independently prioritize and organize work, with frequent non-routine situations and interruptions. This is not a supervisory position.

Essential Job Functions and Responsibilities

This position performs a wide variety of complex and confidential secretarial, administrative and clerical duties in support of District and building Administrators.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Create, track, organize, and maintain special education and 504 electronic records for students.
3. Assists educators in maintaining compliance for special education and 504 (e.g., required documents, signatures, IEP, assessment and eligibility, timelines, etc.) paperwork and services.
4. Requests and sends student records.
5. Ensures students in special education or services under a 504 are entered accurately into the District Student Information System.
6. Create reports as necessary for educators and other staff.
7. Ensures regular education teachers have access to documentation of students as appropriate.
8. Send required notices to guardians.
9. Work within Oregon Department of Education databases to provide updated and accurate accounting of students and reporting requirements for each student (e.g., child count, child find, placement, restraint and seclusion, transition, etc.)
10. Anticipate needs and maintain an organized, efficient, inviting, and professional office that supports the mission and vision of the District.
11. Apple the principles and practices of management, research, problem solving, and program evaluation.
12. Reads, interprets and implements technical manuals from various organizations, including the Oregon Department of Education.
13. Performs duties assigned following pertinent rules, policies, procedures, and regulations affecting department or assigned program area of responsibility.
14. Serve on committees and councils, as assigned.

15. Conducts studies, research, and/or evaluations pertaining to administrative problems, projects, and District policy.
16. Compiles, analyzes, and evaluates data and prepares estimates, statements, and reports based on such data.
17. Interprets and explains practices, rules, policies, procedures, and regulations affecting the department or program area.
18. May coordinate work of others involved in projects.
19. Compiles, organizes, audits for accuracy, and submits Oregon Department of Education required reports as directed.
20. May be responsible for coordinating operations of a particular unit or program area.
21. Arranges and organizes meetings and training sessions as necessary.
22. May perform administrative duties of a general nature.
23. Research, create, input, format, organize and edit relevant data as needed or requested.
24. Schedule, plan and execute meetings, events, conferences and programs as required, including creating the schedule, contacting all invited parties, preparing agendas and materials, arranging for catering and distributing materials to all parties.
25. Manage, maintain and update websites as requested.
26. Assist the public and staff with information as appropriate.
27. Assist fiscal accounts assigned to District Office Administration as requested. Responsible for the audit and review of the bookkeeping and financial transactions of others, as assigned.
28. Provide direction to office staff as well as mentorship to new office staff, as assigned
29. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
30. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
31. Performs other duties and accepts responsibilities as assigned by the Director of Special Education Program.

Attendance Standards

Hours of employment will be based on student, building and District needs.

Regular and on-time attendance is expected.

Leave and vacation provisions are available through Board policy and the Exempt/Confidential Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to communicate effectively in writing using appropriate grammar, spelling and composition. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to staff and the public. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.

- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Ability to maintain the confidentiality of sensitive and confidential information.
- Excellent planning, organizational, problem-solving and decision-making skills, including flexibility and adaptability, to manage administrative office functions in a timely manner while maintaining accuracy and attention to detail.
- Ability to identify, collect and analyze pertinent data; to make reasoned decisions based on data; and to exercise independent judgment.
- Ability to work at a high level of skill in the operation of business systems and software, including word processing, spreadsheets, databases, project planning, calendaring, and email.
- Ability to exercise a high level of independence in originating, planning, and adapting systems to accomplish tasks.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:
- High School Diploma or equivalent.
- Two (2) years post-secondary education in business, communications, or office management, preferred.
- A minimum of five (5) years progressively responsible experience in administrative or executive secretary responsibilities and/or office management responsibilities. Consideration will be given to an alternative combination of experience and training that provides the knowledge, skills, and abilities required to perform the job.
- Certificates, Licenses, Registrations: Certificates as determined by the District.

Special Qualifications:
None

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is/will:
- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral

vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a standard office setting including standard office equipment (fax, copier, phone, computer). The noise level in the work environment is usually low to moderate. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

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Alsea School District

Job Title: District Assessment Coordinator
Reports to: Superintendent

Position Description

The duties listed below are not inclusive, but characteristic of the type and level of work assigned for this position. Individual employees may perform all or some combination of the duties listed below, as well as other related duties as assigned. The District may add to, modify or delete any aspect of this description at any time as it deems advisable. The Assessment Coordinator helps coordinate professional development, technical assistance, assessment proctoring, and curriculum/school improvement projects related to assessment, from start to finish, under the guidance of the Superintendent's office.

Essential Job Functions and Responsibilities

1. Creates and maintains a classroom environment which encourages learning and is appropriate to the maturity and interests of the students.
2. Encourages students to develop and maintain appropriate standards of personal behavior.
3. Assists in the implementation of the District's philosophy of education, instructional goals, and objectives.
4. Diagnoses the learning capabilities of students on a regular basis and seeks the assistance from available specialists as required.
5. Takes all necessary and reasonable precautions for the safety of students and the protection of equipment, materials, and facilities.
6. Maintains accurate and complete records as required by law, District policy, and administrative regulations.
7. Assists in implementing all policies and/or rules governing student conduct.
8. Develops fair and reasonable rules of student behavior and establishes procedures to maintain order in the classroom.
9. Plans, organizes, and schedules staff development programs, curriculum improvement projects, and technical assistance efforts that are (a) responsive to the needs of school districts, schools, and teachers and (b) reflect research, "best practices," and relevant federal and state policies, laws, and initiatives.
10. Drafts program proposals, assessment plans, related budgets &/or cost analyses, for review by the Superintendent producing final versions reflective of obtained feedback.
11. Coordinate and lead students and staff through required state assessments
12. Facilitate required annual state assessment test proctor and ethics training for all staff.
13. Provide any additional assessment training &/or support for new staff on an as needed basis.
14. Coordinate all assessment administration including passwords, dates, changes, questions, schedule labs, etc....
15. Network with all exterior entities regarding assessment interests (i.e. Educational Service Districts, Oregon Department of Education, etc...)
16. Collaborate and strategically plan with the District Technology Department to ensure necessary technology (i.e. hardware and software) is available in advance of open testing windows.
17. Ensure that District Technology staff are available during testing windows to solve all technical issues.
18. Coordinate state assessment testing with related academic departments.

19. Facilitate the proctoring of all required state assessments.
20. Ensure that all students are assessed in accordance with state and federal requirements.
21. Ensure that individual testing needs of specific students in accordance with board policies are met.
22. Gather and monitor assessment data for all students including transfers.
23. Ensure that all SSID records are current both within the district and the district ODE website.
24. Coordinate printed copies of student test records for student cumulative files and communication with parents.
25. Assist the counseling office by providing assessment data to track graduation requirements.
26. Collaborate with counseling department to facilitate work samples connected with meeting graduation requirements.
27. Enter assessment data in the student information system for monitoring purposes.
28. Collaborate with counseling department to identify students who need additional assessments.
29. Ability to maintain assessment security at all times, self-reporting any security &/or ethics violations immediately to the Superintendent and appropriate Oregon Department of Education (ODE) agency.
30. Ability to maintain the integrity of confidential information relating to all district records and assessment data. Confidential information will only be shared in accordance to strictly following all board policies, state & federal laws.
31. Performs other duties and accepts responsibilities as assigned by the Superintendent and/or designee.

Attendance Standards

- Hours of employment will be based on student, building and District needs.
- Regular and on-time attendance is expected.

Communication

- Communicates clearly and effectively with other district staff and assigned ESD district colleagues, and personnel from partner agencies.
- Uses a variety of communication methods, including e-mail and web-based strategies, to support professional development and school improvement.
- Writes clear, well-organized documents, including reports and proposals.
- Responds constructively and in a timely manner to requests, questions, suggestions and concerns from educators within the district and around the state.

Professional Leadership and Conduct:

1. Provides leadership and support to the district in developing and implementing school improvement, professional development, and technical assistance projects.
2. Envisions and articulates future program needs and identifies promising strategies for addressing those needs.
3. Acts on the basis of professional principles and generally accepted norms of professional behavior.
4. Contributes to a positive work environment by:

- understanding and tolerating differences in points of view.
- demonstrating a positive attitude.
- working effectively to resolve conflicts.
- listening and responding respectfully to information and ideas conveyed by others.

5. Works collaboratively with ESD staff members, district staff and representatives from other agencies.

Qualifications and Performance Expectations

- To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Proficient in the ability to use word processing, spreadsheet, presentation, contract management, and database software; E-mail and the Internet.
- Knowledge of current district policy, research and "best practices" in standards-based education, professional development and school improvement. Skills in standards-based curriculum development. Skills in standards-based assessment, and in managing, analyzing, reporting and using assessment information. Ability to direct and coordinate multiple projects with minimum supervision.

Special Qualifications:

- A valid Oregon teaching certificate preferred
- Prior teaching experience desirable but not required
- Master's degree in education or related field preferred
- Effective instructional & leadership skills

Assessment and Use of Assessment Information

- Analyzes and uses assessment data to identify program needs and to evaluate, improve, and report on program effectiveness.
- Uses knowledge of state standards and standards-based assessment, scoring, and reporting methods to aid in the design of staff development and school improvement programs.
- As appropriate, organizes, analyzes, and interprets assessment data to support grant proposals.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is regularly required to talk, hear, sit, use hands for fine manipulation, handle or feel. The employee is frequently required to stand and sit. The employee must regularly lift and/or move up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, depth perception and the ability to adjust focus.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while

performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually low.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Executive Assistant (Board/Superintendent)
Reports to: Superintendent

Position Description

The Executive Assistant to the Superintendent and Board works independently, performing work of a regular and recurring nature under general supervision. The Executive Assistant provides the full spectrum of administrative support to the Superintendent, assuring efficient, timely and accurate office operations. Under the direction of the Superintendent, the Executive Assistant ensures effective and timely service to the Board of Directors and to the agency at large, including matters of a confidential nature. The Executive Assistant acts as a liaison between the superintendent, employees, and the public. Within expectations set by the Superintendent, the Executive Assistant accurately interprets and disseminates information related to District organization, programs, policies and rules. The work is often of a highly confidential and sensitive matter and strict adherence to confidentiality and the rights of employees, students, and families is expected. The nature of the work requires adherence to statutes, policies, procedures and regulations. The work requires regular independent judgment, the ability to independently prioritize and organize work, with frequent non-routine situations and interruptions. The employee may direct the work of other office staff and may supervise employees.

Essential Job Functions and Responsibilities

The Executive Assistant to the Superintendent performs a wide variety of complex and confidential secretarial, administrative and clerical duties in support of District administrative and School Board operations.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Serve as the executive assistant to the Superintendent and the Board.
3. Provide exemplary administrative support to the Superintendent.
4. Anticipate needs and maintain an organized, efficient, inviting, and professional office that supports the mission and vision of the District.
5. Act as the Superintendent's primary support staff in communicating with and to other Districts, staff, media, general public and other agencies.
6. Manage the Superintendent's calendar, phone and email account, independently scheduling and responding as appropriate, on behalf of the Superintendent.
7. Assist the Superintendent in processing contracts as well as business and HR system requirements.
8. Prepare presentations, minutes, data sets, schedules, travel arrangements and correspondence to the Board of Directors, staff and community.
9. Research, create, input, format, organize and edit relevant data as needed or requested and prepare in a usable format for Superintendent or designees.
10. Schedule, plan and execute high-profile meetings, events, conferences and programs as required, including creating the schedule, contacting all invited parties, preparing agendas and materials, arranging for catering and distributing materials to all parties.
11. Assure that Board and Budget Committee legal requirements for public meetings, public notice and record-keeping are met.
12. Manage, maintain and update websites, including current agendas, approved minutes and other relevant departmental and Board related information.

13. Ensure appropriate operational procedures are followed within the Superintendent's office and in service to the legal requirements of the School District Board processes.
14. Assist with highly confidential legal matters before the District.
15. Assist with highly confidential Human Resources matters.
16. Coordinate Board Policy and Administrative Rule posting requirements.
17. Maintain a calendar of reports, projects, and events associated with the Superintendent's office and School Board, and provide proactive support and planning necessary for successful completion.
18. Assist the public and staff with information as appropriate.
19. Assist the Superintendent with the management of fiscal accounts assigned to the Superintendent's office. Responsible for the audit and review of the bookkeeping and financial transactions of others, as assigned.
20. Provide direction to office staff as well as mentorship to new office staff, as assigned.
21. Maintain information from various organizations, (i.e. State Department of Education, Oregon School Board Association, Coalition of School Administrators, legislature, etc.) and data of District operations.
22. Serve on committees and councils, as assigned.
23. Perform other related duties as assigned by the Superintendent.
24. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
25. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
26. Performs other duties and accepts responsibilities as assigned by the Superintendent.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Exempt/Confidential Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Ability to positively engage with patrons and community members.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to communicate effectively in writing using appropriate grammar, spelling and composition. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to staff and the public. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.

- Ability to maintain the confidentiality of sensitive and confidential information related to personnel, district financial, collective bargaining and legal matters.
- Excellent planning, organizational, problem-solving and decision-making skills, including flexibility and adaptability, to manage administrative office functions in a timely manner while maintaining accuracy and attention to detail.
- Ability to identify, collect and analyze pertinent data; to make reasoned decisions based on data; and to exercise independent judgment.
- Ability to work at a high level of skill in the operation of business systems and software, including word processing, spreadsheets, databases, project planning, calendaring, and email.
- Ability to organize, assign, direct and evaluate the work of clerical staff members.
- Ability to exercise a high level of independence in originating, planning, and adapting systems to accomplish tasks.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:
- High School Diploma or equivalent.
- Two (2) years post-secondary education in business, communications, or office management.

A minimum of five (5) years progressively responsible experience in administrative or executive secretary responsibilities and/or office management responsibilities.
Consideration will be given to an alternative combination of experience and training that provides the knowledge, skills, and abilities required to perform the job.
- Certificates, Licenses, Registrations: Certificates as determined by the District.

Special Qualifications:
None

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is/will:
- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment
The work environment characteristics described here are representative of those an employee encounters

while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a standard office setting including standard office equipment (fax, copier, phone, computer). The noise level in the work environment is usually low to moderate. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

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Alsea School District

Job Title: Maintenance Supervisor
Reports to: Superintendent and/or designee

Position Description

The Maintenance Supervisor performs work of a varied nature under general supervision. The nature of the work requires adherence to policies, collective bargaining agreements, and governmental regulations, including all regulations included in Division 22 Standards for School Districts. Independent judgment and decision-making is required in matters that do not have established policies, procedures and regulationsThe work requires regular independent judgment and coordination of the work of multiple employees. The incumbent exercises supervisory authority for the assigned functions, which may include overseeing staff and outside professionals engaged in HVAC, plumbing, carpentry, locksmithing, glazing, electrical, mechanics, AV repairs, grounds maintenance, painting, couriers, warehouse operations, and custodial trades. The employee interfaces with District leadership, school administration and staff, outside professionals and will occasionally interface with students. The Maintenance Supervisor supervises custodians and other employees within the Maintenance Department.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Ensures proper standards of cleanliness and solid building appearance with regard to the custodial, maintenance, and grounds needs of facilities.
3. Ensures compliance with all reports, plans, required testing (water, radon, asbestos, etc.- not an exhaustive list) as required by the Oregon Department of Education.
4. Ensures compliance with asbestos training and abatement requirements.
5. Plans, implements, oversees custodial activities and other professionals.
6. Interfaces with school administrators to discuss and problem-solve facility needs.
7. Ensures the proper operations and maintenance of all heating and cooling systems at the site.
8. May Inspect work areas to ensure that the areas are clean and suitable for safe operations and identifies necessary repairs due to vandalism, equipment breakage, weather conditions, or normal operating wear.
9. Monitors the building operations and maintenance systems (e.g., ventilation systems, generator alarms, fire alarms, firefighting equipment) to ensure a safe and efficient working environment; responds to immediate safety or operational concerns such as system failures, fires, and water leaks, and takes appropriate action to resolve immediate safety issues and ensure a safe and efficient working and learning environment; responds to non-urgent issues in a prioritized manner. Makes minor repairs to the facility to ensure proper working operations and appearance.
10. Plans, organizes and manages the day-to-day activities and processes of assigned staff.
11. Participates in long-range project planning for maintenance projects, including identifying needs, evaluating outside contractors, establishing project timelines, estimating labor and material requirements, ensuring legal and regulatory compliance, and authorizing purchases.
12. Assists with planning for major capital investment programs, including establishing and monitoring budgets, gathering required data to make informed and accurate decisions, and forecasting funds needed for staffing, equipment, materials, and supplies.
13. Ensures the safe, timely and efficient conduct of departmental operations.
14. Monitors and reviews work progress, including setting and adjusting priorities and resolving scheduling conflicts.

15. Works closely with the District Office to screen and interview new employees and undertake disciplinary action as required.
16. Performs timely annual evaluations of all staff supervised.
17. Ensures compliance with applicable policies, legal requirements, ordinances, codes, collective bargaining agreements and regulatory standards.
18. Assists in developing contracts for work performed by outside contractors.
19. Inspects completed work, ensuring completeness and compliance with work orders and applicable codes; approves disbursements.
20. Provides technical expertise and assistance in assigned areas.
21. Investigates problems, complaints and safety hazards, recommends appropriate solutions and ensures timely resolution.
22. Responds to immediate safety and operational concerns and takes prompt appropriate action to resolve them.
23. Assists with developing systems and records that provide for the proper evaluation, control, and documentation of assigned operations.
24. Develops budgets and cost estimates.
25. Plans, coordinates and develops required training for staff.
26. Performs various administrative support duties, including maintaining records and preparing and maintaining documentation, reports and maintenance plans and schedules.
27. Provides back-up support as needed to the Administrator for Maintenance Services.
28. Provides technical and functional supervision to contractors, architects and engineers
29. Maintains effective working relationships with other members of the staff, students, and parents.
30. Maintains computerized records of maintenance and safety inspections.
31. Maintains shop area, equipment and tools in a safe, clean and orderly condition.
32. Demonstrates regular and acceptable attendance and punctuality, as set forth in Board policy.
33. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
34. Performs other duties and accepts responsibilities as assigned by the Superintendent and/or designee.

Attendance Standards

Hours of employment will be based on student, building and District needs.

Regular and on-time attendance is expected.

Leave and vacation provisions are available through Board policy and the Exempt and Confidential Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with students, staff, and guardians, and other District Departments in a school setting.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.

- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working with students strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Special Qualifications:

1. Bachelor's Degree preferred.
2. Must possess three years progressive management or supervisory experience in relevant fields.
3. In lieu of #1 and #2, must possess five-seven years equivalent combination of education and experience necessary to perform the job functions.
4. Must read, understand, and follow multi-step written and verbal instructions in English.
5. Upon hire, must demonstrate understanding of basic health standards to comply with District and State regulations and must demonstrate an understanding of safety practices and procedures.
6. Must demonstrate the ability to adhere to safety practices and to comply with District procedures for use of custodial cleaning products and equipment.
7. Must demonstrate the ability to follow a set routine at a pace that meets District standards, and must demonstrate the ability to meet deadlines and schedules.
8. Must demonstrate flexibility to changing working environments.
9. Must demonstrate the ability to use District cleaning equipment and solve problems related to equipment operations.
10. Must be able to operate small lift equipment, power and hand tools, and must possess the ability to work from ladders.
11. Must be able to operate blowers, vacuum systems, compact utility tractors, and other small landscape equipment.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- stand, but will also walk, climb stairs and ladders, sit, push, pull, bend, stoop, kneel, and reach in the normal course of their workday.
- at times the employee will spend prolonged periods of time standing, walking, sitting, pushing, bending, stooping, crouching, and kneeling.
- will routinely lift up to 55lbs, independently and lift more than 55lbs with assistance.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The Maintenance Supervisor works both indoors and outdoors and often in the dark. Outdoor environments include all types of weather.

The work environment will frequently include moderate to loud noise. The employee will be regularly exposed to odors, fumes, dirt cleaning solvents, vibration with some equipment and dust. Other potential hazards include but are not limited to communicable diseases, sharp objects, electrical and/or motorized equipment and slippery surfaces. The employee may also be required to inspect confined spaces. The work requires the ability to drive between various sites or businesses. Occasional attendance at meetings or activities outside of normal working hours is required, as are mandatory training and educational events sponsored by the District. The employee may be exposed to Bloodborne Pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

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Alsea School District

Job Title: Technology Director
Reports to: Superintendent

Position Description

The Technology Director reports to the Superintendent. The Technology Director works closely with District administration and staff to serve students. The Technology Director develops and maintains a deep understanding of the instructional needs and technological direction of the District, individual schools, students and families. The Technology Director supports the technological infrastructure needed so staff can focus on improving instructional outcomes, access and opportunities for all students. The Technology Director supports administrators to make informed decisions about software applications, learning platforms, hardware and equipment, internet access and technology tools to support instruction and learning. The employee interfaces with District leadership, school administration and staff, outside professionals and will occasionally interface with students. The Technology Director works closely with the Maintenance Department in the installation and maintenance of systems requiring technology. The Technology Director may have supervisory and evaluation duties assigned.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students and staff, in accordance with the highest traditions of public education and in support of the District's mission.
2. The Technology Director will efficiently and effectively manage services to Alseastaff and students.
3. General duties include, but is not limited to
   - Installation, operation, maintenance of hardware and software
   - Traffic monitoring
   - Capacity planning
   - System backup
   - User training, as needed
4. Support will include overseeing the operation of a Local and Wide Area Network in order to meet the educational needs of students and efficiently and effectively monitor the operation of all District equipment, including leased facilities as appropriate. The Technology Director will effectively supervise any allocated staff to ensure positive, effective and timely services are provided to students, families, staff and vendors.
5. Essential to this position is the ability to develop and manage capacity for effective implementation of short and long-range network expansion to accommodate new technology and needs of the individual schools. The Technology Director will carry significant authority to carry out tasks required to accomplish the requirements of the position.
6. The Technology Director envisions and works to provide a robust technology infrastructure that supports current, emerging and potential technologies throughout the District, including hardware and mobile devices used to access information from District systems including, but not limited to
   - Student Information Systems (e.g., PowerSchool)
   - Data warehouses
   - District website
7. Supports District Windows Active Directory and Google for Education Services, performing routine management and upgrades. Includes setting and implementing policy and access administration rights, capacity/feasibility planning, new installation design, upgrades (database/operating system/software/system), configuration, feature functionality testing, optimization, user accounts, maintenance, troubleshooting, backup systems, security, and user authentication routines

8. Resolves operational problems affecting hardware, software and network infrastructure.
9. Provides escalated technology-related engineering design and support to school technology support staff.
10. Works with administration, staff and peer organizations to research of potential new technology services.
11. Develops, implements, and maintains disaster recovery plans
12. Proactively engages peer leadership in administration and instruction.
13. Designs, implements, and maintains complex systems supporting educational technologies and administrative information systems.
14. As appropriate and allowing for Department expansion, supervises and evaluates Technology Department staff and appropriately delegates tasks and workload.
15. Acts as technical lead or representative in cross-departmental and District-wide project teams.
16. Provides technical support to and collaborates District Leadership.
17. Clearly articulates Technology vision and technical concepts to non-technical users.
18. Maintains a clear vision of supporting K-12+ instruction and equitable access in all Technology Department activities and leadership decisions.
19. Proactively leads discussions and fully engages when supporting instructional goals.
20. Actively participates in planning, development and implementation of District goals that align to serving students, staff, and families.
21. Evaluates and recommends to management policies regarding Technology.
22. Positively represents the District with other districts and agencies.
23. Mentors and trains other staff on appropriate use, application and implementation of technology to support instruction and District operations.
24. Designs and coordinates Quality Assurance processes.
25. Maintains long-range planning goals that include, but are not limited to development and revision of standards, expansion and upgrades systems, and future technology.
26. Maintains constant proactive contact with staff, teachers, vendors, technology stakeholders, partner agencies and other outside entities.
27. Maintains a global viewpoint, an awareness of the non-technical aspects of a variety of District services and programs.
28. Work is performed in accordance with appropriate state and federal guidelines to ensure learning and working environments are safe and clean. The Superintendent in consultation with other administrators will evaluate work for the quality of completed projects and overall results achieved.
29. Demonstrates regular and acceptable attendance and punctuality, as set forth in Board policy.
30. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
31. Performs other duties and accepts responsibilities as assigned by the Superintendent.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Exempt and Confidential Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control;

remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.

- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Demonstrated commitment issues of equity, access and inclusion with respect to technology and instructional technology.
- Demonstrated success working collaboratively with students, families, and staff.
- Ability to exercise good judgment and work in an environment with constant interruptions.
- Maintains a high level of organization.
- Has a proven record working well as a member of a team.
- Ability to respond calmly and clearly in critical situations.
- Ability to maintain an appropriate and legal level of confidentiality regarding students, staff, and other individuals.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working with students strongly preferred.
- Computer Skills: Highly skilled knowledge of computer and network systems. Ability to safely and proficiently operate standard office and technology equipment and software, as required by the position.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Special Qualifications:

- Bachelor's degree or equivalent (including certifications) with major course work in computer science or a related field and/or three to five years of progressive experience and responsibility in:
  - systems administration,
  - proficiency with network design and analysis,
  - managing a computer network system of similar size and complexity to Bethel School District.
- Experience in an educational environment and managerial and/or supervisory experience
- Knowledge/experience with:
  - VSphere 4 and iSCSI
  - Virtual Servers
  - NAT
  - CIPA Compliance
  - M86 Filtering
  - Current Exchange
  - Google for Education
  - Windows and Google device setup and deployment
  - Active Directory user setup and management
  - Google user setup and management
  - Current Windows server

- Deploying/managing Windows, Mac, and Linux servers, desktops, and services
- Commonly accepted best practices for management, back-up, archival, and security of network system
- Positive customer service focus

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- stand, but will also walk, climb stairs and ladders, sit, push, pull, bend, stoop, kneel, and reach in the normal course of their workday.
- at times the employee will spend prolonged periods of time standing, walking, sitting, pushing, bending, stooping, crouching, and kneeling.
- will routinely lift up to 25lbs, independently and lift more than 25lbs with assistance.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The Technology Director works mainly indoors but work will occasionally be performed outdoors. Outdoor environments include all types of weather.

The work environment will frequently include moderate to loud noise. The employee will be regularly exposed to electrical equipment and dust. The employee may also be required to inspect confined spaces. The work requires the ability to attend meetings or activities outside of normal working hours, as are mandatory training and educational events sponsored by the District. The employee may be exposed to Bloodborne Pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

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Alsea School District

Job Title: Transportation Supervisor
Reports to: Superintendent and/or designee

Position Description

The Transportation Supervisor performs work of a recurring nature under general supervision and reports to the Superintendent. The Transportation Supervisor ensures the safety, timeliness and efficiency of District transportation service and.ensures the safety and operability of District vehicles by directing the maintenance and repair of buses, trucks and other motorized vehicles. The nature of the work requires adherence to established policies, procedures and regulations. The work requires regular independent judgment and coordination of the work of transportation employees. The Transportation Supervisor may be required to drive a school bus and therefore must meet the qualifications for school bus drivers. The employee interfaces with District leadership, school administration and staff, outside professionals and families, and students. The Transportation Supervisor supervises, under the direction of the Superintendent and/or designee, employees within the Transportation Department.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Plans, supervises and directs school bus dispatch and scheduling, ensuring transportation service requirements are met and conducted safely, efficiently and in compliance with established guidelines, procedures and regulations.
3. Ensures all Board policies comply with all applicable state and federal laws and requirements of the Oregon Department of Education
4. In a timely manner, completes and submits all required reports and information to the Oregon Department of Education.
5. Conducts timely annual evaluations of all supervised staff.
6. Responds effectively and efficiently to transportation problems, including emergency situations, complaints, breakdowns and accidents.
7. Assigns, schedules and supervises the work of transportation personnel, including providing necessary guidance, assistance and training.
8. Assists in selecting new hires, provides for necessary training and staff development, and makes recommendations concerning transfers and terminations.
9. Handles employee discipline issues, including coordinating with Human Resources, reviewing GPS data and video footage, conducting investigations and writing reports.
10. Assists in the development and implementation of the departmental budget using various budget management methods and cost-control procedures.
11. Ensures transportation operations comply with relevant state and federal regulations, licensing requirements and other applicable legislation.
12. Ensures the safety of working conditions by directing driver safety training, ensuring staff are knowledgeable about the safe operation of equipment, establishing safety rules and policies, and maintaining equipment in safe working order.
13. Represents the District to various committees, special interest groups, citizen organizations and other public meetings.
14. Ensures drivers are trained to present a positive image to the general public.
15. Drives buses for special routes, field trips, sporting events and other activities as necessary.
16. Makes recommendations concerning necessary adjustments to routes and scheduling due to inclement

weather.

17. Plans, supervises and directs the maintenance and repair of the District's vehicle fleet, including buses, trucks and other heavy-duty vehicles.
18. Organizes and directs the work of transportation maintenance and repair scheduling work, ensuring the timely completion of tasks.
19. Schedules routine vehicle maintenance, including preparing work plans and cost estimates and ensuring work complies with established standards and procedures.
20. Ensures adequate supplies of parts, fuel and other necessary equipment.
21. Makes accurate assessments of required materials and time necessary for repair and maintenance functions.
22. Responds to technical questions concerning vehicle maintenance and repairs; consults with appropriate vehicle manuals and computer-based vehicle maintenance programs.
23. Prepares and maintains accurate records and other documentation, including repair histories, inventory records, safety inspections and maintenance reports.
24. Coordinates warranty repairs with vehicle dealers, ensuring that repair costs are covered and necessary paperwork is accurately processed.
25. Develops and implements employee training programs, ensuring personnel are knowledgeable about the proper use and care of equipment, established methods and standards of vehicle maintenance and repair, and proper safety practices.
26. Determines specifications for public bids on vehicles, equipment and supplies.
27. Manages District vehicle replacement plan, including the development of specifications for the purchase of replacement buses.
28. Approves all maintenance and repair invoices and ensures their accuracy.
29. Responds to student discipline issues, including reviewing video footage, consulting with administrators and responding to public concerns.
30. Ensures Transportation area, equipment and tools are maintained in a safe, clean and orderly condition.
31. Demonstrates regular and acceptable attendance and punctuality, as set forth in Board policy.
32. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
33. Performs other duties and accepts responsibilities as assigned by the Superintendent and/or designee

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Exempt and Confidential Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and

governmental regulations. Ability to write routine reports and correspondence.

- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working with students strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Special Qualifications:

1. Bachelor's Degree preferred.
2. Must possess three years' leadership/supervisory experience in transportation operations or similar field.
3. In lieu of #1 and #2, must possess five-seven years equivalent combination of education and experience necessary to perform the job functions.
4. Must possess or be able to obtain a valid Oregon commercial driver's license with passenger endorsement.
5. Must possess or be able to obtain a valid Oregon school bus driver certification.
6. Must demonstrate the ability to follow a set routine at a pace that meets District standards, and must demonstrate the ability to meet deadlines and schedules.
7. Must demonstrate flexibility to changing working environments.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- Meet the physical demands as required for Oregon School Bus Driver per 581-053-0040(5)

While performing the duties of this job, the employee is/will:

- all those found in *Bus Driver* description
- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- stand, but will also walk, climb stairs and ladders, sit, push, pull, bend, stoop, kneel, and reach in the normal course of their workday.
- at times the employee will spend prolonged periods of time standing, walking, sitting, pushing, bending, stooping, crouching, and kneeling.
- will routinely lift up to 55lbs, independently and lift more than 55lbs with assistance.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The Transportation Supervisor works both indoors and outdoors and oftentimes in the dark and during inclement weather. The employee will be regularly exposed to odors, fumes, dirt, dust, power tools, greases, oils and solvents. Other potential hazards include but are not limited to communicable diseases, sharp objects, and slippery surfaces. The employee must be able to stand, walk, sit, push, pull, bend, stoop, kneel, reach, write, speak and hear. Lifting, carrying, pushing and pulling of objects will be required. While driving a bus, the employee will be exposed to the working conditions and hazards outlined in the job description for *Bus Driver*.

The employee may be exposed to Bloodborne Pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

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Alsea School District

Job Title: HR Executive Assistant/Benefits
Reports to: Business Manager/Superintendent

Position Description

The HR Assistant/Benefits employee is supervised by the Business Manager and Superintendent. The employee performs clerical and administrative work in support of various Human Resources activities. The nature of the work requires adherence to policies, procedures and contractual agreements. The employee engages with highly sensitive information and must maintain absolute integrity of systems and confidentiality of data. The employee routinely interfaces with all employees.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Ability to work with accuracy and attention to detail to meet deadlines.
3. Responds to inquiries and questions from job applicants, supervisors, administrators and employees, including providing informational assistance, explaining human resources policies and procedures, and referring more difficult questions to the appropriate resource person.
4. Provides clerical support to departmental supervisors and administrators, including handling phone inquiries, assisting with reception and filing, updating phone lists, and responding to questions, concerns and complaints of a general nature.
5. Processes applications and hiring paperwork, and maintains accurate documentation for all employees.
6. Coordinates various substitute processes, including posting classified substitute listings, screening applicants, scheduling and conducting interviews, and conducting new employee orientations.
7. Processes job vacancies, tracks open positions and supports hiring administrators through use of the District's application tracking system.
8. Provides support to job applicants, including tracking application documents and responding to applicant queries.
9. Assists in maintaining the Human Resources department website.
10. Assists in recruitment efforts, including supporting the project management of various educational fairs.
11. Arranges employee testing, including setting up facilities, explaining testing procedures and distributing and collecting testing materials.
12. Develops and implements a communication plan to provide employees with information regarding District benefits and related workshops.
13. Plans, organizes, and facilitates annual benefits open enrollment.
14. Communicates benefits information to new hires and tracks enrollment.
15. Maintains the Benefits portion of the District's website.
16. Receives annual insurance premium rates for all employee groups then calculates employee

share, retiree premiums, and COBRA rates. Disseminates the information to employees, retirees and associations.

17. Reviews and monitors benefit plan contracts and implements changes to meet requirements of new laws/regulations.
18. Monitors and determines benefits eligibility for employees and retirees.
19. Inputs benefit information into OEBB.
20. Set up benefit payroll deductions in Infinite Visions.
21. Ensures that procedures are followed to comply with state, federal, benefit provider rules and regulations, Patient Protection Act, collective bargaining and other agreements.
22. Determines eligible employees under the ACA and Processes the annual 1095-C's
23. May provide support and/or leadership to plan, develop, and coordinate District
24. Benefits Fair.
25. Backs-up administration of FMLA/OFLA for administrator, licensed and classified employees.
26. Receive drug test results. Compiles, enters and organizes departmental data. Demonstrates regular and acceptable attendance and punctuality, as set forth in Board policy.
27. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
28. Performs other duties and accepts responsibilities as assigned by the Business Manager and/or Superintendent

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Exempt/Confidential and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.

- Knowledge of modern office methods, practices, procedures and computer equipment.
- Ability to coordinate pertinent information from several sources to maintain accurate data.
- Ability to understand inter-connected system processes and requirements.
- Ability to review and analyze the accuracy of processes and systems and recommend required changes and enhancements.
- Ability to evaluate situations and issues and apply applicable problem-solving skills.
- Ability to communicate effectively with others using tact, courtesy, and good judgment.
- Ability to exercise confidentiality, tact, diplomacy, and independent judgment in the performance of duties.
- Ability to effectively work individually and in a team situation.
- Ability to work with accuracy and attention to detail to meet deadlines.
- Ability to multi-task and work in stressful situations.
- Ability to research, compile and analyze complex statistical data and prepare accurate reports.
- Ability to understand and execute oral and written instructions, policies and procedures.
- Computer Skills: Displays strong knowledge of computerized spreadsheets and computerized payroll system. General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Strong knowledge of office practices, procedures and equipment.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

- High School Diploma or equivalent.
- AA Degree in business or related field preferred; Human Resources certificates/training is preferred.
- Current relevant work experience may be substituted for education requirements. Or any combination of education and experience, which would provide the applicant with the desired skills, knowledge and ability, required to perform the position responsibilities.

Special Qualifications:

None

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines standard office setting including standard office equipment (fax, copier, phone, computer) with the standard classroom setting. The noise level in the work environment is usually low to moderate.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Accounts Payable
Reports to: Business Manager/Superintendent

Position Description
The Accounts Payable position is supervised by the Business Manager and Superintendent.
Performs entry level bookkeeping duties such as maintaining financial related records such as accounts payable, fixed assets, or student bookkeeping records. Typical duties include processing payments and compiling and entering data to prepare and maintain reports based on established procedures. Performs work of a variable nature in accordance with generally established procedures and guidelines under general supervision.The employee works regularly with staff. The work requires a high level of adherence to general bookkeeping and accounting principles, ability to self-audit one's work, and accuracy. This position does not have supervisory responsibilities.

Essential Job Functions and Responsibilities
Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Sorts, classifies and codes entries and transactions in accordance with established department procedures, accounting system, and verbal instructions. Prepares billings within authority of position. Uses a computer terminal to enter and retrieve information.
3. Maintains account records by posting and reconciling data. Identifies and resolves discrepancies in accordance with established procedures. Calculates, posts and verifies data to produce summary balances and reports.
4. Posts and balances entries in appropriate journals, registers, logs or other records on a daily or periodic basis.
5. Receives, accounts for and safeguards cash or checks; issues receipts and classifies and codes transactions. Maintains petty cash funds; reconciles, makes deposits, and maintains related records.
6. Compiles, calculates, posts, and verifies data to produce regular or special summaries, balances or other reports as required when pertaining to area of assignment. Maintains related files or reports; distributes reports as appropriate. Develops and maintains follow-up systems on reports or actions required on a periodic basis. Maintains and updates files, records, and logs on computerized and manual record keeping systems; searches files and records for readily identifiable information as directed.
7. Compiles, calculates, posts, and verifies data to produce regular or special summaries, balances or other reports as required when pertaining to area of assignment. Maintains related files or reports; distributes reports as appropriate. Develops and maintains follow-up systems on reports or actions required on a periodic basis. Maintains and updates files, records, and logs on computerized and manual record keeping systems; searches files and records for readily identifiable information as directed.
8. Ability to apply established procedures and guidelines to the keeping of accounts and the preparation of financial reports.
9. Sorts and distributes mail according to general knowledge of department activities and programs.
10. Assists in other functional areas in the division as necessary to cover relief.
11. Ability to work with accuracy and attention to detail to meet deadlines.
12. Demonstrates regular and acceptable attendance and punctuality, as set forth in Board policy.
13. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.

14. Performs other duties and accepts responsibilities as assigned by the Business Manager, Superintendent and/or designee.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Knowledge of modern office methods, practices, procedures and computer equipment.
- Ability to coordinate pertinent information from several sources to maintain accurate data.
- Ability to understand inter-connected system processes and requirements.
- Ability to review and analyze the accuracy of processes and systems and recommend required changes and enhancements.
- Ability to evaluate situations and issues, and apply applicable problem-solving skills.
- Ability to exercise confidentiality, tact, diplomacy, and independent judgment in the performance of duties.
- Ability to effectively work individually and in a team situation.
- Ability to work with accuracy and attention to detail to meet deadlines.
- Ability to research, compile and analyze complex statistical data and prepare accurate reports.
- Computer Skills: Displays strong knowledge of computerized spreadsheets and computerized systems. General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

- High School Diploma or equivalent.
- One year clerical accounting experience is desirable; or any combination of education and experience which would provide the applicant with the desired skills, knowledge and ability required to perform job duties.

Special Qualifications:
None

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:
- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines standard office setting including standard office equipment (fax, copier, phone, computer). The noise level in the work environment is usually low to moderate.

I have read and understand this Job Description:

_____ _____
Employee Date

- A copy of this job description was provided to the employee.

_____ _____
Administrator/Supervisor/HR Date

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Alsea School District

Job Title: Bus Monitor
Reports to: Transportation Supervisor and Building Administrator

Position Description
Provides physical and behavioral care of all students during transport to and from school. This may include individual monitoring and attending to students with specific needs that cannot be managed from the driver's seat. Performs activities involved in the safe boarding, riding and exiting of passengers.

Essential Job Functions and Responsibilities
Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Is knowledgeable about the route and remains alert to monitor the welfare of passengers while in route.
3. Maintains and manages student behaviors and encourages calm and orderly conduct.
4. Communicates behavior problems and conditions of various stops with the driver.
5. Reviews and familiarizes themselves with student IEPs, 504s plans for student riders as necessary.
6. Assists in implementing behavior management programs and following specific instructions of classroom teachers and/or other Special Education staff.
7. As appropriate to student support plans (intervention, IEPs, 504s, etc.), collects and records data as required.
8. Assists wheelchair passengers to board, ride and exit the bus.
9. Assure that infants/toddlers are secured into car seats during transportation and that they and their belongings are delivered safely to their parents.
10. Assists in pre-trip and post-trip inspections of the bus.
11. Assists students in the loading and unloading process.
12. Cooperates and communicates with school personnel.
13. Conducts emergency evacuation from the bus, including use of exiting by emergency door
14. Assist in cleaning the inside of the bus.
15. Assists the driver when necessary to safely direct the vehicle backwards.
16. Interacts thoughtfully and courteously with students, staff, parents, and community members and resolves conflict in a professional manner.
17. Works independently and cooperatively in teams with other staff members and students.
18. Attends staff meetings as appropriate within assigned hours.
19. Attends in-service(s) and workshop training(s) as appropriate; applying training and skills learned to instructional responsibilities.
20. Reports safety, sanitary, and fire hazards immediately to the supervisor.
21. Maintains a safe and secure environment for students at all times.
22. Evaluates student injuries, determines course of action, performs minor first aid and completes required paperwork in compliance with Board policy.
23. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
24. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and student transportation rules.
25. Performs other duties and accepts responsibilities as assigned by the supervisor or building administrator.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, IEPs, lesson plans, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working in a school setting or with young children strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

- High School Diploma or equivalent.
- Previous coursework and training, or child development, childcare or instructional assistance experience that demonstrates possession of the knowledge and abilities needed to perform the work.
- Certificates, Licenses, Registrations: Certificates as determined by the District.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.

- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 40 pounds.
- opens and closes service doors and moves up and down steps multiple times daily

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is various student transportation vehicles primarily while in transit. This position requires the employee to visit/supervise students.The noise level in the work environment is usually moderate to high, depending on number of students and size of vehicle and activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions for supervision of students while loading and unloading. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

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Alsea School District

Job Title: Custodian
Reports to: Maintenance Supervisor

Position Description

The Custodian maintains an attractive, sanitary and safe facility for students, staff and public; assists with furniture arrangements for meetings, classroom activities and events; and minimizes property damage, loss and liability exposure. The Custodian may perform minor repairs and preventative maintenance to equipment as well as perform minor repairs or maintenance to District buildings under the direction of the Maintenance Supervisor. The Custodian follows standardized routines. The nature of the work requires strict adherence to policies, procedures and regulations. Independent judgment and decision-making is required in matters not having established policies, procedures and regulations.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Ensures proper standards of cleanliness and solid building appearance with regard to the custodial, maintenance, and grounds needs of the facility.
3. Plans, implements, oversees and participates in the custodial activities of the site.
4. Interfaces with maintenance supervisor to discuss and problem-solve facility needs.
5. May Inspect work areas to ensure that the areas are clean and suitable for safe operations and identifies necessary repairs due to vandalism, equipment breakage, weather conditions, or normal operating wear.
6. Responds to non-urgent issues by submitting a work order as appropriate or making a recommendation to the maintenance supervisor.
7. Picks up paper, trash, and debris around the interior and exterior of the site; rakes; sweeps and cleans walkways and entrances; disposes of trash and washes out trash cans; and performs daily and routine cleaning and upkeep:
   a. Vacuums, cleans, and extracts (shampoos) rugs and carpets.
   b. Cleans floors by sweeping, mopping, burnishing, and scrubbing.
   c. Cleans, dusts, and polishes woodwork, desks, furniture, glass, and other items.
   d. Services soap dispensers, paper towel dispensers, and similar containers.
   e. Empties and cleans waste paper baskets and other refuse containers.
   f. Assists office staff with mail and deliveries to areas of the school.
   g. Moves and adjusts chairs, desks, tables, supplies, furniture, and equipment.
   h. Strips, seals and waxes floors when needed.
   i. Removes spots and graffiti from floors, walls, woodwork, furniture, carpets, and fixtures.
   j. Washes and scrubs walls, lavatory fixtures, windows, drinking fountains, drains, lights, light fixtures, and painted surfaces.
   k. Inspects work upon completion of assigned schedule and completes any unfinished work.
8. Will set up and break down tables as necessary in the cafeteria and may supervise students in the lunchroom.
9. Packs, unpacks, loads, receives, and stores books, supplies, materials and other items.
10. Reports graffiti and arranges for removal.
11. Submits maintenance work orders for repair work needed; monitors and performs preventative maintenance.
12. Responds to emergency cleanups and to immediate needs for cleaning, mechanical or safety assistance as requested by school staff.

13. Ensures that all operating records and logs are in order and current.
14. Sets up and removes equipment (e.g., chairs, tables, bleachers, portable walls) prior to and after activities.
15. Locks and unlocks doors and gates as appropriate; maintains security of assigned areas according to established guidelines; turns alarms systems off if and when necessary and secures building at the completion of the shift this includes all doors and windows.
16. Cleans all locker tops, exteriors and interiors when able.
17. Actively participates in all fire and safety drills.
18. Assists in the development and updating custodial routes.
19. Reports safety and fire hazards to appropriate authority; reports needed maintenance repairs to the maintenance supervisor.
20. Routinely follows proper cleaning procedures and uses proper chemicals and cleaners safely, productively, and according to directions given by the maintenance supervisor.
21. Routinely uses and operates cleaning equipment and tools safely and in accordance with the training instructions provided. Learns and utilizes new tools and technologies as needed by the District.
22. Attends training courses as required and responds to instructions both on the job and in training classes.
23. Attends training when needed on proper cleaning procedures, chemical use, equipment, tools and technology.
24. Directs and escorts students, visitors, and community members when needed.
25. Participates in major summer cleaning projects as assigned and assists the Maintenance Supervisor and other summer staff with special projects related to building operations.
26. Maintains effective working relationships with other members of the staff, students, and parents.
27. Maintains janitor closets in a safe, clean and orderly condition.
28. Demonstrates regular and acceptable attendance and punctuality, as set forth in Board policy.
29. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
30. Performs other duties and accepts responsibilities as assigned by the maintenance supervisor or building administrator.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.
Time theft is a dismissible offense and will not be tolerated.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules and safety data sheets, data, memos, e-mails, operating and maintenance instructions, procedure

manuals, and governmental regulations. Ability to write routine reports and correspondence.

- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working with students strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Special Qualifications:

1. Must be 18 years of age or older.
2. Possess a High School Diploma or equivalent.
3. Experience in custodial work or any combination of experience and training that would provide the applicant with the desired skills, knowledge, and ability to perform the job.
4. Must read, understand, and follow multi-step written and verbal instructions in English.
5. Upon hire, must demonstrate understanding of basic health standards to comply with District and State regulations and must demonstrate an understanding of safety practices and procedures.
6. Must demonstrate the ability to adhere to safety practices and to comply with District procedures for use of custodial cleaning products and equipment.
7. Must demonstrate the ability to follow a set routine at a pace that meets District standards, and must demonstrate the ability to meet deadlines and schedules.
8. Must demonstrate flexibility to changing working environments.
9. Must demonstrate the ability to use District cleaning equipment and solve problems related to equipment operations.
10. Must be able to operate small lift equipment, power and hand tools, and must possess the ability to work from ladders.
11. Must be able to operate blowers, vacuum systems, compact utility tractors, and other small landscape equipment.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- stand, but will also walk, climb stairs and ladders, sit, push, pull, bend, stoop, kneel, and reach in the normal course of their workday.
- at times the employee will spend prolonged periods of time standing, walking, sitting, pushing, bending, stooping, and kneeling.
- will routinely lift up to 55lbs, independently and lift more than 55lbs with assistance.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral

vision.

Work Environment

The Custodian largely works indoors, but will also work outside in all kinds of weather, and often in the dark. Most of the custodian's work-time involves undertaking activities of a physical nature. Seasonal weather-related activities such as cleaning leaves in the fall, ice and snow in the winter and window cleaning in the summer months may require prolonged work time outside.

The work environment is regularly routine and often quiet, but the work environment will also frequently include moderate to loud noise, particularly during school hours and depending upon activities. The work environment includes exposure to fumes, cleaning solvents and vibration with some equipment. Other potential exposures and hazards include but are not limited to: Chemicals, toxins, dirt, playground/office equipment, furniture, communicable diseases, and power/hand-operated equipment and machinery. The employee may be exposed to Bloodborne Pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Dispatcher- Transportation
Reports to: Transportation Supervisor

Position Description

The School Bus Dispatcher helps ensure the proper functioning of District transportation operations by assuring that all bus routes are staffed and that daily operations run efficiently and with minimal disruption. "School bus" or "bus" includes any school bus or transportation vehicle within the transportation fleet. The School Bus Dispatcher performs work of a specific nature under general supervision. The nature of the work requires adherence to policies, procedures and regulations. Independent judgment and decision-making is required in matters not having established policies, procedures and regulations. The Dispatcher interacts with department staff, school staff, parents, and public entities. The Supervisor does not have supervisory responsibilities, but does assist in the operational management and assist in providing leadership and direction to Bus Drivers. The Dispatcher may also be required to drive routes.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Coordinates personnel and equipment to transport students to and from school on District busses.
3. Ensures that all bus routes have buses and drivers assigned and helps ensure the smooth functioning of daily transportation operations.
4. Assesses Bus Driver fitness to drive. Provides keys to each driver each day after ascertaining fitness. Follows established protocols when a Bus Driver appears unfit to drive.
5. Maintains communication with drivers via two--way radio (or other devices) and assists with breakdowns, accidents, route changes and other emergencies.
6. Assists in resolving situations involving student discipline and behavior problems, parental questions and complaints, equipment failure and route changes.
7. Acts as lead liaison between school parents and Transportation Department and resolves any transportation issues that arise.
8. Utilizes electronic notification systems to issue alerts about issues affecting school transportation.
9. Serves as key contact for school personnel to resolve transportation issues.
10. Maintains electronic database of transportation data, including but not limited to driver assignments, student attendance on individual routes and other information concerning transportation personnel and equipment.
11. Schedules and assigns drivers for special activities, including field trips and athletic events.
12. Manages the process of securing charter carriers as necessary.
13. Utilizes computer--guided routing software to provide guidance to drivers in the field and formulate route changes due to traffic accidents or road construction.

14. Drives scheduled bus routes as necessary.
15. Maintains effective working relationships with other members of the Department as well as other school personnel and community members
16. Performs other duties as assigned.
17. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
18. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
19. Performs other duties and accepts responsibilities as assigned by the transportation supervisor, the Superintendent and/or designee..

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students. Demonstrated ability to successfully work with all students. Ability to work effectively with student guardians and staff.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to other District staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working with students strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.

- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Special Qualifications:

1. Must be 21 years of age or older
2. Possess a High School Diploma or equivalent
3. Must possess and maintain a valid driver's license and a driving record that meets the standards in place by the District.
4. Must possess a minimum of three (3) years experience performing duties as a Bus Driver.

Alsea School District

Job Title: Driver Trainer - Transportation
Reports to: Transportation Supervisor

Position Description

The School Bus Driver Trainer helps ensure the proper functioning of District transportation operations by training, testing, and evaluating driving skills of current and prospective bus and activity vehicle drivers using methods approved by Oregon Department of Education for pupil transportation. The School Bus Driver Trainer performs work of a specific nature under general supervision. The nature of the work requires adherence to federal, state, and local policies, procedures, and regulations. Independent judgment and decision-making are required in matters not having established policies, procedures, and regulations.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Provides classroom instruction for current and newly hired school bus drivers in accordance with Oregon School Bus Drivers' Training Program, including written and oral presentations, group, and individualized training; ensures training materials are current, professional, and meet quality control levels and legal requirements.
3. Performs behind the wheel instruction (BTW) to reinforce basic driving skills and ensure compliance with state and District safety standards.
4. Prepares continuous professional development activities/training for drivers; creates and executes individualized training as needed to ensure drivers satisfy training credit requirements for renewal of school bus driver's certification.
5. Conducts remedial training for Drivers involved in accidents, incidents, and other situations as determined by Administration.
6. Conducts instruction in use of adaptive equipment used to transport pupils.
7. Conducts physical qualification examinations on behalf of the Oregon Department of Education.
8. Conducts observation rides to evaluate bus routes and driver competency.
9. Conducts CDL driving tests through the third-party tester program and CDL Skills Tests for existing CDL holders on behalf of Oregon Department of Transportation.
10. Maintains records and prepares reports related to the training of school bus drivers.
11. Performs other duties as assigned.
12. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
13. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
14. Performs other duties and accepts responsibilities as assigned by the transportation supervisor, the Superintendent and/or designee.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to other District staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working with students strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District including (not exhaustive):
    - Bloodborne Pathogen training and blood spills
    - Child Abuse
    - Sexual Conduct with Students
    - Integrated Pest Management
    - Safety Data Sheets

Special Qualifications:

1. Must be 21 years of age or older
2. Possess a High School Diploma or equivalent
3. Must possess and maintain a valid driver's license and a driving record that meets the standards in place by the District.
4. Must possess a minimum of three (3) years' experience performing duties as a School Bus Driver.
5. Must have successfully completed the Oregon Behind-the-Wheel Instructor Workshop with a score of at least 80% or greater and completed the Oregon Core and Advanced Instructor Workshop with a score of 80% or greater.
6. At the point of hire, must be able to attain and maintain valid certification as an instructor of First Aid within six (6) months of employment.
7. Must demonstrate familiarity with computerized record-keeping, spreadsheets, report writing in a narrative format using appropriate grammar and punctuation skills, operating computers and related peripheral equipment and software including Excel, Word, PowerPoint, or similar products.
8. Must be able to read, understand and follow multi-step written and verbal instructions in English.
9. Must demonstrate the ability to follow a set routine at a pace that meets District standards and demonstrate the ability to meet deadlines and schedules.
10. Must demonstrate the ability to maintain composure and act logically under stressful conditions and during periods of emergency.
11. Must demonstrate excellent knowledge of bus routes and surrounding geographic area.
12. Must demonstrate flexibility to changing working environments.
13. Must be able to work accurately with attention to detail.
14. Must meet all minimum qualifications for the position of *Bus Driver.*

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- Qualifications to drive a school bus per 581-053-0040(5)
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

While performing the duties of this job, the employee is/will:

- all those found in *Bus Driver* description
- Regularly required to talk or hear.
- Frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- Occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- Occasionally exposed to wet or humid conditions and outdoor weather conditions
- Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The School Bus Driver Trainer works both indoors and outdoors. The incumbent also engages in their work duties while driving or riding on a bus. The incumbent will frequently stand, walk, bend, stoop and kneel in the normal course of their workday and will be exposed to dirt, odors, dust, wetness, exhaust fumes, grease, noisy machinery, vibrations, and toxic agents. Work performed in the field may expose the incumbent to inclement weather and traffic hazards. While driving a bus, the School Bus Driver Trainer will be exposed to the working conditions and hazards outlined in the job description for *Bus Driver*.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Driver
Reports to: Transportation Supervisor

Position Description
Drivers operate motor vehicles to transport students to and from school, in afterschool programs and special trips. Student riders include all K-12 and post high school students but may also include students enrolled in early learning programs.

Essential Job Functions and Responsibilities
- Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
- Performs mandatory pre and post vehicle inspection for proper operation of all necessary equipment devices, including windshield wipers, lights, doors and locks, tire pressure and wear, horn, brakes, steering, emergency equipment, and fuel and oil levels.
- Notifies proper officials/staff of any deficiencies or malfunctions.
- Upon completion of final drop-off of route, ensures that the bus has been checked for sleeping or hiding students.
- Notifies proper officials of any deficiencies or malfunctions.
- Cleans vehicle interior and exterior.
- Drives vehicles in a safe manner, observing all traffic laws and regulations regarding the transportation of students.
- Utilizes safe lifting techniques to lift and properly place students in their seats including operation of wheelchair lifts, tie-down, seatbelts, and car seats.
- Assists students in getting on and off the vehicle and securely buckles students in safety belts.
- Maintains safe student behavior and ridership using positive behavioral approaches when students are on the vehicle.
- Maintains positive relationships with students and families.
- Administers first aid as required.
- Reads, understands, and applies policies and procedures defined in the District's Pupil Transportation Manual, Board policy, and the Oregon Pupil Transportation Manual.
- Drives vehicles in a safe manner, observing all traffic laws and regulations regarding the transportation of students.
- Drives safely during hazardous road conditions and traffic demands.
- Maintains prompt attendance.
- Effectively works with the guardians of the students being transported.
- Maintains a safe driving record.
- Reads, comprehends, and applies District, State, and Federal laws, regulations and policies relating to the transportation of students.
- Drives passenger transportation vehicles in a variety of weather and traffic conditions.
- Demonstrates flexibility in changing routes or other duties needed (e.g., acting as a bus assistant) according to student needs.

Attendance Standards
Hours of employment will be based on building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits

Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Ability to successfully pass driving and criminal records checks before beginning the job.
- Ability to successfully pass classroom and behind the wheel training before beginning the job.
- Ability to obtain a valid first aid card before beginning the job.
- Drivers must be at least 21 years of age.
- Drivers must possess a combination of experience and training that demonstrates possession of the requisite abilities.
- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students and guardians.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to work through problems involving several concrete variables in standardized situations.
- Ability to take and pass all required trainings required by law and as directed by the District.
- Education and/or Experience: High School Diploma or equivalent.
- Certificates, Licenses, Registrations: Certificates as determined by the Transportation Department or the District.

Special Requirements

Prior to beginning the position of driver, applicants must:

- Possession or have the ability to obtain a valid Oregon driver's license and CDL
- Pass a physical examination per 581-053-0040(1)(2)(3)(4).
- Be physically qualified to drive a school bus per 581-053-0040(5).

Physical Demands

- The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
- Qualifications to drive a school bus per 581-053-0040(5).
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

While performing the duties of this job, the employee is/will:

- Significant amount of time sitting, with frequent walking and frequent standing.
- Leg/foot use required to depress brake pedal to a pressure of at least 90 pounds and depress clutch pedal to a pressure of at least 40 pounds.
- Continual manual hand and finger dexterity: handling, grasping, fingering.
- Reaching.

- Frequent twisting, pushing and pulling.
- Pushing or pulling up to 30 pounds of force to manually operate bus entrance door.
- Standing, walking, crouching, stooping, climbing.
- Continuous neck motion and flexion, as required throughout the work shift.
- Intermittent but frequent climbing to a step height of 17½ inches to enter bus.
- In an emergency situation, a Bus Driver might have to assist a student, which requires carrying or dragging a 125-pound person 30 feet in 30 seconds or less.
- In an emergency situation, must be able to exit from an emergency door opening of 24x48 inches and at least 42 inches from ground in ten seconds or less, balancing, lifting and carrying.
- Ability to sustain noise levels ranging from moderate to very loud for occasional to frequent time periods.
- Bus Drivers requiring a hearing aid must wear a properly operating aid at all times while operating a bus.
- Bus Drivers requiring corrective lenses shall wear properly prescribed lenses at all times while operating a bus.
- Bus Drivers who have been diagnosed with a diabetic condition must comply with State requirements.regularly required to talk or hear.
- Occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- Occasionally exposed to wet or humid conditions and outdoor weather conditions

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The Bus Driver works outside in all kinds of weather, and often in the dark. Much of the Bus Driver's work time consists of seated time in the driver's seat of a school bus. The Bus Driver will routinely ascend and descend stairs, use leg and hand motions associated with the driving of a bus. The Bus Driver will also load and unload wheelchair students using a wheelchair lift. Potential exposures include, but are not limited to, chemical, diesel, grease and oil fumes; fuel, grease and oil; blood--borne pathogens; heavy traffic patterns; cold and hot temperatures; and inclement and severe weather. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Family Outreach I
Reports to: District Administrator

Position Description

The person in this position is directly supervised by a District level administrator, but will also be directed by the building and online administrators, and work closely with school staff. This employee will work with parents, guardians and students to help reduce barriers to education access including barriers related to homelessness. This position will provide families and students connections and referrals to available District, community and governmental services and assist in navigating the complexities of accessing those services. This person will serve as the District McKinney Vento Liaison to families and unaccompanied youth in identification for McKinney-Vento eligibility and accompanying protections and services. This position will work with families and students to engage in school and school activities to promote student achievement and success.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Works directly with students and families in various settings to link them with eligible District, community, and governmental resources/programs.
3. Establishes eligibility for students and families who qualify under the McKinney-Vento Act.
4. Follows established processes and procedures under Alsea Board Policy JECBD and JECBD-AR
5. Communicate with students, including unaccompanied minors who have dropped out to re-engage them with our schools and programs and aid in the transition.
6. Provide follow-up support and encourage both student and parent engagement in school activities including volunteer opportunities.
7. Consult with staff to promote a healthy school culture.
8. Contributes to establishment and maintenance of relationships with social service agencies, under the direction of the supervisor, including follow up with student and family contacts. Identify, pursue and coordinate resources for assisting students and their families.
9. Removes enrollment barriers, including barriers related to missed application deadlines, fines, fees, missing required documents or records, etc.
10. Ensures school stability for students eligible for McKinney-Vento services, including the expansion of school of origin to include preschools and receiving schools and the provision of transportation until the end of the school year.
11. Educates non-McKinney Vento families and youth on transportation services as well as setting up any school transportation needs as eligible.
12. Provides professional development activities for district personnel at all levels (administrative, teachers, instructional assistants) and other support staff to raise awareness of the special needs of students facing adverse experiences including students without homes.
13. Collaborates and coordinates with other services providers (including the district's Family Resource Coordinator, public and private child welfare and social services agencies, law enforcement agencies, juvenile and family courts, mental health agencies, child care providers, etc.)
14. Engages in professional development and technical assistance at both the State and local levels.
15. Ensures privacy of student records, including information of youth's living situation.

16. Helps families and youth get their immunizations, immunization records or other medical records as well as other governmental records (e.g., birth certificates, state I.D., social security cards, etc.).
17. Educating parents and guardians on all programs and services within the school available to their child.
18. Ensures students eligible under the McKinney-Vento Act receive services without delays, such as transportation and meal programs. In addition, ensuring students eligible under McKinney-Vento receive other appropriate services and programs, including but not limited to programs gifted children, children with disabilities, English learners, career and technical education, participation in athletics, fine arts, or other extra-curricular activities.
19. Provides for interpreting student progress with outside agencies by regular follow up contacts with parents, school administrators and counselors.
20. Acts as an information conduit between the schools and the juvenile justice system to support impacted students and their performance in school.
21. Maintain accurate files related to supports provided to assigned students or programs.
22. Maintains confidentiality for students, guardians, and families including student records.
23. Retrieve, prepare, and report data, as requested.
24. May perform duties during a home visit.
25. Interacts thoughtfully and courteously with students, staff, parents, and community members and resolves conflict in a professional manner.
26. Work independently and cooperatively with other staff members.
27. Attends staff meetings as appropriate within assigned hours.
28. Attends in-service(s) and workshop training(s) as appropriate; applying training and skills learned to instructional responsibilities.
29. Reviews and familiarize themselves with student IEPs, 504s and ELL plans for students they are assigned.
30. Completes appropriate logs, forms, and paperwork, as required.
31. Reports safety, sanitary, and fire hazards immediately to the supervisor.
32. Maintains a safe and secure environment for students at all times.
33. May assist with daily attendance, registration, bus lists, referrals, and enrollment records.
34. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
35. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
36. Performs other duties and accepts responsibilities as assigned by the district administrator.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students. Ability to work with all guardians, family members and

community agencies.

- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, IEPs, lesson plans, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working in a school setting or with young children strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience: High School Diploma or equivalent. Previous coursework and training, or child development, social work/health and human services work experience that demonstrates possession of the knowledge and abilities needed to perform the work.

Special Qualifications:

- Ability to relate with students and parents individually and in a group setting and to provide training.
- Services provided by social service agencies, shelters, churches, housing authority and the juvenile justice system.
- Principles of family counseling and experience in family social services.
- Unique needs of minorities, second language families, families of poverty, homeless and associated diverse cultural issues.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment varies with standard office setting including standard office equipment (fax, copier, phone, computer) with the standard school setting, at home visits, and community settings. Online Learning settings are virtual; however, work within the community and home visits may also be required for online students. The work also requires meeting with outside agencies. The noise level in the work environment is usually low to moderate. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Family Outreach II
Reports to: District Administrator

Position Description
The Family Outreach II position is differentiated from the Family Outreach I position based upon increased responsibilities such as accurate completion and submission of the Oregon Department of Education reporting of McKinney-Vento state report and its components. In addition, the employee must have an AA Degree in Social Work/Health and Human Services or related fields or equivalent college credits, as approved by the Superintendent.

The person in this position is directly supervised by a District level administrator, will also be directed by the building and online administrators, and work closely with school staff. This employee will work with parents, guardians and students to help reduce barriers to student education access including barriers related to homelessness. This position will provide families and students connections and referrals to available District, community and governmental services and assist in navigating the complexities of accessing those services. This person will serve as the District McKinney Vento Liaison to families and unaccompanied youth in identification for McKinney-Vento eligibility and accompanying protections and services. This position will work with families and students to engage in school and school activities to promote student achievement and success.

Essential Job Functions and Responsibilities
Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Works directly with students and families in various settings to link them with eligible District, community, and governmental resources/programs.
2. Completion and submission of state reports as assigned.
3. Establishes eligibility for students and families who qualify under the McKinney-Vento Act.
4. Follows established processes and procedures under Alsea Board Policy JECBD and JECBD-AR
5. Communicate with students, including unaccompanied minors who have dropped out to re-engage them with our schools and programs and aid in the transition.
6. Provide follow-up support and encourage both student and parent engagement in school activities including volunteer opportunities.
7. Consult with staff to promote a healthy school culture.
8. Contributes to establishment and maintenance of relationships with social service agencies, under the direction of the supervisor, including follow up with student and family contacts. Identify, pursue and coordinate resources for assisting students and their families.
9. Removes enrollment barriers, including barriers related to missed application deadlines, fines, fees, missing required documents or records, etc.
10. Ensures school stability for students eligible for McKinney-Vento services, including the expansion of school of origin to include preschools and receiving schools and the provision of transportation until the end of the school year.
11. Educates non-McKinney Vento families and youth on transportation services as well as setting up any school transportation needs as eligible.
12. Provides professional development activities for district personnel at all levels (administrative, teachers, instructional assistants) and other support staff to raise awareness of the special needs of students facing adverse experiences including students without homes.
13. Collaborates and coordinates with other services providers (including the district's Family Resource

Coordinator, public and private child welfare and social services agencies, law enforcement agencies, juvenile and family courts, mental health agencies, child care providers, etc.)

14. Engages in professional development and technical assistance at both the State and local levels.
15. Ensures privacy of student records, including information of youth's living situation.
16. Helps families and youth get their immunizations, immunization records or other medical records as well as other governmental records (e.g., birth certificates, state I.D., social security cards, etc.).
17. Educating parents and guardians on all programs and services within the school available to their child.
18. Ensures students eligible under the McKinney-Vento Act receive services without delays, such as transportation and meal programs. In addition, ensuring students eligible under McKinney-Vento receive other appropriate services and programs, including but not limited to programs gifted children, children with disabilities, English learners, career and technical education, participation in athletics, fine arts, or other extra-curricular activities.
19. Provides for interpreting student progress with outside agencies by regular follow up contacts with parents, school administrators and counselors.
20. Acts as an information conduit between the schools and the juvenile justice system to support impacted students and their performance in school.
21. Maintain accurate files related to supports provided to assigned students or programs.
22. Retrieve, prepare, and report data, as requested.
23. May perform duties during a home visit.
24. Interacts thoughtfully and courteously with students, staff, parents, and community members and resolves conflict in a professional manner.
25. Work independently and cooperatively with other staff members.
26. Attends staff meetings as appropriate within assigned hours.
27. Attends in-service(s) and workshop training(s) as appropriate; applying training and skills learned to instructional responsibilities.
28. Reviews and familiarize themselves with student IEPs, 504s and ELL plans for students they are assigned.
29. Completes appropriate logs, forms, and paperwork, as required.
30. Reports safety, sanitary, and fire hazards immediately to the supervisor.
31. Maintains a safe and secure environment for students at all times.
32. May assist with daily attendance, registration, bus lists, referrals, and enrollment records.
33. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
34. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
35. Performs other duties and accepts responsibilities as assigned by the district administrator.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict;

maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students. Ability to work with all guardians, family members and community agencies.

- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, IEPs, lesson plans, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working in a school setting or with young children strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience: AA Degree in Social Work/Health and Human Services or related fields or equivalent college credits, as approved by the Superintendent. Previous coursework and training, or child development, social work or health and human work experience that demonstrates possession of the knowledge and abilities needed to perform the work.

Special Qualifications:

- Ability to relate with students and parents individually and in a group setting and to provide training.
- Services provided by social service agencies, shelters, churches, housing authority and the juvenile justice system.
- Principles of family counseling and experience in family social services.
- Unique needs of minorities, second language families, families of poverty, homeless and associated diverse cultural issues.
- Personal vehicle will be necessary to perform home visits and attend outside agency meetings, and attend trainings.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.

- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment varies with standard office setting including standard office equipment (fax, copier, phone, computer) with the standard school setting, at home visits, and community settings. Online Learning settings are virtual; however, work within the community and home visits may also be required for online students. The work also requires meeting with outside agencies. The noise level in the work environment is usually low to moderate. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Food Service Coordinator
Reports to: District Administrator

Position Description

The Food Service Coordinator is supervised by the Superintendent and building Administrator. The Food Services Coordinator works independently following standardized routines under general supervision. The nature of the work requires strict adherence to policies, procedures, regulations, and laws. The employee interfaces daily with students, parents, colleagues, and staff. The employee must coordinate and facilitate workflow, problem-solve, and make independent decisions in alignment with guidance, training, and established procedures.The position does not have supervisory responsibilities, but does assist in the operational management and provides direction to Food Services Worker(s).

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Coordinates the Nutrition Services operations of a school kitchen and cafeteria.
3. Prepares and serves appropriate quantities of food in a timely manner, assuring proper quality and quantity of food prepared.
4. Prepares and assembles a variety of hot and cold entrées, fruits, vegetables, and other foods.
5. Follows written menus, production records and production standards.
6. Follows recipes for consistent quality and cost effectiveness. Provides feedback regarding recipes.
7. Prepares food service facilities for the serving of food.
8. Minimizes waste.
9. Operates a variety of standard kitchen equipment following proper procedures.
10. Assures that serving lines are properly stocked with adequate food, beverages, and supplies.
11. Serves food.
12. Leads the preparation, display, service and sales of food to students and staff.
13. Directs the work of all Nutrition Services Assistants at the site. Plans work schedules and coordinates daily work for efficient use of labor.
14. Oversees all inventory and procurement functions for the site. Completes weekly forecasts for ordering and then submits orders, utilizing Nutrition Services software if in use. Adjusts forecasting and ordered amounts as needed taking into account customer preferences, inventory on hand and the need to minimize waste.
15. Plans meal production according to weekly forecasts and adjusts as needed.
16. Follows and ensures that all staff follow Nutrition Services Department Hazard Analysis Critical Control Point (HACCP) standard operating procedures (SOPs) for food safety and sanitation in the receiving and storage of supplies; in food preparation; in storage, disposal or donation of leftovers; in cleaning and maintaining equipment.
17. Inspects kitchen and cafeteria areas daily to assure compliance with health, safety and sanitation requirements and regulations.
18. Monitors and inspects equipment operation and reports concerns and needs.
19. Works with District nurses, parents and NS Supervisors to update and monitor the status of students with documented special diet needs.
20. Maintains required records for forecasting, ordering, production, inventory, meal and sales accounting and temperature logs.
21. Inspects food and/or supply deliveries, verifying and documenting quantity, quality, and specifications.

22. Oversees batch cooking as needed on a daily basis.
23. Communicates with students, staff, faculty, and outside organizations to exchange information, receive suggestions, respond to inquiries, and resolve issues related to food service.
24. Trains and assists Nutrition Assistants in the proper handling of foods, correct use and care of equipment and in maintaining high standards of sanitation and safety.
25. Schedules and facilitates periodic meetings with kitchen staff.
26. Performs cashier functions using NS software: Enters computerized meal accounting and sales data, verifies checks collected, closes and reconciles tills.
27. Ensures that staff is rotated through various positions in the kitchen so that all are trained in every area of food preparation and service.
28. Participates, plans and prepares for special events such as senior breakfasts, registration days, and back-to-school nights.
29. Performs functions of other nutritional services positions, as needed for the purpose of ensuring adequate staff coverage within site Nutrition Services operations.
30. Prepares a variety of documentation (e.g. production records, staff training, employee performance, timesheet verifications, etc.) for the purpose of providing written support and/or conveying information.
31. Participates in required hours of annual continuing education, per federal law.
32. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
33. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
34. Performs other duties and accepts responsibilities as assigned by the district administrator.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students and guardians.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a

dynamic environment.

- Prior successful experience working in a school setting or with students strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, Nutrition Services software, and computer programs used by the District. Ability to type accurately and proficiently.
- Must be able to record data.
- Must be able to attend mandatory trainings, scheduled inservices, and educational events sponsored by the District outside of regular hours.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

- High School Diploma or equivalent.
- Previous coursework and training, or office/secretarial experience that demonstrates possession of the knowledge and abilities needed to perform the work.

Special Qualifications:

Must be able to obtain a Food Handlers' Card.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:

- Lifting/Carrying. Constantly lift up to 10 lbs.; frequently lift up to 20 lbs.; and occasionally lift up to 50 lbs.; and must carry loads up to 15 feet.
- Pushing/Pulling. Constantly exert a force up to 10 pounds while stocking supplies and using wheeled cart to move food and supplies; frequently exert a force of up to 20 pounds; and occasionally exert a force up to 50 lbs., and intermittently exert a force (push/pull) up to 75 lbs.
- Climbing. Infrequently climb using step stools while retrieving or replacing items in stock room, freezer or storage areas.
- Bending/Twisting. Constantly bend or twist, at waist/knees, while preparing food, removing cookware and/or supplies from a lower shelf, or cleaning/sanitizing.
- Kneeling/Crouching. Occasionally kneel and crouch, removing items from lower shelves or replacing them, or cleaning below counter level.

Alsea School District

Job Title: Food Service Worker
Reports to: Building Administrator

Position Description
The Food Service Worker is supervised by the building administrator and receives direction from the Food Service Coordinator. The Food Service Worker works regularly with students, staff, visitors, and visitors. The Food Service worker supports the Nutrition Services program by assisting in the preparation, service, and sales of meals to students in a sanitary, efficient, and customer-- friendly manner.
The employee works independently following standardized routines under the direction of the Food Services Coordinator. The nature of the work requires strict adherence to policies, procedures, and regulations. The employee works and problem-solves with students and school staff. Because this job involves frequent interaction with students and parents, the position requires a high level of professional decorum, and calm. This position does not have supervisory responsibilities.

Essential Job Functions and Responsibilities
Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Serves appropriate quantities of food in a timely manner, assuring proper quality and quantity of food prepared.
3. May prepare and assemble a variety of hot and cold entrées, fruits, vegetables, and other foods.
4. Prepares food service facilities for the serving of food.
5. Minimizes waste.
6. Operates a variety of standard kitchen equipment.
7. Assures that serving lines are properly stocked with adequate food, beverages, and supplies.
8. Serves food.
9. Follows Nutrition Services Department Hazard Analysis Critical Control Point (HACCP) standard operating procedures (SOPs) for food safety and sanitation in the receiving and storage of supplies; in food preparation; service of food; in storage, disposal or donation of leftovers; in cleaning and maintaining equipment and work areas.
10. May perform Point of Sale duties.
11. Completes and maintains daily and weekly records of meals and beverages served and foods leftover. Maintains required records for meal production accounting if required.
12. May wash and clean cafeteria tables.
13. Washes and stores equipment, pots, pans, trays, and other food service items; lifts moderately heavy objects.
14. Assist the Coordinator in inventory and product usage information for ordering and record keeping purposes as required. Assists Coordinator in counting supplies for monthly physical inventory.
15. Assists other personnel for the purpose of supporting them in the completion of their work activities.
16. Assists with training of new employees, parent volunteers, and student helpers.
17. Monitors equipment operation and reports concerns and needs as required.
18. Participates in required hours of annual continuing education, per federal law.
19. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
20. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
21. Performs other duties and accepts responsibilities as assigned by the district administrator.

Attendance Standards
Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations
To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working in a school setting or with students strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

- High School Diploma or equivalent.
- Previous coursework and training, or office/secretarial experience that demonstrates possession of the knowledge and abilities needed to perform the work.

Special Qualifications:
Must be able to obtain a Food Handlers' Card.

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:

- Lifting/Carrying. Constantly lift up to 10 lbs.; frequently lift up to 20 lbs.; and occasionally lift up to 50 lbs.; and must carry loads up to 15 feet.
- Pushing/Pulling. Constantly exert a force up to 10 pounds while stocking supplies and using wheeled cart to move food and supplies; frequently exert a force of up to 20 pounds; and occasionally exert a force up to 50 lbs., and intermittently exert a force (push/pull) up to 75 lbs.
- Climbing. Infrequently climb using step stools while retrieving or replacing items in stock room, freezer or storage areas.
- Bending/Twisting. Constantly bend or twist, at waist/knees, while preparing food, removing cookware and/or supplies from a lower shelf, or cleaning/sanitizing.
- Kneeling/Crouching. Occasionally kneel and crouch, removing items from lower shelves or replacing them, or cleaning below counter level.
- Using hands/arms. Constantly use both hands and both arms.
- Handling/Grasping. Constantly must reach, handle, grip, grasp and finger while performing food preparation, handling supplies and materials, cleaning and wiping.
- Reaching. Frequently or constantly extend--reach, including occasional overhead reaching.
- Seeing/Hearing/Smelling/Speaking.
- Sight is required to closely inspect for work area and food product cleanliness, preparation and presentation, and to read instructions and to maintain sanitized work areas.
- Hearing is required to listen for voice conversations, food preparation equipment signals, and school alarms for safety purposes.
- Speaking is required in order to communicate with customers, colleagues, students, and students.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The Food Service Worker works primarily in a semi-industrial school kitchen and also works in the cafeteria/lunchroom. The work environment is often loud and includes exposure to hot surfaces, steam heat, cold temperatures in cooler/freezer areas, cleaning solvents and vibration with some equipment. Other potential exposures and hazards include but are not limited to: chemicals, fumes, communicable diseases, sharp objects, power/hand--operated equipment and machinery, pinch points, odors and slippery surfaces.

The Nutrition Services Assistant I will constantly stand or walk (100% of time) while performing kitchen food preparation duties on tile/concrete surfaces. The job involves moderate to fast-paced walking to meet daily timelines.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties,

requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Instructional Assistant I (General Education)
Reports to: Building Administrator

Position Description

The person in this position is supervised by the building or online administrator and will work potentially in a number of general, intervention, and special education classrooms. This person will work with students in groups and with individuals, providing academic, intervention, and behavioral support to students. Responsibilities and tasks will include working with students to provide support in academic areas both in the mainstream and Special Education (resource room) classroom settings. Other duties may include preparing materials, providing general supervision at lunch, recess, before and after school, passing times, and other duties as assigned.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Under the direction of a licensed teacher, providing supplemental practice in various learning experiences, including drills and activities using learning strategies designed to reinforce or modify skills.
2. Determines students' educational needs by assisting a teacher with administering, scoring test results; maintains and updates student daily progress records; keeps records on test scores, grades, attendance and other related data in compliance with government funding and program requirements.
3. Assists in developing lesson plans for students, prepares instructional materials, provides instructional assistance to students, tutors students, reads and paraphrases tests, and provides assistance in problem solving skills.
4. Provides assistance in language, visual, gross and fine motor, and sensory skills, using a variety of developmental learning materials; develops students' reading, math, spelling, handwriting, art and music skills; performs math and reading timings, charts results in student folders, and updates computer database and other required record keeping.
5. Interacts thoughtfully and courteously with students, staff, parents, and community members and resolves conflict in a professional manner.
6. Maintains confidentiality of students and student records.
7. Work independently and cooperatively in teams with other staff members and students.
8. Attends staff meetings as appropriate within assigned hours.
9. Attends in-service(s) and workshop training(s) as appropriate; applying training and skills learned to instructional responsibilities.
10. Reviews and familiarize themselves with student IEPs, 504s and ELL plans for students they are assigned.
11. Help to implement special program accommodations and modifications outlined in student plans.
12. Completes appropriate logs, forms, and paperwork, as required.
13. Reports safety, sanitary, and fire hazards immediately to the supervisor.
14. May operate and troubleshoot office machinery.
15. Assisting in planning and implementing learning experiences for students.
16. Helping students develop positive interpersonal relationships with peers and adults; promoting safety of the students by helping them develop self-confidence.
17. Observing students and assisting in recording student development and progress; informing

supervisors of any unusual academic or disciplinary problems.

18. Training and assisting students in behavior management; providing education regarding appropriate interpersonal actions; responds to discipline problems; act as a role model.
19. Preparing materials related to area of assignment; copies materials; develops visual aids, certificates, and charts; and collects and distributes supplies and equipment.
20. May supervise students before, during, and after school on the playground, in the hallways, cafeteria, or on entering or leaving the classroom.
21. May perform duties in a library; assists students with locating books; reads stories to students.
22. Operating a computer to take attendance and to do basic data entry assignments.
23. Maintains a safe and secure environment for students at all times.
24. Maintains classroom management in the absence of the teacher.
25. Evaluates student injuries, determines course of action, performs minor first aid and completes required paperwork in compliance with Board policy.
26. May assist with daily attendance, registration, bus lists, referrals, and enrollment records.
27. Performs other duties as assigned.
28. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
29. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
30. Performs other duties and accepts responsibilities as assigned by the building administrator.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, IEPs, lesson plans, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a

dynamic environment.

- Prior successful experience working in a school setting or with young children strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.
- Education and/or Experience: High School Diploma or equivalent.
- Previous coursework and training, or child development, childcare or instructional assistance experience that demonstrates possession of the knowledge and abilities needed to perform the work.
- Certificates, Licenses, Registrations: Certificates as determined by the District including meeting current highly qualified requirements under the reauthorized ESEA as appropriate.

Special Qualifications:

If school is a Targeted Assistance Title I School (TAS) and position is funded utilizing Title I funds, employee must meet highly qualified requirements under the reauthorized ESEA and have an Associate's degree (AA) or equivalent from two-year College or technical school, or pass a District developed assessment.

If school is School Wide Title, *all* Educational Assistants working in designated Title levels (elementary, middle, or high) must meet highly qualified requirements under the reauthorized ESEA regardless of whether they are providing Title I services.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines standard office setting including standard office equipment (fax, copier, phone, computer) with the standard classroom setting. Online Learning settings are virtual. The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities.The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions for supervision of students. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Instructional Assistant II (Intervention, RTI, Title Services)
Reports to: Building Administrator

Position Description

The person in this position is supervised by the building or online administrator and will work in a number of K-12+ general, intervention, and special education classrooms. This work is distinguished from Instructional Assistant I positions by providing coordination of student groups and schedules, formative testing including progress monitoring, management of data systems, and training of other school staff as directed by a licensed teacher or administrator. This position will work with students in groups and with individuals, providing academic, intervention, and behavioral support to students. Responsibilities and tasks will include working with students to provide support in academic areas both in the mainstream and Special Education (resource room) classroom settings. Other duties may include preparing materials, providing general supervision at lunch, recess, before and after school, passing times, and other duties as assigned.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Under the direction of a licensed teacher, providing supplemental practice in various learning experiences, including drills and activities using learning strategies designed to reinforce or modify skills.
2. Coordinates, prepares, and manages assessment and other data (e.g., attendance, behavioral, grades, credits, etc.) data and reports for use in team or student success, support and intervention meetings.
3. Coordinates student intervention or support group student schedules according to student needs and teacher and building schedules.
4. Coordinates formative assessment schedules, including progress monitoring.
5. Provides training in intervention curriculum and assessment delivery and performs calibration evaluations for curriculum and assessment implementation.
6. Determines students' educational needs by assisting a teacher with administering, scoring test results; maintains and updates student daily progress records; keeps records on test scores, grades, attendance and other related data in compliance with government funding and program requirements.
7. Assists in developing lesson plans for students, prepares instructional materials, provides instructional assistance to students, tutors students, reads and paraphrases tests, and provides assistance in problem solving skills.
8. Provides assistance in language, visual, gross and fine motor, and sensory skills, using a variety of developmental learning materials; develops students' reading, math, spelling, handwriting, art and music skills; performs math and reading timings, charts results in student folders, and updates computer database and other required record keeping.
9. Interacts thoughtfully and courteously with students, staff, parents, and community members and resolves conflict in a professional manner.
10. Work independently and cooperatively in teams with other staff members and students.
11. Attends staff meetings as appropriate within assigned hours.
12. Attends in-service(s) and workshop training(s) as appropriate; applying training and skills learned to instructional responsibilities.
13. Reviews and familiarize themselves with student IEPs, 504s and ELL plans for students they are assigned.

14. Help to implement special program accommodations and modifications outlined in student plans.
15. Completes appropriate logs, forms, and paperwork, as required.
16. Assisting in planning and implementing learning experiences for students.
17. Helping students develop positive interpersonal relationships with peers and adults; promoting safety of the students by helping them develop self-confidence.
18. Observing students and assisting in recording student development and progress; informing supervisors of any unusual academic or disciplinary problems.
19. Training and assisting students in behavior management; providing education regarding appropriate interpersonal actions; responds to discipline problems; model appropriate behavior for students.
20. Preparing materials related to area of assignment; copies materials; develops visual aids, certificates, and charts; and collects and distributes supplies and equipment.
21. May supervise students before, during, and after school on the playground, in the hallways, cafeteria, or on entering or leaving the classroom.
22. May perform duties in a library; assists students with locating books; reads stories to students.
23. Operating a computer to take attendance and to do basic data entry assignments.
24. Maintains a safe and secure environment for students at all times.
25. Maintains classroom management in the absence of the teacher.
26. Evaluates student injuries, determines course of action, performs minor first aid and completes required paperwork in compliance with Board policy.
27. May assist with daily attendance, registration, bus lists, referrals, and enrollment records.
28. Reports safety, sanitary, and fire hazards immediately to the supervisor.
29. May operate and troubleshoot office machinery
30. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
31. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
32. Performs other duties and accepts responsibilities as assigned by the building administrator.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, IEPs, lesson plans, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to

practical situations. Ability to draw and interpret a variety of graphs.

- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working in a school setting or with young children strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience: High School Diploma or equivalent. Previous coursework and training, or child development, childcare or instructional assistance experience that demonstrates possession of the knowledge and abilities needed to perform the work.

- Certificates, Licenses, Registrations: Certificates as determined by the District including meeting current highly qualified requirements under the reauthorized ESEA as appropriate.

Special Qualifications:

If school is a Targeted Assistance Title I School (TAS) and position is funded utilizing Title I funds, employee must meet highly qualified requirements under the reauthorized ESEA and have an Associate's degree (AA) or equivalent from two-year College or technical school, or pass a District developed assessment.

If school is School Wide Title, *all* Educational Assistants working in designated Title levels (elementary, middle, or high) must meet highly qualified requirements under the reauthorized ESEA regardless of whether they are providing Title I services.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines standard office setting including standard office equipment (fax, copier, phone, computer) with the standard classroom setting. Online Learning settings are virtual. The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities.The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions for supervision of students. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Instructional Assistant III (Special Education Programs & Specialized Services)
Reports to: Building Administrator

Position Description

The person in this position is supervised by the building or online administrator and will work across a number of settings including special education self-contained classrooms, resource rooms, and mainstream general education classrooms. This person will work with students with a wide range of moderate to severe developmental and physical disabilities, and students exhibiting moderate to severe behavioral challenges. Responsibilities and tasks will include working with students in small groups or 1:1 to provide support in academic, social, daily living, and community settings according to individual student Individual Education Plans (IEPs) or 504 plans.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. The following are examples of duties. However, examples may not cover all duties an employee is expected to perform; and other duties may be assigned according to student needs.

1. Assist students with disabilities, individually or in groups, with lesson assignments to present or reinforce learning concepts (academic, social, behavioral, and daily living) as directed by the teacher.
2. Provides assistance in language, visual, gross and fine motor, and sensory skills, using a variety of developmental learning materials; develops students' reading, math, spelling, handwriting, art and music skills; performs math and reading timings, charts results in student folders, and updates computer database and other required record keeping.
3. Assist with transition of students including extracurricular and general classroom activities.
4. May assist with alternative methods of communication (e.g. signing).
5. Assist with Non-violent Crisis Intervention when required; may include student restraint.
6. Perform a variety of clerical tasks, including scheduling IEP meetings with staff and parents, typing, answering phones, sorting and filing paperwork, data entry and communicating with general education staff for input on students.
7. Depending upon the age and goals of individual students, may assist in developing community based instructional opportunities, including vocational placement.
8. Helping students develop positive interpersonal relationships with peers and adults; promoting safety of the students by helping them develop self-confidence.
9. Collect assessment information and progress data from behavior intervention plans, student, staff and parent interviews, archival reviews, observations, and academic assessments.
10. Assist students with eating and nutritional needs throughout the day; may involve food preparation.
11. Implementing behavioral support plans as indicated in student IEPs and may assist in identification of student-related behavioral issues.
12. Perform assigned duties relating to the students' physical and personal hygiene needs (e.g., diapering, toileting, feeding, catheterization, ventilation, suctioning, etc.), following safety standards (e.g. proper handling of bodily fluids) established by a school nurse, physician or regional program specialist.
13. May perform medical tasks and administer daily or emergency medications as needed and delegated and trained by the district nurse. Evaluate and treat minor first aid to students.
14. May assist with special needs equipment, including walkers, wheelchairs, lifts, etc. May include transfer of disabled students from wheelchair to changing table, bus to classroom, classroom to playground, etc, and may assist with physical management of students, including lifting, moving and

positioning of disabled students.

15. Monitoring of special education students on the playground, before and after school and in the cafeteria. May prepare special foods and feed students using utensils or feeding tubes when needed.
16. Assist with loading and unloading special education children from buses.
17. Interacts thoughtfully and courteously with students, staff, parents, and community members and resolves conflict in a professional manner.
18. Utilize knowledge and skills gained from trainings such as Oregon Intervention System (OIS), Functional Behavioral Assessment (FBA), and other trainings as identified by licensed specialist and administrators.Attends in-service(s) and workshop training(s) as appropriate; applying training and skills learned to instructional responsibilities.
19. Reviews student IEPs and 504 Plans and works with the teacher and specialists to develop an Individualized Education Plan for special needs students.
20. Maintains a safe and secure environment for students at all times.
21. Maintains classroom management in the absence of the teacher.
22. May assist with daily attendance, registration, bus lists, referrals, and enrollment records.
23. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
24. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
25. Performs other duties and accepts responsibilities as assigned by the building administrator.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, IEPs, lesson plans, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.

- Prior successful experience working in a school setting or with young children strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District including (not exhaustive):
  - Bloodborne Pathogen training and blood spills
  - Child Abuse
  - Sexual Conduct with Students
  - Integrated Pest Management
  - Safety Data Sheets
- Education and/or Experience: High School Diploma or equivalent. Previous coursework and training, or child development, childcare or instructional assistance experience that demonstrates possession of the knowledge and abilities needed to perform the work.
- Certificates, Licenses, Registrations: Certificates as determined by the District including meeting current highly qualified requirements under the reauthorized ESEA as appropriate.

Special Qualifications:

If school is a Targeted Assistance Title I School (TAS) and position is funded utilizing Title I funds, employee must meet highly qualified requirements under the reauthorized ESEA and have an Associate's degree (AA) or equivalent from two-year College or technical school, or pass a District developed assessment.

If school is School Wide Title, *all* Educational Assistants working in designated Title levels (elementary, middle, or high) must meet highly qualified requirements under the reauthorized ESEA regardless of whether they are providing Title I services.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines standard office settings including standard office equipment (fax, copier,

phone, computer) within the standard specialized classroom, resource room, and general education classroom settings. Online Learning settings are virtual. The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities.The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions for supervision of students. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

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Alsea School District

Job Title: Mechanic
Reports to: Transportation Supervisor

Position Description

The Mechanic ensures the safety and proper operating condition of District buses and District vehicles by performing major and minor repairs as well as preventative maintenance work to ensure vehicle safety and compliance with state and national safety regulations."School bus" or "bus" includes any school bus or transportation vehicle within the transportation fleet. The Mechanic follows standardized routines. The nature of the work requires strict adherence to policies, procedures and regulations. Independent judgment and decision-making is required in matters not having established policies, procedures and regulations.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Inspects, diagnoses and makes major and minor repairs to the mechanical and electrical systems of District buses.
3. Performs preventive maintenance procedures, to include but not limited to changing oil, tires, transmission fluid, air filters, lubrication, light bulbs, and engine belts.
4. Performs heavy and medium duty repairs on various School Bus components, including but not limited to electrical systems, ignition and fuel systems, engines, transmissions, cooling systems, steering, suspension, emissions components, wheelchair lifts, lighting and charging systems.
5. Overhauls and services assemblies and accessories, including but not limited to drivetrain components, hydraulics, anti--lock braking systems, suspension, steering systems, and engine components.
6. Identifies vehicle repair needs using both computerized diagnostic equipment as well as original equipment manuals and diagnostic materials.
7. Diagnoses, repairs and replaces electrical/electronic lighting systems, control systems, transmission, starting and charging systems.
8. Conducts final post--repair vehicle inspection prior to release.
9. Determines work priorities and timelines, maintains repair and maintenance records and prepares reports on work performed.
10. May respond to road emergencies in the event of a breakdown.
11. Diagnoses, repairs, and replaces surveillance systems, two--way radio communication systems, and GPS tracking software.
12. Learns and masters evolving technologies that support the efficient management of vehicles, routes, communications, and infrastructure.
13. Conducts final post--repair vehicle inspection prior to release.

14. Inspects vehicles and conducts test drives to ensure safety and roadworthiness and to address concerns regarding defects or non--conformance with ODE and/or DOT regulatory standards.
15. Conducts annual safety inspections including full disassembly of components in order to ensure that vehicles comply with District and state regulations.
16. Operates various hand tools and other equipment necessary to the maintenance and repair of School Buses.
17. Maintains computerized records of maintenance and safety inspections.
18. Maintains shop area, equipment and tools in a safe, clean and orderly condition.
19. Demonstrates regular and acceptable attendance and punctuality, as set forth in Board policy.
20. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
21. Performs other duties and accepts responsibilities as assigned by the Transportation Supervisor.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working with students strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet

software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Special Qualifications:

1. Must be 21 years of age or older.
2. Possess a High School Diploma or equivalent.
3. Possess and maintain a valid driver's license and a driving record that meets standards required for an Oregon School Bus Driver.
4. Must possess two to four years of technical or trade school or equivalent experience in automotive, diesel, truck or military equipment maintenance.
5. Must possess or obtain an Oregon Department of Education Annual School Bus Inspection Certification within the first year of employment.
6. At the point of hire, must be able to attain and maintain an Oregon Commercial Drivers' License and Oregon Bus Driver Certification.
7. Must obtain all other necessary certifications and licenses necessary to operate a school bus in the state of Oregon including complying with new regulations that may be enacted subsequent to the first day of employment.
8. Must possess mechanical expertise in problem-solving maintenance issues that arise.
9. Must demonstrate familiarity with computerized record-keeping, spreadsheets, and basic math skills.
10. Must be able to read, understand and follow multi-step written and verbal instructions in English.
11. Must demonstrate the ability to adhere to established safety practices regarding the use of chemicals and equipment.
12. Must be able to comply with District, state, and national regulations as they relate to vehicle safety.
13. Must demonstrate the ability to follow a set routine and must demonstrate the ability to meet deadlines and schedules.
14. Must demonstrate flexibility to changing working environments.
15. Must be able to work with accuracy with attention to detail.
16. Meet all other minimum and special qualifications for the position of Bus Driver.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- Physical qualifications to drive a school bus per 581-053-0040(5)
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

While performing the duties of this job, the employee is/will:

- Regularly required to talk or hear.
- Requires regular moderate physical effort and the occasional lifting of moderately heavy objects with pushing or pulling up to 75 pounds.

- Frequently stand, walk, bend, stoop and kneel in the normal course of their workday.
- Occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- Occasionally exposed to wet or humid conditions and outdoor weather conditions.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The Mechanic works both indoors and outdoors. The mechanic works primarily indoors in a mechanical shop with limited climate control. The employee will be exposed to dirt, odors, dust, wetness, fumes, grease, noisy machinery, vibrations, and toxic agents. Other potential hazards include chemicals, and power/hand--operated equipment and machinery. Work performed in the field may expose the employee to inclement weather and traffic hazards. While driving a bus, the School Bus Mechanic will be exposed to the working conditions and hazards outlined in the job description for *Bus Driver*.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

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Alsea School District

Job Title: Payroll
Reports to: Business Manager/Superintendent

Position Description
The person in this position is supervised by the Business Manager and Superintendent.
Responsible for all elements of PERS reporting, including complex reconciliation between the District's and the State of Oregon's PERS employee retirement data system; identifies and evaluates system limitations, researches and analyzes system & data issues, works with system analysts to implement solutions and test enhancements to the system; responsible for developing spreadsheets/reports and data integrity. Processes payroll for all District employees; review payroll reporting, prepares and balances payroll reports; assures timely distribution of paychecks. Performs work of a variable nature in accordance with generally established procedures and guidelines under general supervision. Assigned duties require the highest level of confidentiality. The employee works regularly with staff. The work requires routine handling of sensitive materials and a commitment to maintain the highest levels of confidentiality. The work requires a high level of adherence to general bookkeeping and accounting principles, ability to self-audit one's work, and accuracy. This position does not have supervisory responsibilities.

Essential Job Functions and Responsibilities
Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Responsible for the accuracy of PERS data in the District's system. Reconciles data and resolve anomalies or exceptions between the District and PERS databases. Completes data requests from PERS timely and accurately
3. Researches, interprets and applies PERS rules, policies, procedures and regulations; provides guidance to departments on PERS issues. Determines employee eligibility for PERS and tracks changes.
4. Provides timely and accurate reporting of PERS data files to PERS & District. Analyzes, calculates, and reconciles PERS remittances.
5. Researches and resolves complex reporting issues presented by PERS or employees on individual employee accounts and develops solutions. Reviews, responds to, and resolves unpaid invoices presented by PERS. Coordinates PERS overpayment and refund projects.
6. Researches and monitors PERS changes; identifies system limitations and analyzes issues; evaluates and recommends necessary system and reporting adjustments; works with information technology staff to implement and test system processes, and changes and enhancements to the system.
7. Participates in the design and development of reports; creates spreadsheets and queries to effectively utilize system data.
8. Assists with establishing and maintaining department procedures necessary for correct PERS data processing and reporting. Ensures conformance with established guidelines, policies, and procedures. Sorts, classifies and codes entries and transactions in accordance with established department procedures, accounting system, and verbal instructions. Prepares billings within authority of position. Uses a computer terminal to enter and retrieve information.
9. Prepares special reports and payments; maintains related files. Assures accuracy and timely payment of fringe benefits and voluntary deductions.
10. Maintains account records by posting and reconciling data; maintains check register by computing year-to date calculations. Identifies and resolves discrepancies in accordance with established procedures; enters data into a computerized system. Calculates, posts and verifies data to produce

summary balances and reports.

11. Maintains legally compliant employee payroll files.
12. Maintains employee confidentiality.
13. Compiles, calculates, posts, and verifies data to produce regular or special summaries, balances or other reports as required when pertaining to area of assignment. Maintains related files or reports; distributes reports as appropriate. Develops and maintains follow-up systems on reports or actions required on a periodic basis. Maintains and updates files, records, and logs on computerized and manual record keeping systems; searches files and records for readily identifiable information as directed.
14. Ability to apply established procedures and guidelines to the keeping of accounts and the preparation of financial reports.
15. Ability to work with accuracy and attention to detail to meet deadlines.
16. Demonstrates regular and acceptable attendance and punctuality, as set forth in Board policy.
17. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
18. Performs other duties and accepts responsibilities as assigned by the Business Manager and/or the Superintendent

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Principles and practices of research, problem solving and program evaluation.
- Knowledge of payroll policies, rules and regulations, and processes, especially as related to payroll processing in the public sector or school districts.
- Considerable knowledge of computerized Payroll and HRMS processes, including a variety of computerized data and reporting tools, such as spreadsheet, database, word processing, and query systems.
- Knowledge of modern office methods, practices, procedures and computer equipment.

- Ability to coordinate pertinent information from several sources to maintain accurate data.
- Ability to understand inter-connected system processes and requirements.
- Ability to review and analyze the accuracy of processes and systems and recommend required changes and enhancements.
- Ability to develop and coordinate data compilation methods and procedures.
- Ability to read and understand applicable rules, regulations, and policies.
- Ability to remain current on legislative and other policy changes, especially their impact on Payroll and PERS reporting processes.
- Ability to evaluate situations and issues, and apply applicable problem-solving skills.
- Ability to communicate effectively with others using tact, courtesy and good judgment.
- Ability to exercise confidentiality, tact, diplomacy, and independent judgment in the performance of duties.
- Ability to effectively work individually and in a team situation.
- Ability to work with accuracy and attention to detail to meet deadlines.
- Ability to multi-task and work in stressful situations.
- Ability to research, compile and analyze complex statistical data and prepare accurate reports.
- Ability to understand and execute oral and written instructions, policies and procedures.
- Computer Skills: Displays strong knowledge of computerized spreadsheets and computerized payroll system.General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Strong knowledge of office practices, procedures and equipment.
- Ability to obtain a valid CPR/First Aid card
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:
- High School Diploma or equivalent.
- Post-secondary degree in Business/Accounting (Bachelor's Degree in Business or Accounting preferred), and three years of responsible experience working with Payroll and HRMS systems, preferably including experience with State of Oregon PERS system preferred
- Current relevant work experience may be substituted for education requirements. Or any combination of education and experience, which would provide the applicant with the desired skills, knowledge and ability, required to perform the position responsibilities.

Special Qualifications:
None

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is/will:
- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral

vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines standard office setting including standard office equipment (fax, copier, phone, computer) with the standard classroom setting. The noise level in the work environment is usually low to moderate.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Secretary I/Clerical
Reports to: Building Administrator

Position Description

The person in this position is supervised by the building or online administrator and receives direction from the Head Secretary. The Secretary I works regularly with school and District Office staff, teachers, non-licensed school staff, colleagues, students and visitors. The work requires routine handling of sensitive materials and a commitment to maintain the highest levels of confidentiality. The work requires a high level of professional decorum, calmness and the ability to act as a model to students and the community. This position does not have supervisory responsibilities.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Completes recurring reports and records, including but not limited to student and staff attendance, behavior, class size, and student enrollment; compiles and verifies data as requested from various sources; performs basic mathematical calculations and tabulations in accordance with established procedures.
3. Assists with the organization of classified and licensed substitutes.
4. Assists families with student enrollment documentation and entry.
5. Assists with student health room needs, including serving as the designated medication and First Aid Provider.
6. Maintains student academic and health records.
7. Provides general clerical support to school and District staff, including answering and routing phone calls, taking messages, maintaining files and records, producing documentation, and working on projects.
8. Creates and distributes various types of printed documents from both written and oral instructions. These may include forms, reports, correspondence, flyers, lists, schedules and memoranda.
9. Orders and prepares school or departmental materials and supplies, including processing purchase orders and ensuring proper approvals, coding and records.
10. Collects various building funds, ensuring proper recording and preparing of deposits.
11. Greets office visitors, including responding to requests for information and assistance and referring visitors to appropriate departments or individuals when necessary.
12. Assists students by answering questions, providing proper examples, and offering general guidance.
13. Receives, sorts and distributes incoming mail.
14. Receives and routes incoming phone calls.
15. Maintains, inputs, and updates various types of files, logs and records, both digitally and manually; responds to requests for information from such records as directed.
16. Schedules appointments for assigned staff and maintains calendars.
17. Assists in organizing meetings and workshops, including reserving meeting sites, arranging for refreshments, preparing agendas, taking and distributing minutes, issuing required notifications and maintaining pertinent records.
18. Supports the management of school or department webpages.
19. Provides assistance to other office staff as needed.
20. Operates a variety of standard office equipment, including a computer, copier, fax machine and calculator.

21. Remains proficient in the District's student information system, including attending training courses as needed.
22. May serve as the designated medication and First Aid provider and assists with student health room needs.
23. Supervises students in the office and may supervise students before, during, and after school.
24. Maintains a safe and secure environment for students at all times.
25. Evaluates student injuries, determines course of action, performs minor first aid and completes required paperwork in compliance with Board policy.
26. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
27. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
28. Performs other duties and accepts responsibilities as assigned by the building administrator.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students. Ability to work effectively with student guardians and staff.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working in a school setting or with young children strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience:

July 2022 – Secretary I/Clerical

- High School Diploma or equivalent.
- Previous coursework and training, or office/secretarial experience that demonstrates possession of the knowledge and abilities needed to perform the work.

Special Qualifications:
None

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is/will:
- regularly required to talk or hear.

Alsea School District

Job Title: Secretary II (Head/SpEd)
Reports to: Building Administrator

Position Description

The person in this position is supervised by the building or online administrator. The Secretary II - Head Secretary &/or Special Education Secretary performs a wide range of senior-level clerical duties. This is accomplished by independent work of a regular and recurring nature under general supervision.The nature of the work requires adherence to policies, procedures and regulations. The employee interfaces regularly with school and District Office staff, teachers, non-licensed school staff, colleagues, students and the general public. The work requires routine handling of sensitive materials and a commitment to maintain the highest levels of confidentiality. The work requires a high level of professional decorum, calmness and the ability to independently address problems of a varied nature while acting as a model to students and the general public. The employee does not have supervisory responsibilities, but does provide guidance and direction to other office staff (e.g., Secretary I).

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. Other related duties as assigned.

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Coordinates office operations for administrator, departmental director or manager, including ensuring efficiency of office activities and the timely completion of office tasks.
3. Provides direction and guidance to other office staff.
4. Creates and distributes various types of printed documents from both written and oral instructions. These may include forms, reports, correspondence, newsletters, flyers, lists, schedules and memoranda.
5. Coordinates the administrative aspects of various school, interdepartmental, interagency, or public matters.
6. Coordinates the dissemination of school or departmental information as appropriate. Updates school or departmental website and edits the content therein.
7. Serves as primary liaison to other District departments and schools, including principals, secretaries, school staff and the general public. Serves as a key contact person during emergency situations.
8. Establishes and updates manual and computerized record-keeping systems, performing periodic audits as needed.
9. Processes forms and notices for various school or departmental activities, including Human Resource actions, applicant records, student and staff accident and injury reports, and student enrollment; maintains all related records and reports.
10. Coordinates the organization of classified and licensed substitutes.
11. Assists families with student enrollment documentation and entry.
12. Maintains student academic and health records.
13. Remains proficient in the District's student information system, including attending training courses as needed.
14. May serve as the designated medication and First Aid provider and assists with student health room needs.
15. Prepares, maintains and disseminates regularly recurring reports and records, including compiling and verifying data from various sources and performing basic mathematical calculations and tabulations in accordance with established procedures.
16. Ensures regular employee leave accounting is up to date and ensures substitute time cards/accounting

is correct and submitted to payroll.

17. Orders and prepares school or departmental materials and supplies, including processing purchase orders and ensuring proper approvals, receipt of products, coding and records.
18. Performs various accounting duties, including tracking the school or department budget, monitoring billing and expenditures, balancing accounts, processing expense reimbursements, and collecting various building or departmental funds, ensuring proper recording, balancing and posting of deposits.
19. May schedule appointments for administrative staff, including maintaining calendars and reserving rooms.
20. Receives and routes incoming phone calls.
21. Greets visitors, including responding to requests for information and assistance and referring visitors to appropriate departments or individuals when necessary.
22. Receives, sorts and distributes incoming mail.
23. Coordinates requests for use of facilities in cooperation with relevant school and District departments and outside vendors.
24. Operates a variety of standard office equipment, including a computer, copier, fax machine and calculator.
25. Provides assistance and training to other office staff, volunteers, and/or student assistants as needed.
26. Supervises students in the office and may supervise students before, during, and after school.
27. Maintains a safe and secure environment for students at all times.
28. Evaluates student injuries, determines course of action, performs minor first aid and completes required paperwork in compliance with Board policy.
29. Demonstrate regular and acceptable attendance and punctuality, as set forth in Board policy.
30. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.
31. Scheduling and managing of special education related services. Subject to confidential IEP information. (SpEd Secretary only)
32. Performs other duties and accepts responsibilities as assigned by the building principal.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to

practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working in a school setting or with young children strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.
    - Safety Data Sheets

Education and/or Experience:
- High School Diploma or equivalent.
- AA Degree or equivalent preferred. Previous coursework and training, or office/secretarial experience that demonstrates possession of the knowledge and abilities needed to perform the work.
- 3-5 years of office or secretarial/clerical work.

Special Qualifications:
AA Degree preferred.

Physical Demands
The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.
Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
While performing the duties of this job, the employee is/will:
- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment
The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines standard office setting including standard office equipment (fax, copier, phone, computer) with the standard school setting. Online Learning settings are virtual. The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities.The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions for supervision of students. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.

Alsea School District

Job Title: Transitions/School to Work

Reports to: Building Administrator/Director of Special Education

Position Description

The person in this position is supervised by the building or online administrator as well as the Director of Special Education. The employee will work with middle, high school, and post high students served in general and special education classrooms including Career Technical Education (CTE) and Youth Transition Programs (YTP). ***Employees in this category may specialize in working with students served by specific programs if student numbers are evident to support specialization.*** This person will work with students in groups and with individuals in academic and community settings. Responsibilities and tasks will include identifying work sites for youth, assessing youth work skills, assessment and coaching of work skills and skill development. Responsibilities include the promotion, organization, implementation, and evaluation of career based experiences and other related duties for students. The employee will develop opportunities for students to obtain information and experiences about business operations and careers. This work will include paid work experience provided by outside employers and provided through the District via various funding sources including grants. Summer supervision, coaching, tutoring and work crew duties are expected.

Essential Job Functions and Responsibilities

Employees in this position perform some or all of the following tasks. ***Employees in this category may specialize in working with students served by specific programs.*** *Other related duties as assigned.*

1. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's mission.
2. Break down paid work projects into specific tasks; instruct students in each task to complete a job; assign tasks to students; observe time each student is able to spend on a task and change activities as needed; ensure quality of work product.
3. Conducts job application drills and instructions for students according to student need.
4. Conducts job skills assessments.
5. Using supported employment approaches, provide on-the job feedback, coaching and skill development as needed.
6. According to student and/or program need/requirements, records behavioral and skill data on each student.
7. Provides recommendations to the supervisor about needed support(s) to help students be successful working in transition-related activities.
8. Sets and manages student schedules for job shadowing, work experience and other transition related learning activities
9. Develops community contacts for potential work experience sites in order to provide appropriate work/transition opportunities/experiences based on student needs and skills. Seeks to maintain close contact and communication with employers using data collected on the job to adjust interventions and strategies that assist students to be successful on the job.
10. Maintains ongoing and open communication with other outside agency service providers (e.g., Oregon Vocational Rehabilitation, Brokerages) to help in planning transitions into the adult world of work or further education training at the direction of the supervisor.

11. With supervisor input, develops and implements employer feedback forms to provide instruction to students.
12. Under direction of supervisor, completes interest inventories and other formal and informal vocational assessments.
13. Seeks to resolve employer/student workplace conflicts.
14. Provides IEP teams with relevant pre-employment and employment needs.
15. Provides students with a stable resource to process concerns and promote good work ethics.
16. Develops and maintains system framework for Career Exploration program for Grades 6-12.
17. Develops and maintains system framework for Work-Based Learning Programs.
18. Develops and maintains partnerships with business and community members; solicit and recruit participation of new partners, including alumni and diverse groups.
19. Develops relationships and partner programs with local community colleges.
20. Utilizing District or program assessments, assess student work skills and create student success plans as needed.
21. Coordinates company visits, mock interviews and job shadows in support of the schools career exploration program and general skill development for students.
22. Serves as liaison for District adopted Career Information Systems (e.g., CIS).
23. Coordinates and maintains parent and community communication regarding career education.
24. Develop marketing materials, brochures, presentations and forms for various programs including business and education partnerships.
25. Coordinate data collection relevant to student experiences as required by the program.
26. Coordinates with middle and high school staff to provide the promotion of college and post-secondary learning opportunities for all students. Responsibilities include organization of promotional events and visits along with financial workshops and placement testing.
27. Under the direction of a licensed teacher, provides supplemental practice in various work experiences.
28. Assists in developing lesson plans for students, prepares instructional materials, provides instructional assistance to students, tutors students, reads and paraphrases tests, and provides assistance in problem solving skills.
29. Interacts thoughtfully and courteously with students, staff, parents, and community members and resolves conflict in a professional manner.
30. Work independently and cooperatively in teams with other staff members and students.
31. Attends staff meetings as appropriate within assigned hours.
32. Attends in-service(s) and workshop training(s) as appropriate; applying training and skills learned to instructional responsibilities.
33. Reviews and familiarize themselves with student IEPs, 504s and ELL plans for students they are assigned.
34. Reports safety, sanitary, and fire hazards immediately to the supervisor.
35. Assists students in developing positive interpersonal relationships with peers and adults; promoting safety of the students by helping them develop self-confidence.
36. Prepares materials related to area of assignment; copies materials; develops visual aids, certificates, and charts; and collects and distributes supplies and equipment.
37. Operates a computer to take attendance and to do basic data entry assignments.
38. May oversee and supervise students during classroom activities in a variety of school and community settings, ensuring safety and security at all times.
39. Maintains a safe and secure environment for students at all times.
40. Maintains classroom management in the absence of the teacher.
41. Evaluates student injuries, determines course of action, performs minor first aid and completes required paperwork in compliance with Board policy.
42. Demonstrates regular and acceptable attendance and punctuality, as set forth in Board policy.

43. Be familiar with and adhere to all relevant District Board policies, administrative regulations, and building rules.

44. Performs other duties and accepts responsibilities as assigned by the building administrator and/or the Director of Special Education.

Attendance Standards

Hours of employment will be based on student, building and District needs.
Regular and on-time attendance is expected.
Leave and vacation provisions are available through Board policy and the Classified Salary and Benefits Document.

Qualifications and Performance Expectations

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Interpersonal Skills: Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with all students. Ability to communicate with student guardians, outside agencies, and business owners/managers.
- Language Skills: Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to read and interpret documents such as safety rules, IEPs, lesson plans, data, memos, e-mails, operating and maintenance instructions, procedure manuals, and governmental regulations. Ability to write routine reports and correspondence.
- Mathematical Skills: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute and apply rate, ratio, and percent to practical situations. Ability to draw and interpret a variety of graphs.
- Reasoning Ability: Ability to apply common sense understanding to carry out instructions furnished in written, oral, schedule, or diagram form. Ability to deal with problems involving several concrete variables in standardized situations.
- Other Skills and Abilities: Ability to appropriately communicate with students, teachers, parents, and members of the community. Ability to exercise good judgment to meet timelines and work in a dynamic environment.
- Prior successful experience working in a school setting or with young children strongly preferred.
- Computer Skills: General knowledge of computer usage and ability to use e-mail, internet software, word processing software, and computer programs used by the District. Ability to type accurately and proficiently.
- Ability to obtain a valid CPR/First Aid card.
- Ability to take and pass all required trainings required by law and as directed by the District.

Education and/or Experience: High School Diploma or equivalent.
Previous coursework and training, or child development, childcare or instructional assistance experience that demonstrates possession of the knowledge and abilities needed to perform the work.

- Certificates, Licenses, Registrations: Certificates as determined by the District

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is/will:

- regularly required to talk or hear.
- frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel, and reach with hands and arms.
- regularly required to stoop, kneel, or crouch.
- occasionally be required to respond quickly to urgent situations requiring fast walking and/or running.
- occasionally exposed to wet or humid conditions and outdoor weather conditions
- regularly lift and/or move up to 25 pounds.

Specific vision abilities required by this job include: close vision, ability to adjust focus, and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines standard office setting including standard office equipment (fax, copier, phone, computer) with the standard classroom setting. This position requires the employee to visit/supervise students within the community and meet with employers within the community. Online Learning settings are virtual and within the community. The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities.The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions for supervision of students within the community. The employee may be exposed to bloodborne pathogens.

I have read and understand this Job Description:

_____ _____

Employee Date

- A copy of this job description was provided to the employee.

_____ _____

Administrator/Supervisor/HR Date

NOTE: This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time as it deems advisable.



Alsea School District
Employee Handbook

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Introduction

Our Vision

The vision of the Alsea School District is to provide outstanding education in a small rural setting while preparing our students to compete in a global society. Students attending Alsea School District will receive a preschool through 12th grade curriculum that is aligned to state common core standards.

Our Mission

The Alsea Charter School and community share responsibility for creating a safe learning environment in which student behavior and performance reflect high expectations.

The district shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, national origin, disability, marital status, or age of any other persons with whom the individual associates.

Welcome to Alsea Charter School, go Wolverines!

About This Handbook

The material covered in this handbook is intended as a method of communicating to parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation, or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation, or collective bargaining agreement. This handbook is intended as a general guide to Alsea School District policies and procedures and is designed to answer questions you may have. If you do not understand a policy, please contact the Superintendent for clarification. This handbook is not a contract of employment, nor is it intended to create a contract of employment. Only the Superintendent has the authority to enter into a contract of employment on Alsea School District's behalf. Alsea School District reserves the right to interpret, modify, rescind, amend, or supplement any or all benefits, policies and procedures outlined in the handbook at any time, with or without notice.

Employment Policies & Procedures

Employment and At Will

Classified and confidential employment at Alsea School District is "at-will" and may be terminated by either the employee or by Alsea School District at any time for any lawful reason, with or without cause, and with or without prior notice or warning, as provided by state and federal law. None of the provisions of this handbook alter, modify, or amend the "at-will" nature of employment. Only Alsea School District can alter this "at-will" employment policy for any classified or confidential employee, and such modification is valid only if in a writing signed by the superintendent.

Classified and confidential employees wishing to resign in good standing are asked to provide at least two weeks' written notice. Such notice should be delivered to the Superintendent.

Certified employees' employment is governed by the Collective Bargaining Agreement (CBA) negotiated between the district and the Certified Union, as well as state laws and statues.

Equal Employment Statement

Alsea School District is an equal employment opportunity employer. We comply with all applicable local, state, and federal laws in providing our employees and applicants with equal employment opportunities. Our decisions and criteria governing the employment relationship with all employees are non-discriminatory and are based on job requirements and an individual's skills and experience without regard to race (including traits historically associated with race), color, religion, national origin, sex, marital status, pregnancy or childbirth, sexual orientation, gender identity, gender expression, veteran status, disability, citizenship or immigration status (subject to work authorization and other legal requirements) or any other status protected by local, state, or federal law. Alsea Charter School complies with all applicable local, state, and federal laws pertaining to employment, hiring, promotion, discipline, or termination of employees.

This statement reaffirms our dedication to the principles of equal employment opportunity and our expectation that all employees will lend their full support to furthering Alsea School District's success through implementation of those principles.

Anti-Harassment & Anti-Discrimination Policy [GBNA, GBNA – AR, GBMA, GBEA, GBEA – AR, JBA/GBN, GBN/JBA, GBN/JBA-AR, and JBA/GBN-AR]

Alsea Charter School prohibits unlawful discrimination and harassment. This policy defines these terms and provides a complaint procedure for employees who believe they have been the victims of prohibited conduct. This policy applies to all matters related to hiring, firing, transfer, promotion, benefits, compensation, and other terms and conditions of employment.

Discrimination and Workplace Harassment

It is Alsea School District's policy to provide a work environment free from unlawful discrimination or harassment on the basis of age, race, religion, sex, national origin, marital status, sexual orientation, gender identity, gender expression, veteran status, disability, or any other status protected by local, state, or federal law.

It is our policy that all employees, students, contractors, and visitors to the school are entitled to a respectful and productive work environment free from behavior, action, or language that constitutes workplace harassment or discrimination. The ''workplace" includes when employees are on School premises, at a School-sponsored off-site event, traveling on behalf of Alsea Charter School, or conducting Alsea Charter School business, regardless of location.

The policy prohibits any conduct at work that a reasonable person in the individual's circumstances would consider unwelcome, intimidating, hostile, threatening, violent, abusive, or offensive. It also prohibits employment actions, including hiring, promotion, termination, and compensation decisions, to be taken based on a protected characteristic. This policy also prohibits any form of retaliatory action toward an employee for filing a complaint of discrimination or harassment, or for participation in an investigation of a complaint.

Workplace harassment can be based on national origin, age, sex, race, disability, religion, sexual orientation, gender identity, or gender expression. It may also encompass other forms of unwelcome, hostile, intimidating, threatening, humiliating, or violent behavior that is not necessarily illegal, but still prohibited by this policy.

Sexual harassment is a form of workplace harassment and includes, but is not limited to, the following types of conduct:

Unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature when such conduct is directed toward an individual because of that individual's sex and submission to such conduct is made either explicitly or implicitly a term or condition of employment; or submission to or rejection of such conduct is used as the basis for employment decisions affecting that individual.

Unwelcome verbal or physical conduct that is sufficiently severe or pervasive to have the purpose or effect of unreasonably interfering with work performance or creating a hostile, intimidating, or offensive working environment.

Sexual Assault

Unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat, or intimidation.

Prohibited Conduct

This policy prohibits conduct based on an individual's protected class status. Although by no means all-inclusive, the following examples represent prohibited behavior:

Physical harassment, including but not limited to unwelcome physical contact such as touching, impeding, or blocking movement, or any physical interference with work.

Verbal harassment, including but not limited to disparaging or disrespectful comments, jokes, slurs, innuendoes, teasing, and other sexual talk such as jokes, personal inquiries, persistent unwanted courting, and derogatory insults.

Nonverbal harassment, including but not limited to suggestive or insulting sounds, obscene gestures, leering or whistling.

Visual harassment, including but not limited to displays of explicit or offensive calendars, circulation of derogatory content, posters, pictures, drawings, or cartoons that reflect disparagingly upon a class of persons or a particular person.

Sexual harassment, as described above, including but not limited to unwelcome sexual advances, requests for favors in exchange for conduct of a sexual nature, submission to unwelcome conduct of a sexual nature in exchange for a term of employment, or other conduct of a sexual nature.

Intimidation includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another's property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the perception of the other's race, color, religion, national origin, disability, sexual orientation or gender identity.

Bullying is a pattern of repeated mistreatment that harms, intimidates, undermines, offends, degrades, or humiliates an employee.

Cyberbullying means the use of any electronic device to harass, intimidate or menace. In addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying, harassment, intimidation, or bullying. Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.

Penalties

Alsea School District will not tolerate discriminatory conduct, harassment, or sexual assault. Any individual found to have engaged in such conduct will face disciplinary action up to, and including, dismissal. Alsea School District may also subject managers and supervisors who fail to report known harassment – or fail to take prompt, appropriate corrective action— disciplinary action, including potential dismissal.

Retaliation Protections

Alsea Charter School prohibits retaliation against any employee for filing a complaint regarding conduct in violation of this policy. Alsea Charter School will not tolerate retaliation against any employee for raising a good faith concern, for providing information related to a concern, or for otherwise cooperating in an investigation of a reported violation of this policy. Any employee who retaliates against anyone involved in an investigation is subject to disciplinary action, up to and including dismissal.

Reporting Procedure

Any employee aware of or experiencing discrimination, harassment or sexual assault in the workplace should report that information immediately to the Superintendent or the Building Administrator. Employees may report to any of the people listed above, regardless of any chain of command. If the complaint is against the principal, the employee may report the complaint to the Superintendent. If the complaint is against the superintendent, the employee may report the complaint to the Board chair. All employees are encouraged to document any incidents involving discrimination, harassment, and sexual assault as soon as possible.

Upon receiving an allegation of harassment, discrimination, or retaliation, Alsea School District will conduct a fair, timely, and thorough investigation that provides all parties appropriate due process as per district policies and state and federal laws, and the district will reach reasonable conclusions based on the evidence collected. The confidentiality and privacy of employees will be respected during the investigation to the extent allowed by law. Employees should understand that absolute confidentiality is not possible in all circumstances.

Nondisclosure or Nondisparagement Agreements

Under district policy GBEA, a nondisclosure agreement is any agreement by which one or more parties agree not to discuss or disclose information regarding any complaint of work- related harassment, discrimination, or sexual assault.

A nondisparagement agreement is any agreement by which one or more parties agree not to discredit or make negative or disparaging written or oral statements about any other party or the business.

As per district policy GBEA, Alsea Charter School will not require an employee to enter into any agreement if the purpose or effect of the agreement prevents the employee from disclosing or discussing conduct constituting discrimination, harassment, or sexual assault.

Time Limitations

Nothing in this policy precludes any person from filing a formal grievance with the Bureau of Labor and Industries' Civil Rights Division or the Equal Employment Opportunity

Commission. Note that Oregon state law requires that any legal action taken on alleged discriminatory conduct (specifically that prohibited by ORS 659A.030, 659A.082 or 659A.112) commence **no later than five years** after the occurrence of the violation. Other applicable laws may have a shorter time limitation on filing.

Workplace Accommodations

Alsea Charter School complies with all applicable federal and state laws providing for nondiscrimination in employment, and this includes providing reasonable accommodations to qualified individuals in accordance with these laws, except where such an accommodation is unreasonable or would create an undue hardship. This includes accommodations for:

- Employees who have a physical, mental, or sensory disability that affects their ability to perform any of the functions of their job.
- Employees with limitations related to pregnancy, childbirth, or a related medical condition, such as lactation, that may interfere with any job-related tasks or requirements; and
- Where a work-related requirement may interfere with a religious observance or an employee's sincerely held religious belief.

Employees who wish to request accommodation for any of these reasons should contact the Superintendent. As permitted by law and depending on the nature of the accommodation requested, Alsea School District may request medical opinions to verify the need for such accommodations, identify potential alternative accommodations, or to determine whether continued work would pose a safety or health risk where appropriate. We will treat such information as confidential, except to the extent that others need to know to evaluate the request or to implement any approved accommodations.

Alsea School District will make reasonable accommodations for known physical or mental disabilities of an applicant or employee as well as known limitations related to pregnancy, childbirth, or a related medical condition, such as lactation, unless the accommodation would cause an undue hardship. Among other possibilities, reasonable accommodations could include:

- Acquisition or modification of equipment or devices.
- More frequent or longer break periods or periodic rest.
- Assistance with manual labor; or
- Modification of work schedules or job assignments.

Alsea School District will make decisions about reasonable accommodations on a case-by-case basis considering various factors and based on an individualized assessment in each situation. While we encourage employees to suggest the specific accommodations that they believe may be ideal, be aware that Alsea Charter School is not required to make the specific accommodation requested and may provide an alternative effective and reasonable accommodation, to the extent it does not pose an undue hardship to the agency.

Employees and job applicants have a right to be free from unlawful discrimination and retaliation. For this reason, Alsea School District **will not** condone or allow any form of discipline, reprisal, intimidation, or retaliation against any individual for requesting accommodations under this policy in good faith. This includes:

- Denial of employment opportunities based on a need for reasonable accommodation.
- Taking an adverse employment action, discriminate or retaliate because the applicant or employee has inquired about, requested, or used reasonable accommodations.
- Requiring an applicant or an employee to accept an accommodation that is unnecessary.
- Requiring an employee to take family leave or any other leave if the employer can provide a reasonable accommodation instead.

To request accommodation or to discuss concerns or questions about this policy, or to report potential retaliation, contact the Superintendent.

Attendance & Call-In Procedure

Our School and our students depend on our employee's reliability. Employees are expected to show up on time and ready to work for all scheduled shifts and School meetings. Dependability, attendance, punctuality, and a professional attitude are expected at all times.

For All Alsea Employees

Employees must provide appropriate advance notice, whenever possible, if they expect to be late or absent from a shift. **Failure to provide notice may result in disciplinary action**.

Time off requests for personal days for anticipated reasons should be requested in Frontline at least 72 hours in advance. Any requests for personal leave put in after this time will be at the sole discretion of the superintendent. All approvals will be done through that website by the supervisor of the employee. Specific personal day requests may be denied due to school demands or staffing needs. As such please provide as much notice as possible for personal day time off requests, as the more notice provided the more likely the request will be approved.

All unpaid leave must be submitted to the Superintendent at least 72 hours in advance of the requested leave date.

When advanced notice is not possible, such as for unanticipated illness, employees are to notify the school by emailing nicole.davis@alsea.k12.or.us and roxie.smallwood@alsea.k12.or.us and by calling the office at 541-487-5646 as soon as possible. When providing notification, employees are expected to give the reason for the

absence in general terms (for example, “I’m sick” or “my dependent is sick”) and estimated length of the absence.

For LaHO employees, failure to have working internet will result in the employee taking personal leave for the day. If an employee does not have working internet, they are immediately to contact Heather Shunk, LaHO principal. The employee will have one (1) hour after the start of their scheduled work hours to find a place with working internet, which could include coming to the Alsea School District office, or the day will be considered a leave day and be put in as such by the HR Executive Assistant. Please communicate any issues with Heather Shunk as soon as possible.

The district reserves the right after three consecutive days of absences, to require proof of personal illness or injury from an employee, **as per board policy GCBDD/GDBDD.** For certified staff, as per Article 14 C of the collective bargaining agreement (CBA), any absence which consists of five (5) or more consecutive workdays shall be substantiated by a doctor's statement.

Standards of Conduct & Disciplinary Action [GCPD-AR]
Employees at Alsea School District are expected to comply with all district and school rules and policies. Any conduct, which, in the determination of the District, is detrimental to the interests of Alsea School District, is grounds for disciplinary action, up to and including termination. Disciplinary action may include, but is not limited to, verbal warnings, written warnings, performance improvement plans, suspension, or termination of employment. The nature of the disciplinary action depends on the circumstances of the incident and Alsea Charter School retains the sole right to determine the appropriate disciplinary action warranted.

The following are examples of conduct that violates Alsea Charter School standards of conduct for employees. This is not a complete list of conduct that may be considered a violation of School policies:

- Violation of confidentiality & non-disclosure policy; Violation of conflicts of interest policy.
- Dishonesty or insubordination.
- Theft, unauthorized or inappropriate use, removal or destruction of School property, student property, or the property of other employees.
- Excessive tardiness or absences, or failing to follow call in procedures, Threatening or abusive language or actions.
- Discrimination, harassment, or retaliation; Falsification of School or student records.
- Inappropriate or unprofessional behavior towards any employee, student, vendor, or business partner.
- Inability or unwillingness to work professionally and cooperatively with other employees, students, vendors, or business partners.
- Violations of FEPRA

- Use of personal electronic devices during work hours
- Violation of Teacher Standards and Practices Commission Standards for Competent and Ethical Performance and/or the Mental Health and Addiction Certification Board of Oregon Ethics Agreement.
- Failure to follow instructions or School policies,
  Violation of Drug & Alcohol policies.
- Unsafe work activities or violation of any safety rule

If you have any questions concerning rules and policies, please contact the building principal and/or Superintendent.

Anti-Violence Policy
We do not tolerate any type of workplace violence committed by or against employees. Employees are prohibited from making threats or engaging in violence of any sort. Violation of this policy may be grounds for immediate disciplinary action, up to and including termination.

This list of behaviors, while not inclusive, provides examples of employee conduct that is prohibited:

- Causing physical injury to another
  person.
- Making threatening remarks.
- Aggressive or hostile behavior that creates a reasonable fear of injury to another person.
- Intentionally damaging Alsea School District property, student property, or property of another employee.
- Possession of a firearm anywhere on district property.

Employees are not expected to work in a hostile or threatening environment and should report any threatening or dangerous situation to their supervisor immediately.

Confidentiality & Non-Disclosure [IGBAB/JO-AR]
Employees are not to disclose, except as part of employment, any confidential information pertaining to the business of Alsea Charter School, or its students. This includes any proprietary information including financial information, business strategy, marketing, vendor agreements, business development plans, and/or all information regarding Alsea School District students not available to the public. Employees should take care to ensure that any information regarding students gained as part of workplace activities is kept in utmost confidence. Employees are to keep all such information confidential during and after employment with Alsea School District.

Conflicts of Interest
Employees are to divulge to the Superintendent any outside work, employment or association which is in conflict with Alsea School District interests or could be perceived to be in conflict with School goals and activities. Outside work or association that is a

perceived or actual conflict of interest with Alsea School District interests is prohibited, unless preapproved by the Superintendent.

Employees may hold other outside jobs if they meet the performance standards of their job with Alsea School District. Employees will be held to the same performance standards and scheduling demands, regardless of any existing outside work requirements. It is expected that Alsea School District employees will be available for all scheduled shifts and other workplace commitments irrespective of outside work commitments. Alsea School District may not be able to accommodate schedule changes due to outside work.

During employment, employees are not to solicit or encourage any student, vendor, or business partner to reduce or terminate their services or business association with Alsea School District.

Workplace Communications

All employees are required to ensure that all communication with co-workers of all levels, students, vendors, and business partners is at all times courteous and professional. **A positive attitude and a focus on cooperative problem solving is key to our culture and expected from all employees at Alsea School District**. This policy extends to both verbal and written communications.

All employees are expected to return any communication that deals with their job duties and/or school business within twenty – four (24) business hours of receipt of the email. Certified staff are expected to return any communications (phone calls, emails, etc.) from parents within twenty - four (24) business hours of receipt. If there are issues that arise in which the communications to and from are not professional, please contact the supervisor.

District Computers & Communications Systems

Alsea School District treats all information transmitted through or stored in its computer system or other communications systems, including e-mails, voicemail, and internet transactions, as Alsea School District's business information and as the sole property of the district. All email accounts maintained on the district email systems are the property of Alsea School District. This policy extends to all use of Alsea School District email addresses, web domain, and cloud-based accounts. School email addresses may not be used to sign up for personal online accounts.

Alsea School District reserves the right to access, review, copy, modify, and delete any information transmitted or stored in its computer and communications systems and to disclose it to any party the district deems appropriate. Any individual who is given access to the system is hereby given notice that Alsea School District will exercise this right periodically, without prior notice and without the prior consent of the employee. No individual should have any expectation of privacy in any communication over this system or with respect to any information disseminated through or stored in the computer network or other communications systems.

Limited and reasonable personal use of district computers is allowed. However, use of the communications systems for personal reasons will be treated no differently from any other files. An employee should not use the communications systems to send, receive, or store any information that they wish to be kept private. Determination of excessive or inappropriate personal use of computers and communications systems is at the discretion of the Superintendent.

At no time are employees to use Alsea School District computers or communications systems for commercial purposes unrelated to district or school business, or to transmit offensive, harassing, or defamatory messages.

Alsea School District requires all employees to comply with applicable software license agreements or copyrights, and employees are prohibited from copying or installing licensed software for their own use. Copying or installing such software for use on other School machines or on personal machines, without appropriate authorization, is prohibited. Unauthorized installation of personal software on School equipment is prohibited. This includes, but is not limited to, games, screensavers, "shareware" and communications software. In addition, employees are not to disable or delete any School software or applications, without appropriate permission.

Personal Electronic Devices and Social Media [GCAB]

Alsea School District encourages and respects the right of employees to use blogs and social networking sites as a medium of self-expression and public conversation. However, it is the right and duty of the school to protect itself from unauthorized disclosure of information. Employees are expected to follow these guidelines and policies to provide a clear line between you as the individual and you as the employee.

Unless specifically instructed, employees are not authorized to speak on behalf of Alsea School District or any of the schools within the district. Employees may not publicly discuss students, projects, or planned activities outside of Alsea School District-authorized communications, unless they have prior written approval from persons with authority to grant such a release.

Employees are expected to protect the privacy of the district, schools and its students and are prohibited from disclosing proprietary and nonpublic information to which employees may have access. Such information includes but is not limited to financial and pricing information, business strategy, marketing, vendor agreements, business development plans, and/or all information regarding Alsea School District students not available to the public.

Employees shall silence their personal electronic devices during instructional or class time, while on duty or at any other time where such use of the device would cause a disruption of school activities or interfere with a work assignment. Devices, which have the capability to take photographs or record video or audio, shall not be used for such

purposes while on district property or while a staff member is on duty at district sponsored activities, unless as expressly authorized by the principal or designee for a use directly related to and consistent with the employee's assigned duties.

Employees, while on duty and off duty, will utilize social media websites, public websites and blogs, judiciously by not posting confidential information about students, staff or district business. Employees may not post images of district facilities, staff, students, volunteers or parents without written authorization from persons with authority to grant such a release. Employees, while on duty and off duty, will treat fellow employees, students and the public with respect while posting on social media websites, etc., in order to prevent substantial disruption in school.

Employees are discouraged to have any contact via social media with any current Alsea School District students, including "friending" or "following" current students on social media platforms or communications applications.

Any images of Alsea School District facilities, activities, or students must have prior written approval from persons with authority to grant such a release prior to an employee posting such images on any personal social media platform.

As expressed throughout this Handbook, employees are strictly forbidden from engaging in harassment, discrimination, and retaliation. These prohibitions apply to social media, and employees cannot use blogs or social networking sites to harass, threaten, discriminate, retaliate, or disparage Alsea School District employees, students, business partners, or anyone associated with or doing business with Alsea School District.

Video Surveillance

Alsea School District reserves the right to conduct and monitor video surveillance of School properties, such as common spaces and outdoor areas, in accordance with applicable laws. Such surveillance may be used in determining whether disciplinary action is warranted, or the nature of any disciplinary action, and any video surveillance revealing illegal activities may be turned over to law enforcement.

District and School Equipment, Tools, and Supplies [GBC and GBC - AR]

All Alsea School District office equipment including, but not limited to scanners, printers, photocopiers, and other office machines are to be used primarily for district and school business. Limited and reasonable personal use of district and school office equipment is allowed.

Alsea School District reserves the right to determine whether such personal use is "limited" or "reasonable," and the district may require an employee to cease using Alsea School District equipment for personal use or reimburse Alsea School District for expenses incurred by excessive personal use of office equipment. School equipment and computers may not be used for commercial purposes unrelated to School activities.

All district equipment, tools, and supplies must be used safely and in the manner for which

they are intended. Do not use any equipment, tools, or supplies that cannot be used safely and notify the office immediately if any item requires repair, replacement, or maintenance.

No School office equipment, tools, or supplies may be removed from the district facilities without the express prior permission from the building administration.

In the course of employment, you may be issued equipment, tools, or property as seen fit by Alsea School District for business use outside of school facilities, such as laptop computers, cell phones, or credit cards. Limited and reasonable personal use of issued laptops and cell phones is allowed. Determination of inappropriate or excessive personal use of this equipment is at the sole discretion of the district. No personal use of school credit cards is allowed at any time.

In the course of employment, you may be issued keys to Alsea School District facilities as seen fit by the District Office. All issued keys are to be kept safe at all times, and employees should take measures to ensure these items are not lost or left for others to find. Employees are not to make copies of school keys or give keys to others without the District Office's express permission. Issued keys must not be labeled with Alsea School District identifying information. Employees may not use keys to enter school facilities for purposes unrelated to school activities, unless with prior administrative approval.

Employees are responsible for the safekeeping of their keys at all times. School and district keys are not to be given to any student or non-employee to access the building at any time. Staff found in violation of this policy may be subject to discipline.

Employees are to report lost keys to the building principal immediately.

Notify the building administration promptly if any issued equipment is lost or requires maintenance. Employees are responsible for the safeguarding of all issued equipment, tools, and property and may be held responsible for the replacement cost of misplaced items, or for damage incurred by inappropriate use. Issued equipment, tools, and property may never be left unattended in an unlocked vehicle or left unattended in public. All School issued equipment, tools, and property must be returned to Alsea School District upon request, or at time of termination.

Prohibited Use, Possession, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems [JFCG/GBK/KGC]

The use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all school-sponsored activities.

This policy includes the use of chewing tobacco and of any "inhalant delivery systems." Inhalant delivery systems are devices that can be used to deliver nicotine, cannabinoids,

and other substances, in the form of a vapor or aerosol. These include e-cigarettes, vape pens, and other devices.

Staff found in violation of this policy may be subject to discipline.

Safety
All employees are expected to heed safety rules, and to perform all work in a safe and cautious manner. Employees must adhere to School safety rules and OSHA safety standards at all times. All equipment and tools must be used safely and professionally, and in the manner for which it is intended. Do not use any equipment that cannot be operated safely and notify the Office immediately if any equipment requires maintenance.

Employees must notify the Office immediately if they become aware of an unsafe work condition or if a student is injured on Alsea School District property. Any work-related injury or illness, no matter how minor, must be reported to the Office immediately.

Personal Appearance/Dress Code
All employees are expected to be clean, neat, and well-groomed during all work activities. Employees are required to wear modest, laundered clothing suitable for their scheduled work activities for the day, and level of interaction with students, business partners, and members of the public. All attire must be safe for the type of work being performed. Attire must not display workplace inappropriate or offensive messages or logos, including any messages, logos, or images which promote or glorify drug or alcohol use.

If an employee is determined not to be wearing appropriate clothing, they will be asked to return home to change and come back to work.

Cell Phones [GCAB]
Employees shall silence their personal electronic devices during instructional or class time, while on duty or at any other time where such use of the device would cause a disruption of school activities or interfere with a work assignment.

Drug & Alcohol Policy [GBEC]
Alsea School District prohibits the use, influence, possession, sale, purchase, or distribution of controlled substances or drugs, including marijuana and alcohol, by any employee during work hours.

When the district has a reasonable suspicion that an employee is under the influence of alcohol or drugs during work hours, the employee will be immediately escorted from the work premises and may be subject to disciplinary action up to and including suspension or termination. Reasonable suspicion is defined as specific observations concerning such circumstances as work performance, appearance (including, for example, noticeable odor of an alcoholic beverage), behavior, or speech of the employee.

If prescription or over-the-counter drugs must be taken, they must not affect your ability

to perform your work. If you need to take medication, and it may affect your ability to perform your job or present a safety risk to you, students, or co-workers, you are asked to notify your supervisor before beginning work.

Remote Work Policy

Alsea School District may allow employees in certain positions the option to work remotely for some limited work activities, with the **express pre-approval from the Superintendent**. Determination of remote work option is at the Superintendent's sole discretion and may be revoked at any time.

Employees are expected to be reachable by phone during work hours and electronically during designated remote work periods and to conduct all School business with the same care, attention, and thoroughness as if in the Alsea School District facilities.

Employees working remotely are not to be tending to personal business, including the care of an ill relative who may live in the home, running errands, etc., during scheduled work hours. Remote employees are expected to take leave if they are unable to fulfill their job responsibilities just as if they were working in person. **Failure to adhere to this policy may result in disciplinary action.**

Work done at a remote location is considered Alsea School District business. All records, papers, computer files, student information, and correspondence must be safeguarded, and employees shall apply approved safeguards to protect School data and records from unauthorized disclosure, loss, and damage. The confidentiality policy applies equally to work performed remotely. Employees are to notify the district administration immediately if any confidential School information or records are compromised.

Any equipment provided by employees will be at no cost to Alsea School District and employees are responsible for servicing and maintaining employee-provided equipment. Alsea School District shall not be liable for any damage to employees' property that may result from participation in the remote work program.

Alsea School District shall not be responsible whatsoever for costs associated with using a remote work location, including without limitation operating costs, home maintenance, or other incidental costs (e.g., utilities). All employment standards outlined in this Handbook apply to work conducted in the Alsea School District facilities, as well as any remote office environment. All employees must maintain the expected performance levels, whether working inside or outside the district. Alsea School District reserves the right to change work schedules at any time, or to require employees to conduct any and all work from the Alsea School District facilities.

Performance Evaluations

Performance evaluations are conducted for all instructional and support staff on an annual basis. The purpose of the evaluation is to give employees honest feedback on their

job performance so that they can better themselves and their opportunities at Alsea School District. Be prepared to bring your own thoughts and suggestions to your evaluation. The completion of a performance evaluation does not guarantee a wage increase.

Animals at School [ING]
Students and staff are allowed to arrange to bring their pet to School, with the express prior approval of the building principal. Pet visits must meet the following conditions:

- All pet visits must be arranged and approved in advance by the building principal, as the designee of the superintendent.
- Only one pet per day may visit the school. Pet visits will be denied if another staff or student pet has been scheduled to visit that day.
- Visiting pets must be in control of the owner at all times. Pets may not be left alone or with other staff/students at any time.
- Pets must meet hygiene and socialization standards, as determined by the building principal. Owners must promptly clean and remove any animal waste.
- Pets may not present a safety or health risk to students, staff, or school visitors.

If these expectations are not met, the staff or student will be required to immediately remove the pet from district property. Acceptance or denial of pet visits is at the discretion of the building administration.

Employees requesting accommodation for a disability which includes a service animal must notify the Superintendent's office promptly. Alsea Charter School will follow all state and federal regulations regarding service animals in the workplace.

Driving on School Business
Employees driving on district business (in their own cars or in district vehicles) are required to obey all traffic laws and operate vehicles in a safe and cautious manner. Employees are responsible for payment of any tickets issued for moving violations, careless or negligent driving, or parking violations incurred while driving on Alsea School District business.

Only employees authorized by Alsea School District are allowed to drive district vehicles. A current and valid driver's license as well as a driving record that meets district insurance standards are required for authorization. Alsea School District reserves the right to request and review a Driver's Motor Vehicle Record (MVR) periodically, to ensure driving record meets insurance standards. Employees in authorized driving positions must promptly notify the Superintendent if their driver's license is revoked, limited, or not renewed, or if there are any incidents, violations, or citations that may compromise the employee's ability to meet School insurance standards.

Employees driving district vehicles are required to keep the vehicles neat and clean at all times. District vehicles must be kept locked at all times when not in use. Work related materials (papers, records, files, etc.) and district issued tools and equipment may never

be left in an unlocked and unattended vehicle. Smoking is not allowed in district vehicles at any time. Employees may not use cell phones or other communication devices while operating district vehicles, unless an appropriate "hands-free" device is utilized. Any issues involving district vehicle maintenance or any accidents involving district vehicles must be reported to the Transportation Supervisor immediately, who will report it to district administration. Non-employees are not allowed as drivers or passengers in district vehicles at any time. District vehicles may only be used for approved Alsea School District related activities. At no time are district vehicles to be used for unapproved personal use. Determination of inappropriate use is at the discretion of the Superintendent.

Employees in certain positions may be required to drive their own cars to conduct district business. Employees in these roles are required to have a valid driver's license and appropriate insurance for the vehicle. These employees will be reimbursed for approved mileage expenses incurred in their personal vehicles. Accurate mileage reports are to be approved by the building principal and submitted monthly to the Office.

Mileage reports are district documents and must accurately reflect actual approved work mileage. See the Superintendent with any questions regarding approved mileage reimbursement policies.

Alsea School District shall not be responsible for costs associated with operating personal vehicles for business use outside of approved mileage expenses.

Inclement Weather

There may be times when we will delay opening and on rare occasions we may have to close. Alsea School District will follow the delay and closure schedule determined by our Transportation Supervisor and the Superintendent. Please look to local news outlets for school district closures and delays. Use common sense and your best judgment, however, when traveling to work in inclement weather. Notify the Office promptly if you are unable to attend work as scheduled due to inclement weather.

Non-exempt employee absences due to inclement weather may be taken unpaid, or employees may use accrued paid time off. Exempt employees may be paid for School closures in accordance with FLSA laws.

In the event of disruptions to transportation services due to weather, Alsea School District will notify the public and local media of school closings and/or delays. Specific bus routes affected would be specified in the announcements.

In the event of a school closure, due to inclement weather or other emergency, Alsea School District will notify the following:

Local radio stations:

- KRKT 99.9 FM
- KLOO 106.3 FM
- KDUK 104.7 FM

Medford based regional television stations:

- KEZI
- KVAL
- KLSR

On the web:

- Alsea School District website (www.alsea.k12.or.us)
- Facebook pages for Alsea school and Alsea Hwy 34 Road Conditions and Lobster Valley

Via phone:

- After 8 a.m., an update via a School Communication System will be sent out.

Pay Information

Employee Classifications

Non-Exempt Employees (Hourly)

Non-Exempt (hourly) employees are qualified to receive overtime pay for hours worked over 40 in the work week (Sunday through Saturday). Overtime pay is calculated at 1.5 times the regular hourly wage. Paid time off does not count towards the calculation of overtime. All overtime hours worked must be pre-approved by the employee's supervisor. Failure to get pre-approval for overtime may result in disciplinary action.

Exempt Employees (Salaried)

Exempt (salaried) employees who meet FLSA Exempt classification criteria are not qualified to receive overtime pay. Generally, an exempt employee receives a set salary for each workweek. Pay deductions may occur in certain circumstances, in accordance with Federal and State exempt pay rules.

Regular Employees

Regular employees are those hired for a regular set schedule for the school year.

Temporary/Substitute

Temporary and Substitute employees are hired for short term assignments.

Paydays

Paychecks are issued monthly on the 25th of the month, for work conducted in the previous month. If the 25th falls on a weekend or holiday, paychecks will be issued on the next business day.

Any salaried employee with a set, approved calendar for the fiscal year will have their salary distributed equally over the months of their contract. All other employees are paid in accordance with their submitted timecards monthly.

The district does not do advances of an employee's monthly pay UNLESS express approval by the Superintendent.
Direct deposit is available and encouraged. Please contact the business manager with questions regarding the pay period or pay dates, or if you have any questions regarding your paycheck.

Timekeeping Policy
All hourly employees are required to record hours worked daily, the school timecard. Employees are not to falsify time entries or use the timekeeping system for other employees. Employees must submit complete and accurate time entries monthly, by the 15th of each month for hours worked the previous month.

Employees are expected to be present and ready to work by their scheduled start time and should arrive earlier if they need time to personally prepare themselves for the workday. Employees are not to clock in before they are ready to conduct work activities, nor to clock out prior to completing work activities. Hourly employees are required to record all work hours and are not allowed to work "off the clock" at any time. All work hours that occur outside of the hourly employee's regularly scheduled shifts must be pre-approved by the employee's supervisor.

Overtime
Hourly employees are eligible for overtime pay for hours worked over 40 in the work week (Sunday through Saturday). Overtime is paid at the rate of 1.5 times the regular hourly rate of pay. Paid time off does not count towards the calculation of overtime. All overtime hours worked must be pre-approved by the employee's supervisor. Failure to get pre-approval for overtime may result in disciplinary action.

Breaks & Meal Periods
Hourly employees are allowed to take breaks and meal periods in accordance with applicable state and federal regulations. Employees are permitted to take one 10- minute paid break for each four-hour work segment worked (or greater part thereof). Employees who work at least six hours in a day are also entitled to a 30-minute unpaid meal period. Alsea School District will provide additional breaks and accommodations for employees who need to express breast milk for their child.

Breaks and meal periods are to be taken towards the middle of each work segment, may not be combined (e.g., lunch immediately followed by a rest break), and are not to be used at the beginning or end of a shift. There will be occasions when unanticipated work activities may require a break to be postponed. Alsea School District will make every effort to allow all employees to take required breaks in a timely manner. Failure to take a lunch

break or a break may result in disciplinary action.

Please see your supervisor if you have any questions regarding breaks and meal periods.

Expense Reimbursement
Authorized and approved Alsea School District business expenses incurred by the employee will be reimbursed by the district. All expenses must be expressly pre- approved by the employee's supervisor. Employees are to complete and submit an expense report for approved expenses and present corresponding receipts to the Office within 30 days from which the expense was incurred. Reimbursement requests must be submitted to the employee's supervisor using the district's reimbursement form. Unapproved or inappropriate expenses may not be reimbursed. Reimbursement requests submitted more than 30 days after the expense was incurred may not be reimbursed.

Final Pay Rules
When employment ends at Alsea School District employees will receive their final paycheck with all wages due and owed in accordance with Oregon final pay rules:

If you quit with less than 48 hours 'notice (not including weekends and holidays) your paycheck and any wages owed are due within five business days or on the next regular payday, whichever comes first.

If you quit with at least 48 hours 'notice, your final check is due on your last day of employment, unless that day is a weekend or a holiday. In that case, your check is due on the next business day.

If you are let go or fired, your final paycheck is due by the end of the next business day.

If an employer and worker mutually agree to terminate the relationship, the check is due by the end of the following business day.

Please contact the Business Manager if you have any questions regarding final pay rules.

Benefits, Time Off, & Leaves of Absence

Personal Days
All regular employees, outside of those who are in the Alsea School District bargaining certified staff unit, working at least .5 FTE will receive paid personal days. Personal days may be used for anticipated or unanticipated personal needs. Use of personal days for anticipated reasons should be entered into Frontline (formerly AESOP) as far in advance as reasonably possible, at least 72 hours prior to the requested time off. Office staff will notify the employee if/when the time off request has been approved by the building administration.

When advanced notice is not possible, such as for an unanticipated illness, employees are to notify the school by emailing Nicole Davis and Roxie Smallwood and by calling the office at 541-487-4305 as soon as possible, at least one hour prior to the scheduled shift. Specific

Personal Day requests may be denied due to School demands or staffing needs. As such please provide as much notice as possible for Personal Day time off requests, as the more notice provided the more likely the request will be approved.

The district recognizes the language in the Alsea School District Collective Bargaining Agreement (CBA) that states that the certified staff shall be credited with four (4) days of personal leave.

For classified and confidential employees, the paid personal pays award will be prorated based on the number of months the employee is scheduled to work in that school year. The count of months in the school year is determined by the employee working for the majority of the month. 1.0 FTE employees are eligible for up to 24 hours of paid Personal Days. Employees scheduled for less than 1 FTE, but at least .5 FTE will receive a prorated amount of paid personal days.

Personal days for classified staff may only be used in 15-minute increments. Certified staff may only use their personal days in increments of 4 or 8 hours due to substitutes.

All employees will receive paid personal days "front loaded" at the beginning of each school year.

Unused personal days will not roll over from school year to school year. Any remaining unused personal days at the end of each school year will be forfeited and will not be cashed out. Substitute employees are not eligible for the personal days benefit.

Personal days will be computed at the employee's regular rate of pay and do not include overtime or any extra payments. Unused personal days will not be paid at the time of termination.

Sick Time

Regular employees working at least .5 FTE will receive paid Sick Time "front loaded" at the beginning of each school year. These employees will receive 8 hours of paid Sick Time, prorated based on FTE, for each full month they are scheduled to work, up to a maximum of 96 hours per school year for 1 FTE year-round regular employee. Employees must be scheduled to work the majority of the month to be eligible for Sick Time accrual in that month. Up to 40 hours of accrued Sick Time may be rolled over from school year to school year. Any remaining Sick Time will be forfeited and will not be cashed out.

Regular employees working less than .5 FTE, Substitute, and Temporary employees will receive paid Sick time in the amount of 1 hour for every 30 hours worked, up to 40 hours per School year.

Newly hired employees in these classifications are allowed to use accrued Sick time after 90 days of employment. Up to 40 hours of accrued and unused Sick time will roll over from School year to School year, but Substitute and Temporary employees may not use

more than 40 hours of Sick time in any given School year. Any remaining unused Sick time at the end of each School year will be forfeited and will not be cashed out.

The district recognizes the language in the Alsea School District Collective Bargaining Agreement (CBA) that states members of this unit shall have sick leave accrued and subjected to as prescribed by Oregon law.

Sick days for classified staff may only be used in 15-minute increments. Certified staff may only use their sick days in increments of 4 or 8 hours due to substitutes UNLESS approval has been given by their supervisor.

Sick time may be used for any reason outlined in the Oregon Paid Sick Leave regulations, to include:

To care for the employee or the employee's family member with a mental or physical illness, injury, or health condition, need for medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition, or need for preventive medical care.

To care for an infant or newly adopted child under 18 years of age, or for a newly placed foster child under 18 years of age, or for an adopted or foster child older than 18 years of age if the child is incapable of self-care because of a mental or physical disability, completed within 12 months after birth or placement of the child.

To recover from or seek treatment for a health condition of the employee that renders the employee unable to perform at least one of the essential functions of the employee's regular position.

For absences associated with the death of a family member, domestic partners, and close friends by (1) attending the funeral or alternative to a funeral of the family member; (2) making arrangements necessitated by the death of the family member; or
(3) grieving the death of the family member.

For absences related to domestic violence, harassment, sexual assault or stalking, including:
Seeking 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 or stalking.

Seeking medical treatment for or to recover from injuries caused by domestic violence or sexual assault to or harassment or stalking of the eligible employee or the employee's minor child or dependent.

Obtaining, 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, or stalking.

Obtaining services from a victim services provider for the eligible employee or the employee's minor child or dependent; or

Relocating or taking steps to secure an existing home to ensure the health and safety of the eligible employee or the employee's minor child or dependent.

In the event of a public health emergency, including but not limited to:
Closure of the employee's place of business, or the school or place of care of the employee's child, by order of a public official due to a public health emergency.

A determination by a lawful public health authority or a health care provider that the presence of the employee or the family member of the employee in the community would jeopardize the health of others.

The exclusion of the employee from the workplace under any law or rule that requires the employer to exclude the employee from the workplace for health reasons.

Requests for anticipated needs to use paid Sick time must be submitted in writing via email to Roxie Smallwood as far in advance as reasonably possible, ideally at least two weeks prior to the requested time off.

When advanced notice is not possible, such as for an unanticipated illness, employees are to notify the school by emailing Nicole Davis and Roxie Smallwood or by calling the office at 541-487-4503 as soon as possible, at least one hour prior to the scheduled shift. When providing notification, employees are expected to give the reason for the absence in general terms (for example, "I'm sick" or "my dependent is sick") and estimated length of the absence.

Paid Sick time will be computed at the employee's regular hourly rate of pay and does not include overtime or any extra payments. Unused paid Sick time will not be paid out at time of termination. Alsea School District will comply with all aspects of Oregon Paid Sick Leave regulations.

Holidays
Alsea School District is closed for business on the following holidays:

4th of July (year-round staff only)
Labor Day
Veteran's Day
Thanksgiving Day
Day After
Christmas Day
New Year's Day
Martin Luther King Jr. Day
President's Day
Memorial Day
Juneteenth

Below is the number of holidays Exempt/Confidential/Classified employees based on the days they are scheduled to work in the school year.

260 day employee – 11
240 – 259 day employee – 9
220 – 239 day employee – 8
201 – 219 day employee – 7
0 - 200 day employee – 5

Employees regularly scheduled to work at least .5 FTE per week will receive holidays as per their work calendar or as stated in the CBA as paid, in accordance with their regularly scheduled hours.

Substitute employees are not eligible for the Paid Holiday benefit. Paid Holiday time is calculated at the employee's regular hourly rate of pay and does not include overtime or any extra payments and does not count towards the accrual of overtime.

Alsea School District will make reasonable accommodations for an employee's time off needs for religious observation when this can be done without undue hardship to the school.

Professional Development, Grading, and Inservice Days
Please see the current school year calendar for information about scheduled Professional Development Days, Grading Days, and Inservice Days. Hourly employees will be paid for Professional Development days for months in which they work the majority of the month, based on their regular hours scheduled on that day. Grading and Inservice days are unpaid days off for hourly employees. Please see the building administration with any questions regarding Professional Development, Grading, and Inservice Days.

Health Insurance
Please see the HR Executive Assistant for details regarding the health insurance benefits. Alsea School District provides an insurance stipend for those employees who are 0.5 FTE or higher. Employees are responsible for the remaining premium cost if it goes above the district provided stipend.

Additional Insurance Benefits
Please see the HR Executive Assistant for details regarding the STD, Life & ADD benefits.

Public Employee Retirement System (PERS)
Alsea School District is a member of the Oregon Public Employee Retirement System (PERS). In general, an employee will become a member after 600 hours worked in a 6-month period. The employer will pay the six percent (6%) employee contribution/payment required by ORS 238 A.330 on a pre-tax basis from the employee's gross wages. For more information regarding membership and specific rules, please contact PERS at 888-320-7377.

Training & Education
Some employees may be asked to attend school-related training and educational courses as determined by Alsea Charter School. If attendance on a course is required for continued employment, the district will pay the full cost of the course, and employees will be paid for time spent in class.

For certified employees, the district provides, as per the CBA, tuition reimbursement for coursework to help further their abilities and knowledge in teaching and allow for advancement on the salary scale. Please see the CBA for more information.

Jury Duty
All employees are allowed time off for jury duty. Time off for Jury Duty is unpaid, except when paid jury duty time off is required by law. Employees must provide a copy of their jury duty summons or subpoena to the Superintendent as soon as possible so arrangements to accommodate their absence can be made. The employee is expected to report for work whenever the court schedule permits.

Military Leave
An employee who is a member of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations, and reinstatement following such a leave, in accordance with applicable law. Employees should submit a copy of their duty orders to the Superintendent as soon as practicable after receiving such.

Domestic Violence, Sexual Assault, or Stalking Leave & Accommodations [GCBDC/GDBDC]
An employee who is a victim of domestic violence, sexual assault, or stalking (DVSAS) may request a reasonable safety accommodation to allow the employee to continue more safely to work. For instance, a safety accommodation might be a transfer, reassignment, modified schedule, unpaid leave from employment, changed work telephone number, changed workstation, installed lock, change in district policy, or any other adjustment to a job structure, workplace facility, or work requirement in response to actual or threatened domestic violence, sexual assault, or stalking. It is an unlawful employment practice for any Oregon employer to discriminate against an individual in hiring or any other employment decision because the individual is a victim of DVSAS. Reasonable DVSAS safety accommodations will be granted unless it imposes an "undue hardship" on Alsea School District. The district has the right to ask the victim for certification that the employee is a victim of DVSAS. Unless otherwise required by law, any documents provided as certification of the victim's status must be kept confidential and may not be released without the employee's express permission.

An employee may be eligible for leave if the employee or their minor dependents are the victims of domestic violence, sexual assault, harassment, or stalking.

Leave for domestic violence, stalking, harassment, and sexual assault victims may be

taken (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, 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 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 or stalking; (4) to obtain services from a victim services provider for the eligible employee or the employee's minor child or dependent; or (5) To relocate or take steps to secure an existing home to ensure the health and safety of the eligible employee or the employee's minor child or dependent.

The duration of the leave may be limited if the leave will pose an undue hardship on district and school activities. When seeking this type of leave, employees must provide as much advance notice as is practicable, unless giving advance notice is not feasible. Notice must be provided by submitting a request for leave in writing to the Superintendent, indicating the time needed and the reason for the leave. Alsea Charter School may require certification of the need for the leave, such as a police report, protective order or other evidence of a court proceeding, or documentation from a law enforcement officer, attorney, healthcare professional, member of the clergy, or victim services provider.

If more leave than originally authorized is needed, employees must give notice to the Superintendent as soon as practicable prior to the end of the authorized leave.

When taking leave in an unanticipated or emergency situation, the employee must give oral or written notice as soon as is practical. When leave is unanticipated, this notice may be given by any other person on the employee's behalf.

Unpaid leave under this section is available in addition to available paid sick time or personal days. Please see the HR Executive Assistant if you need DVSAS leave or accommodation.

Leave to Attend Criminal Proceedings
Employees may be eligible to take an unpaid leave of absence to attend criminal proceedings related to a crime in which the employee or a member of the employee's immediate family was a victim. In order to be eligible for this leave, an employee must have worked for more than 25 hours per week for the immediately prior six months. Employees must provide reasonable notice to the Superintendent of their intention to take leave under this policy and provide copies of scheduling notices from a law enforcement, judicial, or other State agency upon request.

If the employee's leave would create an undue hardship on Alsea Charter School the leave may be limited, and the employee may request that the court take the employee's work schedule into account when scheduling the proceedings. Unpaid leave under this

section is available in addition to available Personal Days.

Volunteer Civil Service Leave

Employees who are (1) a volunteer firefighter in a rural fire protection district or a firefighter employed by a city or a private firefighting service performing services authorized by the Governor of Oregon in case of emergency, or (2) are a member of an organized state militia called into active service, are eligible for a leave of absence to perform such services. If you are an official volunteer firefighter or member of an organized state militia called into active service, please alert the Superintendent that you may have to take time off for emergency duty. When taking time off for emergency duty, please inform the Superintendent as soon as possible.

Employees that are members or prospective members of the Legislative Assembly who require leave to attend any regular or special session of the legislature or to perform official duties as a member or prospective member of the legislature shall be granted a leave of absence from such regular employment position for such period of time as is reasonably necessary to permit such attendance or performance of duties.

All district policies and procedures and any state or federal statue or law will supersede any part of this handbook.

The school district may add to, modify, or delete any aspect of this handbook at any time as it deems advisable with written notice to employees.

Please visit https://policy.osba.org/alsea/ to find updated district policies.

Acknowledgment of Handbook Receipt

I hereby acknowledge that I have received this Employee Handbook from Alsea School District.

I also acknowledge that Alsea School District reserves the right to modify, amend or withdraw any or all provisions in this handbook. Such action becomes effective when a copy of such modification is distributed to me. I understand that a copy of this acknowledgment form will be placed in my employee file.

_____ _____

Employee Signature Date

_____

Print Name

Appendix – Working with Children

Mandatory Child Abuse Reporting
All employees at Alsea School District are required to participate in mandatory child abuse training each School year. Every employee has an obligation to report suspected child abuse or neglect, even if they did not discover the abuse in the course of their job. If you suspect abuse, you are required to call the child abuse hotline. There is no employee requirement to inform the district or school administration in regard to reporting.

Management may not discourage or disallow reporting. The employee is not required to inform the adult who is suspected of abuse or neglect of any such reports. An employee should also feel free to discuss concerns with the building administration, if they are unsure about whether to file a report. Employees must cooperate with investigations into possible child abuse or neglect conducted by DHS or law enforcement. Please see the building administration with any questions regarding mandatory reporting expectations or procedures.

Background Checks/Fingerprinting
Alsea School District requires all employees who will be working with minor children to submit to fingerprinting and criminal background check process.

Working with Youth
Prohibited Conduct:

- Employees are prohibited from boundary violations and/or any sexual conduct with youths (under 18 years of age). Employees are prohibited from encouraging or engaging in an inappropriate emotional and/or sexual relationship with a minor who is in any way affiliated with Alsea School District and its programs. The consent of the minor is irrelevant. Any employee engaging in such activities will be immediately discharged.
- Alsea School District employees must be conscious of their conversation when in the presence of minors. Foul and/or abusive language, inappropriate content, and language promoting or glorifying drug or alcohol use are explicitly prohibited.

Employees of Alsea School District are responsible for conducting themselves in a manner consistent with the Federal and State laws and Alsea School District policies concerning proper conduct when in the presence of minors. Any questions regarding appropriate conduct should be raised promptly with the building administration.

Child Protective Services (Non-Workplace) Investigation
Anytime an Alsea School District employee has been contacted by Child Protective Services (CPS) regarding a child in their care (either a foster child, or a child that permanently resides in their care) they must notify the superintendent within 24 hours.

If an employee becomes the subject of a CPS assessment or investigation, all direct work with Alsea School District students will be placed on hold until the assessment or investigation is complete. Employees may be placed on unpaid leave during this time, at the discretion of Alsea Charter School. Depending on the outcome of the assessment or investigation, it may be necessary for Alsea School District to limit the employee's work-related activities and could result in a permanent separation of employment from the school.

Child Abuse Definitions

Physical Abuse: *Abused child* means a child whose parent, immediate family member, any person responsible for the child's welfare, any individual residing in the same home as the child, or a paramour of the child's parent:

- Inflicts, causes, or allows to be inflicted, or creates a substantial risk of physical injury, by other than accidental means, that causes death, disfigurement, impairment of physical or emotional health, or loss or impairment of any bodily function.
- Commits or allows to be committed an act or acts of torture upon the child.
- Inflicts excessive corporal punishment.
- Commits or allows to be committed the offense of female genital mutilation.
- Causes to be sold, transferred, distributed, or given to the child under 18 years of age a controlled substance, except for controlled substances that are prescribed and dispensed to the child in accordance with the law.
- Commits or allows to be committed the offense of involuntary. servitude, involuntary sexual servitude of a minor, or trafficking in persons for forced labor or services.

Neglect: *Neglected child* means any child who is:

- Not receiving the proper or necessary nourishment or medically indicated treatment including food or care, not provided solely on the basis of the present or anticipated mental or physical impairment as determined by a physician, or otherwise is not receiving the proper or necessary support or medical or other remedial care as necessary for a child's well-being.
- Not receiving other care necessary for his or her well-being, including adequate food, clothing, and shelter.
- A newborn infant whose blood, urine, or meconium contains any amount of a controlled substance or a metabolite thereof.

Sexual Abuse: *Abused child* also includes a child whose parent, immediate family member, any person responsible for the child's welfare, any individual residing in the same home as the child, or a paramour of the child's parent commits or allows to be committed any sex offense against the child.

Emotional Abuse: *Abused child* also includes impairment or substantial risk of impairment to the child's emotional health.

Abandonment: *Neglected Child* also includes a child who is abandoned by his or her parents or other person responsible for the child's welfare.

ALSEA K – 6 PARENT-STUDENT HANDBOOK

2023 - 24 SCHOOL YEAR

ALSEA SCHOOL DISTRICT
BOARD OF DIRECTORS

Risteen Follette – Chair
Soren Rounds – Vice Chair
Deb Lindberg
Jamie Olsen
Russ Ceperich

Krista Nieraeth, Superintendent / Principal
Don Staehely, Business Manager
Lora Nickle, Executive Assistant
Roxie Smallwood, HR Executive Assistant

ALSEA SCHOOL
301 South 3rd St
P.O.Box B
Alsea, OR 97324
Phone: (541) 487-4305
Fax: (541) 487-4089
Website: www.alsea.k12.or.us

Krista Nieraeth, Principal
Bart Rothenburger, AD
Tim Pearson, TOSA
Carol Pearson, Secretary

OFFICE HOURS

7:30 a.m. to 4:00 p.m. (School Days)
Closed Holidays

PRINCIPAL'S CORNER

Welcome to Alsea Schools. We are excited to launch a new year of school. In this new time, we are committed to working with our families to provide the best education we can in the environment we have.

Our motto remains the same, "One Team, One Goal, No Limits". Our goal is to provide the education and opportunities for our students to help them reach their potential. We will explore all options and resources available to make that happen.

Once again, welcome!!!

Krista Nieraeth, Superintendent / Principal
Phone: (541) 487-4305
E-mail: krista.nieraeth@alsea.k12.or.us

PREFACE

Alsea School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act.

Krista Nieraeth, Superintendent has been designated to coordinate compliance with these legal requirements and may be contacted at the district office for additional information and/or compliance issues.

VISITORS TO ALSEA

Alsea welcomes visitors to our school to help provide an enriching learning environment classrooms through volunteering under the direction of our teachers.

ALL visitors are required to sign in and out at the office and wear visitor identification while in the school*. Even if a parent is well-known to school staff, he/she must follow this procedure. This policy is part of the district's effort to keep our schools safe*.

Classroom observations or visitations should be scheduled at least 48 hours in advance with permission from both the teacher and principal. **Visitors are to refrain from participating in the class activity unless invited to do so by the teacher.**

We will not allow any non-school personnel on the playground or in our cafeterias during school hours without the permission of the building principal.

Before school starts and after school ends, unless given permission by school administrations, parents/guardians will not be allowed in the building with or for their child.

It is expected that if a visitor has symptoms of any illness that they will not visit Alsea Schools until the symptoms have subsided.

We reserve the right to deny entry to our school if we see any symptoms of illness.

CONTACT US

Email: You can reach any staff member through email by using their firstname.lastname@alsea.k12.or.us.

When emailing staff:

- Remember that email is **not** confidential.
- Be concise.
- If the concern is lengthy or involved, please request a conference.

Phone: All teachers can be contacted by phone by calling the school office at (541) 487-4305. Unless it is an emergency, classroom phones will not be answered during instructional times.

We ask that if any parent/guardian wish to meet with the teacher in person, to please make an appointment through our front office with **24 hours notice.**

Teachers are unable to meet from 7:50am – 3:20pm unless an appointment is made through the front office.

ARRIVING AT ALSEA

Students are not to be on campus prior to 7:30 a.m. on school days. Supervision is not available until then. Breakfast will be served for any student who wants it starting at 7:45am.

All students will enter the building through the elementary door.

It cannot be stressed enough how important it is that students are at school on time, both to ensure the maximum benefits of school, and to prevent disruption of the class.

DISMISSAL

If your child is not riding the bus, please make arrangements to have him/her picked up promptly at the designated dismissal time.

If waiting for your child, please wait on the sidewalk in front of the school.

PROGRESS REPORTS AND REPORT CARDS

Communication between families and teacher is imperative to student success.

Progress reports will be mailed home at the end of each quarter. Parent teacher conferences will be held in November and April. Report cards will be mailed home at the end of each semester.

PARENT-TEACHER CONFERENCES

A conference provides productive two-way communication that can set the stage for a great school year. Parents who are concerned can schedule a conference at any time during the year by calling the teacher or using email.

Alsea schedules conferences in both the fall and spring. Please be sure to attend both conferences.

Conference tips:

- Before the conference, spend a few minutes talking with your child about things he or she likes and doesn't like, problems or concerns.
- Prepare some questions in advance. These could be about subjects, homework, assignments, or how you can help at home.
- Share things about your child, like favorite subjects, outside interests/hobbies, medical/health needs, or other concerns.
- At the conference keep an open mind. The teacher shares your wishes for your child' success, and the goal is a partnership. Ask to see your child's work. Ask for explanations of anything you don't understand. If necessary, ask to meet again.
- After the conference, follow up. Stay in touch with the teacher, and if you think of a question you forgot to ask, write a note or call.
- Know what the expectations are for your child's success.

Parents should notify the front office at least 5 days in advance if they need a translator for the conference.

Parents or teachers may request that a third party join the conference, and it is helpful to inform the conference participants in advance. If any participant feels that a conference is threatening, an

administrator will join the conference. If an administrator is not available, the teacher will terminate the conference and an administrator will contact the parent to arrange a follow-up conference at a later date.

LUNCH

At Alsea, lunch behavior expectations are as follows:

- Follow adult directions.
- Sit on your bottom while eating.
- Inside voices in the line and at the tables.
- Manners and courtesy practiced at all times.
- Clean up your messes.
- Hands, feet and objects to yourself.

SCHOOL MEALS

Breakfast and hot lunches are available everyday. Menus are sent home each month, available in the school and are available online www.alsea.k12.or.us

Alsea has a "closed campus", and students are not allowed to leave the school campus unless escorted by an adult. **Once a student is on school property, which includes school buses, they cannot leave without permission from the administration.**

School breakfast and lunch will be free to all students for the 2023 – 24 school year.

Students may receive the full meal, which includes milk, at no cost. Any extra milks will be charged to the student.

MEDICATION AT SCHOOL

A student who must take prescription and/or over-the-counter medication during the school day **must** bring the medicine and a written request to administer medication signed by his/her parent to the office. For over-the-counter medicine, the request must include the parent/physician's written instructions, dosage, time interval, and method of administration. All prescription medication must be in its original container, and the container label must clearly show the student's and physician's names, and instructions. Parents must deliver all medicines to the school. Students may not bring their own medications.

Written permission must be given for students to be administered non-aspirin pain relievers.

All medication will be taken in the school office under supervision of office staff.

We are unable to provide your child with any over the counter medication.

SCHOOL PHONES

Phones are for school business ONLY. Due to the volume of calls and limited phone lines, student usage of phones is for extremely important or emergency situations. If a student has an emergency, they may come to the office and the secretary will call home for them.

CELL PHONES

Students are permitted to bring cell phones to school for emergency use, **but they must be turned off and put away unless they are being used for class with permission of the instructor.**

The school takes no responsibility for lost or damaged cellphones. Students bring cell phones at their own risk.

Students may **not** take photos or send text messages using cell phones during school hours as per district policy JFCEB.

Violation of this policy will result in confiscation of the phone to be returned only to the parent.

Parents, please refrain from calling or texting during school hours.

STUDENT VISITORS

For the 2023 – 24 school year, student visitors will be allowed on a very limited basis with permission of the principal.

PETS AT SCHOOL

Animals may not be brought to school or school sponsored events without prior approval from the principal and may not be transported by school bus.

LOST AND FOUND

Any items found at school should be turned in to the office for placement in lost and found.

Your student's name should be on articles of clothing, school supplies, or other possessions brought from home, then found items can be returned to the owner.

The school assumes no responsibility for a child's personal belongings beyond teaching responsibility and honesty.

Students are urged to check with the office for lost articles. Clothing items left unclaimed at the end of the school year will be donated.

PERSONAL ITEMS FROM HOME

Students are not to bring personal items from home unless they are cleared by the teacher and are for educational purposes.

The school takes no responsibility for lost or damaged personal items. Students bring personal items at their own risk.

WE ARE A TITLE I SCHOOL

Alsea has Title I programs in place that serves students who qualify in our school. Our district

receives federal grant money that is used for supplies and personnel to provide students with supplemental instruction focused on reading and math.

Federal law now allows parents to ask for certain information about the adults working with your children and requires the district to respond in a timely manner. Parents may request information about the professional qualifications of classroom teachers. This could include information about the teacher's licensing for grade levels taught and whether the teacher is teaching under an emergency or provisional status. Parents may request what baccalaureate degree and other graduate certification is held by the teacher and subject area, if any, of the certification or degree. Parents can also learn whether their child is being provided with service by a paraprofessional (instructional assistant) and if so, their qualifications.

EMERGENCY SCHOOL CLOSURE

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules as deemed appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools, and early dismissal of students. We will do our best to notify parents of these situations and local radio will broadcast timely school information. This is posted on the district website and our Facebook page. We will use the local media that will be used in the event of emergency closure are radio stations KRKT 99.9 FM, KLOO 106.3 FM, and KDUK 104.7 FM. We will also notify the following TV stations, which are based out of Medford: KEZI, KVAL, and KLSR.

After 8am, an update via a School Communication system will be sent out. Please make sure you have access to all of these means of communication.

EDUCATIONAL SUPPORT PROGRAMS

RTI is a K-6 reading support program provided by district staff. Students are placed in groups based on their mastery of literacy skills and are exited when they meet their grade level benchmarks.

Grades and completed assignments are an important part of athletics and activities. Students must pass all classes. Behavior can also impact participation.

SCHOOL CLOTHING

Alsea Board Policy [JFCA] was adopted to ensure students' dress and grooming does not cause:

- disruption or interference with the classroom learning environment
- threat to the health and/or safety of the student concerned or of other students

The following are guidelines for dress and grooming at Alsea and at school activities:

1. One should dress in a manner that is neat, clean and suitable for school and for learning.
2. Students must wear clothing that cover areas from one armpit across to the other. All shirts must have straps on the shoulder that are larger than 1" in width. Clothing should cover the student's body, including the midriff, from armpit to the bottom of 3 – 4" on the upper thigh.
3. Pants that have holes in them are allowed; however, students must wear clothing underneath the pants covering exposed skin under the pants if the holes are above the knee.
4. Undergarments are required and must not be visible.
5. Clothing deemed to be gang-related or that could be considered a weapon is not acceptable.
6. Sunglasses, unless prescribed by a physician or optometrist, are not acceptable inside the building at any time. Prescription must be on file with the front office.
7. Clothing with profanity and implication of imprints that pertain to alcohol, tobacco, drugs, sexual implication, or obscene/questionable logos may not be worn to school.
8. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
9. Due to safety concerns, shoes or sandals with hard soles will be required for all students.

Head coverings of any kind are not to be worn in the school building except on special occasions. Eye contact is important in the teaching/learning process, hats can be related to gang activity, and it is a respectful courtesy to **remove** hats in a public building.

Students on field trips or other school sponsored events are expected to follow dress guidelines as directed by the teacher. Students involved in sports or other voluntary activities may be required to meet additional dress and grooming standards.

The administration reserves the right to determine if dress and/or grooming is inappropriate. In the event of an infringement of the dress code, parents will be called to bring appropriate clothing.

CANDY-GUM-BEAVERAGES

For sanitary and clean up concerns chewing gum is **not** allowed at school.

Candy is permitted in small amounts as part of cold lunch.

No pop or energy drinks will be allowed during lunch hour.

DISPLAYS OF AFFECTION

It is normal for elementary school students to be attracted to each other, and we certainly encourage friendships among all students. We feel that our students are not ready for a serious relationship with another boy or girl, and that school is not the appropriate place for intimate gestures.

Hand holding, kissing, hugging or other physical displays of affection are not allowed at school or school functions.

STEPS TO RESOLVE CONCERNS

Alsea Board Policy KL outlines a hierarchy of contact when parents have concerns. Concerns should be addressed in this order, if needed:

1. Teacher
2. Principal
3. Superintendent
4. Board of Education

For more serious concerns, a formal complaint procedure is available to parents, and these will be responded to in a very timely manner. Please visit www.alsea.k12.or.us to find the district's complaint procedures.

COMMUNICABLE DISEASES

Parents of students with a communicable disease are asked to contact the school so that other students who have been exposed to the disease can be alerted.

Students with certain diseases are not allowed to attend school while the disease is contagious. These diseases include, but are not limited to, chicken pox, diphtheria, measles, meningitis, mumps, lice infestations, whooping cough, rubella, staph/strep infections, and tuberculosis.

Call the school office if you have concerns or questions.

IMMUNIZATIONS

Students enrolling in Oregon schools must have been immunized for certain diseases. Parents must submit documentation showing their child has had the required immunizations or proof that they have followed the proper protocol for exemption as set forth by the state of Oregon.

School administrators are required by Oregon law to deny admission to children who have not been immunized or whose parents/guardians have not shown proof of the exemption protocol by the statewide exemption date, which is set by the Oregon Health Authority each year.

Parents with questions should contact the office, the Benton County Health Department at (541) 766-6835 or go to www.healthoregon.org/vaccineexemption for updated immunization laws.

COMPUTERS AND INTERNET

Alsea provides access to computers for each student in their classroom. This allows teachers to spend instruction time teaching computer skills, keyboarding, email, and internet use.

We take every precaution to protect students from material on the internet that could be considered inappropriate or objectionable, and we feel the educational benefits far outweigh any risk.

Along with this educational opportunity also comes responsibility. It is important that parents and students read and discuss the Internet Safety Policy. This permission form is given to parents at the beginning of the school year.
(Board Policy IIBGA-AR)

SCHOOL SUPPLIES

A list of school supplies is available at the front office. Teachers may require that additional supplies be purchased during the year for special activities and/or projects. We sometimes have donations of supplies that help those in financial need.

FIELD TRIPS

Field trips are an important part of our school program. Information specific to the field trips will be sent out prior to the trip.

Students are considered "in school" while participating in district sponsored activities. This means students are subject to the rules, district policy, and other rules deemed necessary by the field trip supervisor.

DRILLS

The safety of our students is the top priority. Drills are conducted on a regular basis both to comply with the law and to prepare our students in case of an emergency. Fire drills occur monthly. Earthquake, tsunami, and lockdown drills take place 2 times per year.

Students are taught proper procedures for evacuation, and we are proud of our ability to get to safety quickly and quietly.

DISTRICT/SCHOOL WEBSITE AND FACEBOOK

Go to www.alsea.k12.or.us to view the district website. There is information about the district, calendars, menus, school news, and much more. Please also like us on Facebook to get up to date information about the happenings at our school!!!

SPECIAL PROGRAMS

Sometimes the student may require special education and related services because of a significant disability that adversely affect his or her ability to learn. Parents and teachers can refer students for evaluation of needs.

Services for talented and gifted students are provided upon determination of eligibility through district procedures.

We ask that if parents/guardians have forms that teachers must fill out that discuss student behaviors and/or health during school hours to please contact the front office to help facilitate this process.

TIME TO LEARN AND DEFINING DISCIPLINE

"WE CARE TOO MUCH TO LET PROBLEM BEHAVIOR INTERFERE WITH LEARNING."

Students learn best when they feel safe and respected at school.

Discipline is a process that uses teaching, modeling, and other appropriate strategies to maintain the behaviors necessary to provide a safe, orderly and productive learning environment by changing unacceptable behavior to acceptable behavior.

Here are beliefs related to discipline at Alsea:

1. *We believe providing discipline and boundaries is a way for us to care for our students.*
2. *Students don't care how much you know until they know how much you care.*
3. *Every discipline is an opportunity to teach expected behavior.*
4. *Expected behavior must be communicated, taught, and modeled throughout the school year.*
5. *Parents have a responsibility to ensure their child's behaviors do not take away from a safe, orderly, and academically productive learning environment of others.*

STUDENT CODE OF CONDUCT

Students are responsible for conducting themselves properly in accordance with the policies of the district and lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and laws.

The district has the authority and control over a student at any school – related activity, during the regular school day, regardless of time and location, and while being transported in district – provided transportation. Students will be subject to discipline including loss of privileges, detention, suspension, expulsion, and/or referral to law enforcement officials as deemed appropriate by school administration.

BULLYING AND HARASSMENT

At Alsea, we do not allow hurtful, mean, or threatening words and/or actions at our school.

With that being said, there is a difference between being rude, being mean, and being a bully.

The 5 facets of bullying are:

1. Targeted
2. One – sided (once the target engages, it is becomes a conflict)
3. Over time (we consider three or more incidents, not in the same day)
4. Power differential (size, gender, social, etc.)
5. After adult intervention (usually, after the PRINCIPAL intervention)

Bullying must be documented actions, not hearsay. Acts of bullying may result in student discipline.

We encourage Alsea students to discuss issues with adults immediately when those issues arise so that they can be taken care of immediately.

Please remember that not every action is bullying. We encourage parents/guardians to communicate with the school about any concerns regarding behaviors. Please refer to District Policy JFCF.

We will never totally prevent all bullying, and a strong component of this policy is teaching coping skills to our students.

Students feel empowered when they are able to solve their own problems, but also know when they need an adult's help.

STUDENT RIGHTS AND RESPONSIBILITIES

Among these student rights and responsibilities are the following:

Civil rights – including the right to equal educational opportunity and freedom from discrimination, the responsibility not to discriminate against others:

1. The right to attend free public schools, the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school:

2. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;

3. The right to free inquiry and expression, the responsibility to observe re reasonable rules regarding these rights;

4. The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;

5. The right to privacy, which includes privacy in respect to the student's education records;

6. The right to know the behavior standards expected, the responsibility to know the consequences of misbehavior.

ASBESTOS NOTICE

Federal law requires that we notify the public of the presence of asbestos in the buildings. While asbestos is a concern, it poses no significant problem unless it is damaged.

The district has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having its buildings inspected by accredited inspectors and the development of a management plan for the control of this substance.

The management plan is available for public inspection in the district office. Any questions, concerns, or reporting of possible problems are to be directed to the district at (541) 487 – 4305.

District policies will supersede any policy or procedure outlined in this handbook. Please visit www.alsea.k12.or.us for the district's policies.

Alsea School District
Alsea JH/SR High School
Student – Parent Handbook



2023 - 24 School Year

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PREFACE

Alsea School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act.

The superintendent has been designated to coordinate compliance with these legal requirements and may be contacted at the district office for additional information and/or compliance issues.
Parents and students must acknowledge receipt of the Student Code of Conduct and the consequences to students who violate district disciplinary policies. Parents objecting to the release of directory information on their student should notify the district office within 15 days of receipt of the student handbook.

Parents must also give their signed and dated written permission for the district to release personally identifiable information.

The form included in the registration packet that covers these issues must be signed by the parent/guardian (or eligible student), dated and returned to the district.

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement.

Any information contained in this student handbook is subject to unilateral revision or elimination from time to time without notice.

WELCOME

Welcome to the Alsea School District. You have enrolled and become a partner in schools that have received state and national recognition. Graduates of Alsea JR/SR High School will become citizens who continue to learn–cooperatively and individually---in the rapidly changing workplace. Students at our schools are developing academic and life skills to meet the challenges that the future will bring.

Statements in this booklet that regulate your actions as a student have proven to be beneficial to success at school. Every community of citizens has a set of guidelines to go by for the good of the group. If you keep that thought in mind, your work and activities at our schools will be pleasant and be a benefit to you and others.

The policies and procedures contained in this handbook are the result of a concerted effort on the part of the faculty, the administration, and the school board. This information has been carefully prepared and presented so it will be of value in helping you to adjust to our schools and to become a part of it.

The purpose of education is to help each student become an enlightened, effective citizen in a democracy. Developing and accepting the responsibilities and obligations of good citizenship will help us participate successfully in the world of tomorrow. We hope that you will participate in our varied activities and thus find those things within our schools that will prepare you to live a better life and finally take your place in this complex society. Remember, your success in school is up to you and your effort.

DISTRICT PERSONNEL

District Administration

301 South 3rd Street, Alsea, OR 97324 Mail: PO Box B, Alsea, OR 97324 Telephone (541) 487 – 4305 x4 Fax (541) 487 – 4089	Superintendent/SPED Director – Krista Nieraeth Business Manager – Don Staehely Board Executive Assistant – Lora Nickle HR Executive Assistant – Roxie Smallwood Payroll Clerk – Brynn Campbell

Alsea Board of Directors

Name	Position	Email	Term
Risteen Follett - Chair	#1	risteen.follett@alsea.k12.or.us	6/30/2025
Debra Lindberg	#2	deb.lindberg@alsea.k12.or.us	6/30/2025
Jamie Olsen	#3	jamie.olsen@alsea.k12.or.us	6/30/2027
Soren Rounds – Vice Chair	#4	soren.rounds@alsea.k12.or.us	6/30/2027
Russ Ceperich	#5	russ.ceperich@alsea.k12.or.us	6/30/2027

Alsea School Administration

K-6 Principal - Krista Nieraeth
K-6 TOSA – Tim Pearson
K-6 Office Manager – Carol Pearson

7 - 12 Principal / AD – Bart Rothenburger
7 - 12 Office Manager – Nicole Davis

GRADUATION REQUIREMENTS FOR ALSEA SCHOOL DISTRICT
(IKF and IKF – AR)

In order to graduate from Alsea High School with a **standard** diploma, a student must successfully complete 24 units of credit as stated below:

1. English – 4 credits
2. Mathematics – 3 credits (All 3 credits must be Algebra I or higher)
3. Science – 3 credits (Scientific Inquiry & Lab Experiences)
4. Social Sciences – 3 credits (Including History, Civics, Geography and Economics)
5. Health – 1 credit
6. Physical Education – 1 credit
7. CTE/The Arts/World Language – 3 credits
8. Electives – 6 credits

Additionally, students must:

- Meet Essential Skills requirements as set forth by the Oregon Department of Education in the areas of Reading, Writing, and Mathematics (suspended until further notice).
- Develop an education plan and build an educational profile.
- Build a collection of evidence, or include evidence in existing collections, to demonstrate extended application.
- Demonstrate career – related knowledge and skills.
- Participate in career – related learning experiences.

Having less credits than the minimum stated may affect athletic or activities eligibility

ACTIVITIES (IGD/IGDA)

Involvement in student activities is a valuable and rewarding part of a high school student's educational experience. Therefore, Alsea JR/SR High School sanctions and encourages student involvement in a variety of student activities including class and club activities, athletics and other special interest groups.

All co-curricular and extracurricular activities must be approved by the superintendent and by the School Board and be operated under the auspices of the Alsea Jr/Sr High School administration. Each activity must have at least one staff advisor who will oversee the operation of the group to ensure that all district and building policies and rules are followed.

ADMISSION

A student seeking enrollment in the district for the first time must meet all academic, age, immunization, tuition and other eligibility prerequisites for admission as set forth in state law, Board policy and administrative regulations. Students and their parents should contact the office for admission requirements.

The district may deny regular school admission to a student who is expelled from another school district and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.

The district shall deny regular school admission to a student who is expelled from another school district for an offense that constitutes a violation of applicable state or federal weapons law and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.

Alternative education services will not be provided to students expelled from another school district for violation of applicable state or federal weapons law and who subsequently become a resident of the district.

AFTER SCHOOL ACTIVITIES

Students are to leave the school grounds immediately after school is dismissed unless they are involved in a staff supervised activity such as sports, clubs or meeting with a teacher. Students are not to stay after school to watch practice or socialize. Students must leave school grounds immediately if school personnel (including coaches and custodial staff) make the request.

Students involved in authorized after-school activities are to remain in the activity area under the supervision of the responsible staff member.

Students who want to stay after school to attend school sponsored activities must have prearranged staff supervision.

ALTERNATIVE EDUCATION PROGRAMS [IGBHA]

Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems; for students who have not met or who have exceeded all of Oregon's academic content standards; when necessary to meet a student's educational needs and interests; to assist students in achieving district and state academic standards; or when a public or private alternative program is not otherwise readily available or accessible. Such programs consist of instruction or instruction combined with counseling and may be public or private. Private programs must be registered with the Oregon Department of Education. Home schooling shall not be used as an alternative education program placement. Alternative education programs must meet all the requirements set forth in ORS 336.625, 336.631 and 336.637

The district will not provide alternative education programs for students expelled for violation of applicable state or federal weapons law.

<u>In-District Alternative Education Programs</u>

a. Tutorial instruction
b. Professional technical programs
c. Work experience
d. Instructional activities provided by other accredited institutions
e. Community service
f. Independent study
g. Others as approved by the district such as online classes and distance learning

Parents may request additional in-district alternative education programs by submitting written requests to the principal.

<u>Non-District Alternative Education Programs</u>

a. Other school(s)/program(s);
b. Community college;
c. Others as approved by the district.

The district pays the alternative education program cost or an amount equal to 80 percent of the district's estimated current year's average per student cost, whichever is less, for placing students in non-district alternative education programs. The student's placement must have the prior approval of the district.

The district will not assume alternative education costs for any student not placed in an alternative program according to procedures established by the district and Oregon law.

If a parent receives an exemption on a semiannual basis to withdraw a student age 16 or 17 from school, the district has no obligation to pay for an alternative education program.

If a student is not successful in the alternative education program or the alternative education programs are not accepted by the student and/or parent, there is no obligation to propose or fund a second program.

ALTERNATIVE EDUCATION PROGRAMS - ESTABLISHMENT [IGBHB]

Proposals from parents or students for the establishment of an alternative education program shall be submitted in writing to the superintendent or designee.

"Alternative education program" means a school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the district and the state.

Proposals for alternative education programs shall include the following:

1. Goals;
2. Criteria for enrollment;
3. Proposed budget;
4. Staffing;
5. Location;
6. Assurance of nondiscrimination.

Proposals must be submitted to the superintendent or designee prior to [November 1] for programs to be implemented the following school year. Proposals will be reviewed by the district. Contact the building principal or district office for additional information on submitting proposals, the evaluation and approval process.

ALTERNATIVE EDUCATION NOTIFICATION [IGBHC]

Individual notification to students and parents regarding the availability of alternative education programs will be given semiannually or when new programs become available under the following situations, as appropriate:

1. When two or more severe disciplinary problems occur within a three-year period. (Severe disciplinary problems will be defined in the code of conduct.);

2. When attendance is so erratic the student is not benefitting from the educational program. (Erratic attendance will be defined on a case-by-case basis.);

3. When a student's parent or emancipated student applies for exemption from attendance on a semiannual basis;

4. When an expulsion is being considered for reasons other than a weapons policy violation;

5. When a student is expelled for reasons other than a weapons policy violation.

Individual notification shall be hand-delivered or sent by certified mail. Parents shall receive individual notification prior to an actual expulsion.

Notification shall include:

1. The student's action;
2. A list of alternative education programs for the student;
3. The program recommendation based upon the student's learning styles and needs;
4. Procedures for enrolling the student in the recommended program.

*** The district will not provide alternative education programs for students expelled for violations of applicable state or federal weapons laws.**

ASBESTOS

Federal law requires that we notify the public of the presence of asbestos in the buildings. While asbestos is a concern, it poses no significant problem unless it is damaged.

The district has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having its buildings inspected by accredited inspectors and the development of a management plan for the control of this substance.

The management plan is available for public inspection in the district office.

Any questions, concerns, or reporting of possible problems are to be directed to the district office at (541) 487 – 4305 x4.

ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who does not abide by the district's Student Code of Conduct during an assembly shall be subject to disciplinary action. Attendance at all assemblies is mandatory unless excused by school administration

ATHLETIC/ACTIVITIES POLICY

Please refer to the Alsea's Athletic/Activities Code Handbook for the policy.

ATTENDANCE [JEA and JEA - AR]

All students between the ages of 6 and 18, who have not completed grade 12, are required to attend school unless otherwise exempted by law. School staff will monitor and report violations of the state compulsory attendance law.

Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the school term. Persons having legal control of a student who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

The district will notify the parent in writing that, in accordance with law, the superintendent will schedule a conference with the non-attending student and his/her parent(s) to discuss attendance requirements. The written notice will include the following:

1. The superintendent or the designee has the authority to enforce the provisions of the compulsory attendance laws;
2. Failure to send a student to school is a Class C violation;
3. A citation may be issued by the district;
4. A conference with the parent and student is required.

The written notification will be in the native language of the parent.

Additionally, a parent or guardian, or other person lawfully charged with the care or custody of a student under 15 years of age, may, under ORS 163.577 (1)(c), be found by the courts to have committed the offense of failing to supervise a child who has not attended school as required.

Failing to supervise a child is a Class A violation. Violations, as determined by the court, may be punishable by a requirement to complete a parent effectiveness program approved by the court and/or a fine.

<u>Suspension of Driving Privileges [JHFDA]</u>

Students who fail to maintain regular enrollment in school may have either their driving privileges suspended or the right to apply for driving privileges suspended. The superintendent or designee may, under ORS 339.257, notify the Oregon Department of Transportation (ODOT) of the withdrawal of a student who is at least 15 years of age and under 18 years of age. Upon notice by the district that a student has withdrawn from school, ODOT shall notify the student that driving

privileges will be suspended on the 30th day following the date of notice unless the student presents documentation that complies with ORS 807.066. A student shall be considered to have withdrawn from school if the student has:

1. More than 10 consecutive school days of unexcused absences; or
2. Fifteen school days total of unexcused absences during a single semester.

The student has a right to appeal to the superintendent/designee's or Board's decision through district suspension/expulsion due process procedures.

Attendance Requirement for Athletics and Activities:

Students participating in interscholastic athletics and/or co-curricular events are expected to maintain regular attendance.

Attendance in School for Interscholastic and Cocurricular Activities: The participant must be in school all day the day of the game, practice or activity and must be present at school the entire day after the activity unless PRIOR administration approval is given. Students may not participate in practices or games on the days they are absent from school unless they have received PRIOR approval from school administration.

Violators of this policy will be excluded from participation in the next contest. Students who leave campus without permission or are considered truant for any reason will not be allowed to practice or play on the same day. Irregular attendance or excessive tardiness may result in suspension or removal from the sport in which the student is participating.

ABSENCES AND EXCUSES

In the Alsea School District, regular attendance in all classes is expected. Attendance practices by students that are anything other than regular will cause the student to miss valuable class discussions, lectures, demonstrations, etc., ultimately causing the learning process to be impaired. Thus, lack of attendance will affect grades and possibly cause the student to receive no credit in classes.

When returning to school after an absence, parents/guardians are requested to contact the office manager or administration describing the reason for the absence. Absences not cleared will be considered unexcused. **Teachers are not obligated to allow students to make up work from unexcused absences**. At the discretion of the individual classroom teacher, students may not receive credit or be allowed to make up work missed if absence (s) are unexcused.

School administration will make final determinations as to whether an absence is excused or unexcused. Absence from school or class will be excused under the following circumstances:

1. Illness of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Field trips and school-approved activities;
5. Medical or dental appointments. Confirmation of appointments may be required;
6. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

No excused absence will be granted by school administration without explanation of absence.

Students may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, religious or ethnic considerations.

All students, regardless of age, who must leave school during the day, must have a parent or guardian make arrangements in the main office. Exception to this would be a student over 18 years of age who has shown written proof of emancipation from their parent or guardian. The student must check out in the main office prior to leaving school.

A student shall not be released from school at times other than regular dismissal hours except with administrative permission or according to school sign out procedures. A student will not be released to any person without the approval of his/her parents or as otherwise provided by law. Notes provided by students will not be approved without a

specific reason provided by the parent. **The school administration reserves the right to deny a student permission to leave campus.** Students will not be allowed to leave campus in vehicles of other students, unless both students' parents have given written permission.

Students are not allowed to miss any classes to work on another class unless prearranged with the teachers involved. Single period absences are considered unexcused unless prior arrangements have been made with the office.

Upon return to school, students will have one day for each day missed to make up work presented in class on the day the excused absence occurred. Students on field trips, athletic events, and other school business will be considered an excused absence from class. It is the student's responsibility to ensure they have received their missing/make up work from the teacher within the time frame stated above. Failure to make up assigned work within that time may result in a grade of zero for that assignment.

Every effort should be taken to not miss school if assigned presentations or group work is occurring in class. However, there may be situations that cannot be avoided in these cases. Parents/guardians are asked to contact the teacher immediately to arrange for that work to be made up, knowing that it may be made up at a time of the teacher's choosing (after school, before school, at lunch, etc.). Students and their parents/guardians must make arrangements with the teacher to make up that type of work within one day of returning, or they may risk losing credit for the work.

Students with excused, extended absences may receive make up work by parent/guardian request for that period. **Teachers will be given no less than 24 hours to collect requested work and turn it into the office where it may be picked up.** The work is expected to be completed by the time the student returns to school or they may risk losing credit for the work assigned, per teacher discretion.

Failure to make up assigned work for an excused absence within a reasonable amount of time (one day maximum for each day missed) may result in a grade of zero for the assignment. Absenteeism will not be used as a sole criterion for the reduction of grades. A teacher may use classroom participation as a part of determining a student's grade if the method used to determine the grade is explained to students at the beginning of the course. A student who is absent from school for any reason will not be allowed to participate in school-related activities on that day or evening unless the absence has been prearranged and approved by the administration via written note.

Attendance in School for Interscholastic and/or Cocurricular Activities: The participant must be in school all day the day of the game, practice or activity and must be present at school the entire day after the activity unless PRIOR administration approval is given. Students may not participate in practices or games on the days they are absent from school unless they have received prior approval from school administration. Violators of this policy will be excluded from participation in the next contest. Students who leave campus without permission or are considered truant for any reason will not be allowed to practice or play on the same day. Irregular attendance or excessive tardiness may result in suspension or removal from the activity in which the student is participating.

<u>Pre – arranged absences</u>

Whenever possible, a student should prearrange an anticipated absence of two or more days. A note from the parent should be brought to the office prior to the date of the anticipated absence. The office will then issue a prearranged absence form to the student who should take it to all his/her teachers to notify them of the coming absence and to get assignments for the absence day(s). The student should then return the form to the office where, after the absence, his/her attendance record will be adjusted as either excused or unexcused, depending on the reason for the absence. Assignments are due on the first day back or they may risk losing credit for the work assigned, per teacher discretion.

<u>Ten-Day Drop</u>

When a student is absent from school for ten consecutive school days, **for any reason, excused or unexcused,** he or she will be dropped from attendance roles as mandated by state law. At that time, the student's parents will be notified of the drop.

<u>Forgery of Written Excuses and Phone Calls</u>

Students who forge written excuses or falsify phone calls to obtain an excused absence or to leave school may be suspended and placed on an attendance contract.

Exemption from Compulsory Attendance

The school may grant an exemption from compulsory attendance to the parent of a student who is 16 or 17 years of age or an emancipated minor provided the student is:

1. Employed full-time;
2. Employed part-time and enrolled in school part-time;
3. Enrolled in a community college or other state-registered alternative education program.

All such requests must be submitted in writing to the principal and include documentation of the student's employment by the employer or enrollment status by the school. The school requires notification should the student's employment or enrollment status be terminated.

Requests will be considered only following a conference with the student and parent or emancipated student and a review of credits earned for graduation, grades, disability, if applicable, standardized assessment results, teacher evaluations, counselor appraisal, immediate plans, short-range and career goals and any other pertinent information.

Approved exemptions will be in writing and include information on alternative education programs of instruction or instruction combined with counseling that may be available.

Exemptions will be granted for a limited time only, must be renewed on an annual basis as per the school principal and will be reviewed by the school no later than the second week of the first semester of the school year. Parents will be notified of the need to reapply for an exemption no later than the second week of the first semester or return the student to school until a high school diploma or GED is earned or until the student reaches age 18.

Truancy

A student who is absent from school or from any class without permission will be considered truant and will be subject to disciplinary action including detention, suspension, expulsion, ineligibility to participate in athletics or other activities and/or loss of driving privileges.

Pacific High School Attendance Procedures

1. A student who is late to class 15 minutes or more will be considered absent from that day's class.

2. Students who have an unexcused tardy will be documented in the district's attendance system. Students that are tardy may be required to serve detention as determined by the school administration. Unremitting tardiness may result in meeting with parents/and or suspension.

3. The parent should call the school office as early as possible after 7:30 a.m. on the day the student is absent to provide the reason and anticipated duration of the absence.

4. If a student is reported absent by his/her teachers the first period of the day, the attendance secretary will attempt to call the parent to make certain that the parent is aware that his/her student is not in attendance at school.

5. If the parent cannot be reached by phone or the attendance assistant reaches only the student, the absence will be recorded as unexcused.

6. On the first day a student returns to school after being absent, the student is to bring a written note of verification concerning the absence from the parent. The note should specify the student's name, the date(s) of the absence, the reason for the absence and be dated and signed by the parent. The student should take the note to the school office where it will be recorded on his/her attendance record as either an excused or unexcused absence.

7. Absences will be recorded as unexcused until a written note from the parent is submitted to the office or the absence is verified by the parent or guardian's phone call.

AUDIO EQUIPMENT

Audio equipment, such as iPods, iPhones, etc., or with or without headsets may not be used in the classroom without instructor approval. Such devices are also prohibited during assemblies, other school related instructional activities, or on school transportation. The school district will not be responsible for damage, theft, or loss of any audio equipment brought to school by students. ***If a student is wearing earphones anywhere in the school setting, only one earpiece may be in place. Having both ears covered is a school safety issue.***

CELL PHONES AND PERSONAL ELECTRONIC DEVICES (JFCEB)

Students are permitted to carry their cell phones and personal electronic devices as long as they are turned off and not visible during class time, unless given specific permission by the administration or staff member. Use of personal electronic devices is allowed before school begins, at lunchtime, during passing periods, and at the end of the school day, but they must be silenced. If an electronic device is seen and/or heard without staff permission for usage, staff has the authority to confiscate the item and the student may be referred for disciplinary action. Any item confiscated from a student will be sent to the office, where the student and/or parent/guardian will be able to pick it up.

The district assumes no responsibility for lost or stolen personal items. Students and families bring these items to school at their own risk.

The use of personal electronic devices including but not limited to: cell phones, iPods, iPhone, MP3 players, laptops and tablets may be permitted during class **at the discretion of the administration and classroom teacher for educational purposes only.** Users must follow all existing school policies regarding electronic devices. Violation of the appropriate use of personal electronic devices as set by the classroom teacher and board policy will result in disciplinary action.

The following are inappropriate uses of electronic signaling devices: harassment, threats, intimidation, electronic forgery, cyberbullying / cyberthreats, invasion of personal rights, cheating on tests/exams, or other forms of illegal behavior that disrupts the educational process during the instructional and non- instructional day. Students are not to use material or text messages to invade personal privacy or harass another person, or disrupt the instructional day, or engage in dishonest acts.

Students who act in violation of this policy shall be subject to the District's progressive discipline as follows:

1. **Initial violation** – personal electronic devices will be confiscated by school staff and secured in a safe location in the office. The electronic device will be returned to student at the conclusion of the school day;

2. **Second violation** – personal electronic devices will be confiscated and secured in a safe location in the office. The electronic device will not be returned to the student. The parents will be asked to come get the phone from the office.

3. **Third violation** – personal electronic devices will be confiscated and secured in a safe location in the office. The electronic device will not be returned to the student until the student's parent or guardian meets with the school administration and provides written assurance that the student will no longer be allowed to possess the electronic device during the instructional day;

4. **Fourth violation and beyond** – personal electronic devices will be confiscated and secured in a safe location. The student will be subject to in-school suspension;

Any further violations will subject the student to disciplinary action as set forth in Board policy.

Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the terms of Board Policy JFCEB. The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs at ANY time will be reported to law enforcement and/or other appropriate state or federal agencies.

The Alsea School District and Alsea Jr./Sr. High School assumes no responsibility for any electronic devices brought to school. Unauthorized or inappropriate pictures, writing, or other electronic media taken or shown at school may be subject to disciplinary action. **No use of cellphone cameras will be allowed during the school day unless permission is given by the administration for educational purposes. The electronic device policy is subject to change at any time.**

CLASS ACTIVITIES

All class activities, whether held during school time, after school, or during summer (e.g., 4th of July) need to have the approval of the class advisor and the principal (the office has a form for this purpose). The advisor needs to be involved in the planning of the activity and needs to be present during class activities. Class activities need to be supervised by the advisor.

CLUBS AND ORGANIZATIONS (IGD)

Student clubs and performing groups such as athletic teams may establish rules of conduct - and consequences for misconduct- that are more strict than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization.

All class and club meetings will be held during activity periods or noon break and must have a class advisor in attendance. Meetings are to be announced in the Bulletin with the class or club advisor's approval. Meetings will not be conducted during class time.

COMMENCEMENT [IKF and IKFB]

Commencement is the culminating academic experience for students completing their public school education. Seniors participating in graduation must have satisfactorily completed all academic requirements as specified by board policy and must have cleared all financial obligation with the school. Diplomas will be withheld for students who owe fees.

The district's valedictorian and salutatorian, at the discretion of the principal or designee, may be permitted to speak as a part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

Titles and/or privileges available to or granted to students designated as valedictorian or salutatorian may be denied or revoked for violation of Board policy, administrative regulation, or school rule.

COMMUNICABLE DISEASES [JHCC – AR]

Parents of a student with a communicable or contagious disease are asked to telephone the school principal so other students who have been exposed to the disease can be alerted. A student with certain school restricted diseases is not allowed to come to school while the disease is contagious. This restriction is removed by the written statement of the local health officer or a licensed physician (with the concurrence of the local health officer) that the disease is no longer communicable to others in the school setting. Please see district policies GBEB, JHCC and JHCC – AR for more information in regards to the list of restrictable diseases and protocols for when a student and/or staff member are infected with a restrictable disease. Policies can be found at https://policy.osba.org/alsea/.

<u>Infection Control/HIV, HBV and AIDS</u>

Although HIV, AIDS and HBV* are serious illnesses, the risk of contracting the disease in school is extremely low and generally limited to situations where non intact skin or mouth, eye or other mucous membranes would be exposed to blood or any body fluids contaminated with blood from an infected person. Since any such risk is serious, however, the district requires that staff and students approach infection control using standard precautions. That is, each student and staff member is to assume all direct contact with human blood and body fluids is regarded as known to be infectious for HIV, AIDS, HBV and/or other infectious diseases.

<u>Infection/Disease Instruction</u>

An age-appropriate plan of instruction about infections/diseases including AIDS, HIV, HBV and HCV has been included as an integral part of the district's health curriculum. Any parent may request that his/her student be excused from that portion of the instructional program required by Oregon law by contacting the principal for additional information and procedures. Students or parents with questions about the district's AIDS, HIV, HBV and HCV health education program should contact the superintendent.

HIV, HBV, AIDS - Students

As a general rule, a student six years of age or older infected with HIV or HBV, and who does not present special risks to others in an educational setting is entitled to remain in a regular classroom setting and eligible for all rights, privileges and services as provided by law and Board policy. The district recognizes that a student (parent) has no obligation to report an HIV or HBV condition diagnosis to the district.

"Special risk" student means those students infected with HBV or HIV whose healthcare provider has reasonable grounds to believe present special risk to other students or adults in an educational setting. Such special risks include, but are not limited to, a student's ongoing history of biting others.

If the district is informed, the district is also prohibited by law from releasing information unless the infected person or parent gives permission for such release.

If a student (parent) wishes to divulge such information and continues attending school, the district will meet with the infected individual or representative to develop appropriate procedures. Parents of an HIV student five years of age or younger, or any other HIV student deemed special risk by the student's healthcare provider, as well as parents of any student with AIDS, are required to notify the superintendent of the student's infection in order for the student to be granted permission to continue to attend school. Failure to do so will result in an order by the Oregon Department of Human Services, Health Services, or local health department excluding the student from school or the parent may voluntarily withdraw the student from school. In either case, students and parents will be notified of alternative education programs.

Individuals with questions regarding these requirements of law or district procedures should contact the superintendent.

*HIV - Human Immunodeficiency Virus; HBV - Hepatitis B Virus; AIDS - Acquired Immune Deficiency Syndrome; HCV - Hepatitis C Virus

COMPUTER USE [IIBGA - AR]

Students may be permitted to use the district's electronic communications system only to conduct business related to the management or instructional needs of the district or to conduct research related to education consistent with the district's mission or goals. Personal use of district computers, including E-mail access, is strictly prohibited. The general use prohibitions/guideline/etiquette and other applicable provisions are set forth in the 2CJ Technology Use Guidelines, which were handed out during registration and can be requested through the office.

The district's electronic communications system meets the following federal Children's Internet Protection Act requirements:

1. Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography or, with respect to the use of the computers by students, harmful to students;
2. The on-line activities of students are monitored;
3. Access by students to inappropriate matter on the Internet and World Wide Web is denied;
4. Procedures are in place to help ensure the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communications;
5. Unauthorized access, including so-called "hacking" and other unlawful activities by students on-line is prohibited;
6. Unauthorized disclosure, use and dissemination of personal information regarding students is prohibited;
7. Measures designed to restrict students' access to materials harmful to students have been installed. The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited.

To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications.

Files and other information, including emails, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned email system.

Students who violate Board policy, administrative regulation, including general system user prohibitions, shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges. Violations of law will be reported to law enforcement officials.

CONFERENCES

Regular conferences are scheduled annually in the fall and spring to review student progress.

Students and parents may also expect teachers to request a conference: (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student is not maintaining behavior expectations; or (3) in any other case the teacher considers necessary.

The district encourages a student or parent in need of additional information or with questions or concerns to confer with the appropriate teacher, counselor or principal. A parent who wishes to confer with a teacher may call the office for an appointment before or after school, during the teacher's preparation period or request that the teacher call the parent to arrange a mutually convenient time.

CORRESPONDENCE COURSES

A student in grades 9-12 may earn a maximum of five (5) units of credit by correspondence. These credits may be applied toward state or local graduation requirements. All correspondence courses taken for credit must be approved by the counselor or principal prior to enrolling in such courses. Contact administration for correspondence course details.

COUNSELING

Academic Counseling

Students are encouraged to talk with school administration, school counselors, and teachers in order to learn about the curriculum, course offerings and graduation requirements. All students in grades 9-12 and their parents shall be notified annually about the recommended courses for students. Students who are interested in attending a college, university or training school, or pursuing some other advanced education, should work closely with their counselor so that they may take the courses that will best prepare them for further work. The school administration can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

Personal Counseling

A counselor is available in the school and through outside agencies to assist students with a wide range of personal concerns, including such areas as social, family, emotional, academic, drug, alcohol or tobacco dependency. The counselor may also make available information about community resources to address personal concerns. Please contact the school office for more information.

CONDUCT [JFC]

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff and conduct themselves in an orderly manner at school during the school day or during district-sponsored activities.

CREDIT FOR PROFICIENCY

Students will have the opportunity to earn credit by demonstrating proficiency based on state content standards. The Oregon Department of Education will provide guidelines on how this will be implemented.

DANCES/SOCIAL EVENTS

The rules of good conduct and grooming shall be observed for school dances and social events. Guests will be expected to observe the same rules as students attending the events. The person inviting the guest will share responsibility for the conduct of the guest. A student attending a dance or social event may be asked to sign out when leaving before the end of the activity. Anyone leaving before the official end of the activity **will not be readmitted**.

The student chairman responsible for group social activities should complete the fundraiser form available at the office. The form will serve as a guideline in planning and preparing the activity and must have the preliminary approval of the club or class advisor two weeks before the activity. Time for the activity must be reserved on the school activity calendar two weeks in advance of the event. The forms are to be filed in the office at least one week prior to the event.

After-school activities (including dances): The use of tobacco, drugs or alcohol is not permitted. Anyone under the influence of drugs or alcohol will be dealt with in accordance with school policy, which will include a referral to the proper law enforcement agency and school discipline.

Guests of Alsea students are welcome to attend school designated dances provided the following conditions are met:

1. A student is allowed to sign up one guest as a date no later than 4 days before the dance.

2. Guests may not be under the grade of freshman nor older than 20 years of age. The administration reserves the right to deny visitor privileges to these activities.

3. Guests showing unacceptable behavior will not be allowed to attend any future dances.

4. A student who invited a guest who shows unacceptable behavior may also be excluded from future dances.

5. Music at school dances must not contain obscenities or be bigoted in nature and be pre-approved by the principal. Dances must have adequate lighting as pre-approved by the principal.

6. Except for special circumstances which have been cleared with the principal, students must attend school the day of the dance, except for Saturday or Sunday dances when Friday school attendance would be required in order for students to attend weekend dances.

DEFIANCE

Employees are required by state law and school board policy to provide an appropriate atmosphere for learning in the school. The employee at all times has the right and responsibility to deal with students' behavior in order to maintain and create such an atmosphere. Any student refusing to follow an employee's specific request or directive is challenging that employee's authority, and as such is in violation of this policy.

When given a directive by an employee that the student believes is unfair or is based on incomplete information, the proper response for the student is to respectfully follow the directive, and then to discuss the problem with the employee after class or at another time. The student has the right to have another adult present when having that discussion. If the student is unsatisfied with the outcome of the discussion, they may schedule a time to talk with the school administration about the problem.

OVERT DEFIANCE

Overt defiance is defying an employee's instructions to remove offensive clothing or to turn over to the employee materials or objects that are not allowed in the classroom, walking away from an employee who is talking to a student about a discipline

or classroom issue, attempts to intimidate an employee with physical threats or actions, among other examples. Overt defiance may result in disciplinary actions, up to and including expulsion.

DISPLAYS OF AFFECTION

Whereas interpersonal relationships are a normal occurrence, the staff at Alsea Jr./Sr High School is obligated to maintain an environment where they can take place in a healthy and acceptable manner**. Acceptable displays of affection are limited to two partners holding hands and sitting or walking side by side.** It is not acceptable for them to sit on each other's lap, kiss, embrace for an extended period of time, or place their hands on parts of the body considered to be inappropriate when at school, i.e. waist, thighs, stomach, chest, etc. No inappropriate displays of affection will be allowed in a classroom or other school setting during the school day.

DISTRIBUTION OF MATERIAL

All aspects of school-sponsored publications, including webpages, social media sites, newspapers and/or yearbooks, class or school speeches, or valedictorian and salutatorian speeches, are completely under the supervision of the teacher and building administration. Students and staff will be required to submit such publications to the administration for approval at least one week in advance of the event.

Written materials, handbills, photographs, pictures, petitions, films, tapes or other visual or auditory materials may not be sold, circulated or distributed on district property by a student or a nonstudent ***without the approval of the district and/or school administration*.**

Materials not under the editorial control of the district must be submitted to the principal for review and approval before being distributed to students. Materials shall be reviewed based on legitimate educational concerns. Such concerns include whether the material is defamatory; age appropriate to the grade level and/or maturity of the reading audience; poorly written, inadequately researched, is biased or prejudiced; not factual; or not free of racial, ethnic, religious or sexual bias. Materials include advertising that is in conflict with public school laws, rules and/or Board policy, deemed inappropriate for students or may be reasonably perceived by the public to bear the sanction for approval of the district.

If the material is not approved within 24 hours of the time that it was submitted, it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved materials to the superintendent; material not approved by the superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the individual shall have a reasonable period of time to present his/her viewpoint.

DRESS AND GROOMING (JFCA)

The district's dress code is established to promote appropriate grooming and hygiene, prevent disruption of teaching and learning, and avoid safety hazards. We respect students' rights to express themselves in the way they dress. However, students are expected to respect the school community by dressing appropriately for a K-12 educational environment.

Students who represent the school in a voluntary activity may be required to meet additional dress and grooming standards approved by the principal and may be denied the opportunity to participate if those standards are not met.

Clothing of any type that advertises tobacco, drugs, or alcohol or that contains sexual or profane language, innuendo, or graphics or that promote illegal activities is not allowed.

Hats or other headgear may be worn into the school and out of the building in the morning, during passing periods and break, and after school. They may not be worn in classrooms, cafeteria, library, or offices, even on special event days unless prior administrative approval.

Clothing that is suggestive or is inappropriate for the school environment will not be allowed.

The following are guidelines for dress and grooming at Pacific High School and at school activities:

1. One should dress in a manner that is neat, clean and suitable for school and for learning.

2. Students must wear clothing that cover areas from one armpit across to the other. All shirts must have straps on the shoulder that are larger than 1" in width. Clothing should cover the student's body, including the midriff, from armpit to the bottom of 3 – 4" on the upper thigh.

3. Pants that have holes in them are allowed; however, students must wear clothing underneath the pants covering exposed skin under the pants if the holes are above the knee.

4. Shorts and skirts, regardless of which gender wears them, shall be an acceptable length, which is 3 – 4" in length on the upper thighs.

5. Undergarments are required and must not be visible.

6. Clothing deemed to be gang-related or that could be considered a weapon is not acceptable.

7. Sunglasses, unless prescribed by a physician or optometrist, are not acceptable inside the building at any time. Prescription must be on file with the front office.

8. Clothing with profanity and implication of imprints that pertain to alcohol, tobacco, drugs, sexual implication, or obscene/questionable logos may not be worn to school.

9. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.

10. Due to safety concerns, shoes or sandals with hard soles will be required for all students.

Students are expected to comply when asked to make a wardrobe correction by any staff member. Should a student not comply, they will be asked to go to office.

The Alsea School Board of Directors has requested that the school staff enforce a standard that will not disrupt the learning environment. Failure to comply with this mandate will result in a student conference for the first offense, a parental conference for the second offense, and an administrative determined consequence for a third infraction. Any additional violation will be considered as willful disobedience and suspension from school will be considered.

DRILLS - FIRE, EARTHQUAKE AND OTHER EMERGENCY DRILLS

Instruction on fire and earthquake dangers and drills for students shall be conducted for at least 30 minutes each school month.

At least one fire drill will be conducted each month for students in grades K-12.

At least two drills on earthquakes for students will be conducted each year for students in grades K-12.

At least two lock down drills for students will be conducted each year for students in grades K-12.

A map/diagram of the fire escape route to be followed is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly and in an orderly fashion.

DRIVING

A student driving and parking on campus is a privilege and should be treated as one.

Any student who drives an automobile to school must register his/her vehicle with the Alsea Jr/Sr High School office and agree to obey all school rules pertaining to vehicle use as prescribed by Board Policy JHFD.

Students may not leave school grounds to attend to their vehicle without building administration permission. Leaving school grounds without permission may result in disciplinary action.

Students are expected to be in classes during the school day. However special circumstances do occasionally arise which necessitate a student to drive off campus during the school day. When these situations occur, students are not allowed to transport another student during the school day unless, the other student is a sibling or there is prior, written permission given by the parent/guardian of all students involved and the circumstance is approved by the building administration.

Students who drive and are late getting to school may jeopardize their driving privileges. If a student who drives to school receives three unexcused tardies to his/her first period class, their driving privileges will be revoked for a period of two weeks. Alsea bus transportation will always be available for student access.

DRUGS, ALCOHOL AND TOBACCO [JFCG/KGC, GBK, JFCG and JFCH/JFCI]

The possession, selling, providing, and/or use of illegal and harmful drugs, alcohol and tobacco is strictly prohibited. This includes substance abuse and drug paraphernalia. This prohibition applies during the regular school day and/or at any district-related activity and on or near district property or grounds, regardless of time or location and while being transported on district-provided transportation. Students in violation of the district's drug, alcohol and tobacco policy will be subject to disciplinary action and referral to law enforcement officials, as appropriate, in accordance with the Student Code of Conduct.

For the purpose of this policy, "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, snuff in any form, nicotine or nicotine delivery devices, chemicals or devices that produce the physical effect of nicotine substance or any other tobacco substitute (e.g., e-cigarettes or vapes). This does not include FDA approved nicotine replacement therapy products used for the purpose of cessation.

Since drug, alcohol and tobacco use is illegal for students and interferes with both effective learning and the healthy development of students, the district has a fundamental and ethical obligation to prevent drug, alcohol and tobacco use and to maintain a drug-free educational environment.

An aggressive intervention program to eliminate drug, alcohol and tobacco use has been implemented throughout the district. Clothing, bags, hats, and other personal items used by students to display, promote, or advertise these products are prohibited on district grounds, at school-sponsored activities, or in district vehicles. The advertising of these products is prohibited in all school-sponsored publications and at all school-sponsored events.

The program also includes staff training in district procedures for the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically and/or legally as a result of illegal drug, alcohol and tobacco use.

The district's drug, alcohol and tobacco prevention program will be reviewed and updated annually. Parents are encouraged to contact the counseling office for information on district and community resources available to assist students in need.

EMERGENCY MEDICAL TREATMENT [EBBA]

A student who becomes ill or is injured at school must notify his/her teacher or another staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify parents according to information provided on emergency forms and submitted by parents to the school. Parents are encouraged to update this information as often as necessary.

If the student is too ill to remain in school, the student will be released to the student's parents or to another person as directed by parents on the student's emergency form.

School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's parents whenever the student has been transported for treatment.

EMERGENCY SCHOOL CLOSING INFORMATION

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules as deemed appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools, and early dismissal of students. We will do our best to notify parents of these situations and local radio will broadcast timely school information. This is posted on the district website and our Facebook page. We will use the local media that will be used in the event of emergency closure are radio stations KRKT 99.9 FM, KLOO 106.3 FM, and KDUK 104.7 FM. We will also notify the following TV stations, which are based out of Medford: KEZI, KVAL, and KLSR.

After 8am, an update via a School Communication system will be sent out. Please make sure you have access to all of these means of communication.

FEES

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers and notebooks and may be required to pay certain other fees or deposits.

1. Student body;
2. Club dues;
3. Security deposits;
4. Materials for a class project the student will keep in excess of minimum course requirements and at the option of the student;
5. Personal physical education and athletic equipment and apparel;
6. Voluntary purchases of pictures, publications, class rings, graduation announcements, etc.;
7. Student accident insurance and insurance on school-owned instruments;
8. Instrument rental and uniform maintenance;
9. Student identification cards;
10. Fees for damaged library books and school-owned equipment;
11. Lock or locker deposits;
12. Fees for use of towels provided by the district for P.E. classes or athletics;
13. Field trips considered optional to the district's regular school program;
14. Admission fees for certain extracurricular activities.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal.

<u>Assessments</u>

Student Body Card (fee covers school assemblies, student Copy machine, student awards, and admission to sports)	TBA
Shop materials	determined per project
Yearbook (approximate, optional)	$50.00
School insurance (optional)	……Cost is quoted in insurance brochure

Several courses are offered for which there is a charge for project materials. This applies to those courses where the student retains possession of the things that he/she makes in the classroom.

FIGHTING

The school district defines "fighting" as any act leading up to physical contact that invites a hostile response from another student; the act of hostile aggression toward another student, inviting another student to fight, and/or the physical contact of fighting. In the event of serious injury, law enforcement officials will be notified by the building administrator or his/her designee.

FOOD/DRINKS

Food and/or drinks are not allowed in the classrooms unless permitted by the teacher. Lunches and snacks should be eaten in the lunchroom, halls, or designated eating areas where trash can be easily discarded and spills can be more easily cleaned up. Bottled water in a clear container may be brought into the classroom with teacher permission. Failure to follow this expectation may result in fees for clean up.

If food and/or drinks become an issue in the classroom, the building administration reserves the right to not allow food and/or drinks in that area.

FIELD TRIPS AND EXCURSIONS [IICA]

Field trips may be scheduled for educational, cultural or other extracurricular purposes. All students are considered to be "in school" while participating in district-sponsored field trips. This means students are subject to the school's student conduct rules, applicable Board policy and such other rules as may be deemed appropriate by the field trip supervisor.

As per Board Policy, written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file.

FOREIGN EXCHANGE STUDENTS [JECB – AR]

The school may enroll students from other nations from those exchange programs officially recognized by the Board.

Admission of exchange students will be made only at the beginning of a semester for grades 9-12. All arrangements for admission each semester must be concluded prior to the beginning of the school term. Foreign exchange students admitted to school under an F-1 Visa status may be required to pay tuition as required by law and at the rate established by the Board. Exchange students attending school under a J-1 Visa will be granted tuition waivers.

Foreign exchange students may be awarded an honorary high school diploma upon satisfactory completion of the school's prescribed course of study.

FUNDRAISING [IGDF]

Student organizations, clubs or classes, athletic teams, outside organizations and/or parent groups may be permitted to conduct fund-raising drives. An application for permission must be made to the administration at least 10 days before the event.

All funds raised or collected by or for school-approved student groups will be receipted, deposited and accounted for in accordance with Oregon law and applicable district policy and procedures and will be subject to the district audit. All such funds will be expended for the purpose of supporting the school's extracurricular activities program. The principal is responsible for administering student activity funds. The student body treasurer serves as the student government representative in administration of student activity funds.

GANGS [JFCE/JFCEA]

The presence of gangs and the violent activities and drug abuse that often accompany gang involvement can cause a substantial disruption of school, district activities and a student's ability to meet curriculum and attendance requirements. A gang is defined as any group that identifies itself through the use of a name, unique appearance or language, including hand signs, the claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity.

In its effort to reduce gang involvement, the district encourages students to become involved with district-sponsored clubs, organizations and athletics and to discuss with staff and district officials the negative consequences of gang involvement and to seek the assistance of counselors for additional guidance and district and community resources that offer support to students and alternatives to gang involvement.

No student on or about district property or at any district activity shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge or any other such symbol which could be construed as gang membership or affiliation. No student shall use any speech, either verbal or nonverbal (gestures, handshakes, etc.) signifying gang membership or affiliation. No student shall solicit other students for membership in any gangs nor commit any other illegal act or other violation of district policies.

Students in violation of the district's gang policy will be subject to discipline in accordance with the district's Student Code of Conduct.

GRADE CLASSIFICATION [IKA]

After the ninth grade, students are classified by grade level according to the number of units of credit earned toward graduation:

Units of Credit Earned	Grade Placement
6	10 (sophomore)
12	11 (junior)
18	12 (senior)

GRADING PRACTICES

A semester is based on 18 weeks of classroom work with **progress** reports issued every nine weeks prior to the final semester grade. The semester grade is based on the total volume of work over the entire 18-week period and **is not** determined by averaging three six week progress periods.

Each successfully completed semester of work is worth one-half credit. Twenty four credits are required for graduation from Alsea High School. Permanent records carry semester grades only. Class ranking and grade point averages are determined at the end of each semester.

GRADE REDUCTION/CREDIT DENIAL [IKAD]

Punctual and regular attendance is essential to the academic success of students. District staff may consider a student's attendance in determining a grade reduction or credit denial, though attendance will not be the sole criterion used. Such decisions will not be based on nonattendance due to religious reasons, a student's disability or an excused absence, as determined by district policy.

At the beginning of each school year or course, teachers will inform students and parents how attendance and class participation are related to the instructional goals of the subject or course.

Due process will be provided to any student whose grade is reduced or credit denied for attendance rather than for academic reasons.

Reasons for nonattendance are considered and the grade is not reduced or credit denied based upon absences due to:

a. Religious reasons;
b. A student's disability; or
c. An excused absence, as determined by the district's policy.

HALL PASSES

When a student leaves class to go anywhere in the building, he or she must have a standard written hall pass signed by the teacher who is responsible for the student at that time or an established, recognized item that serves as the teacher's hall pass. The pass must include the date, time and destination. It is the responsibility of the student to obtain a valid pass.

HARASSMENT, SEXUAL (GBN/JBA)

Sexual harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her gender and that has the purpose or effect of creating an intimidating, hostile or offensive environment; or has the purpose or effect of unreasonably interfering with an individual's performance; or that otherwise affects the individual's academic opportunities.

District policy GBN/JBA – AR lays out the sexual harassment complaint procedure.

HARASSMENT (Bullying and Cyberbullying) (GBNA/JBA, GBNAA/JFCFA)

Harassment (also known as bullying) is verbal, physical, or written conduct including targeted lists that denigrates or shows hostility or aversion toward an individual or group and that has the purpose or effect of creating an intimidating, hostile or offensive environment; or has the purpose or effect of unreasonably interfering with an individual's performance; or that otherwise affects the individual's academic opportunities.

The district recognizes that there is a difference between being rude, mean, and bullying. Staff will work to help students' understand the differences between the three and will work with students to help resolve conflicts.

There are 5 facets of bullying:
1. Targeted
2. One-sided
3. Over time
4. Power differential
5. After adult intervention

Bullying and harassment must be documented with specific times and incidents that have happened over time. If the target of the bullying/harassment engages with the aggressor, then the issue becomes a conflict and will be dealt as such.

HORSEPLAY

Any act leading up to physical contact that invites a like response from another student and/or the physical contact of play fighting. In the event of serious injury, law enforcement officials may be notified by the building administrator or his/her designee.

HOMELESS STUDENTS [JECBD]

The district provides full and equal opportunity to students in homeless situations as required by law, including immediate enrollment. School records, medical records, proof of residence or other documents will not be required as a condition for admission. A student is permitted to remain in his/her school of origin for the duration of his/her homelessness or until the end of any academic year in which he or she moves to permanent housing.

Transportation to the student's school of origin will be provided, at the request of the parent, or in the case of an unaccompanied student, at the request of the district's liaison for homeless students. For additional information concerning the rights of students and parents of students in homeless situations or assistance in accessing transportation services, contact the district's liaison for homeless students.

HOMEWORK

Homework is assigned to provide students an opportunity to practice independently what has been presented in class, to improve the learning processes, to aid in the mastery of skills and to create and stimulate interest. Whatever the task, the experience is intended to be complementary to the classroom process.

IMMUNIZATION

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical, personal or religious reasons, the student should not be immunized. Proof of immunization or certificate/statement of exemption must be on file at the school's main office.

Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as he or she has met immunization requirements. Parents will be notified of the reason for the exclusion.

INDEPENDENT STUDY

Independent study courses may be approved in special situations with the permission of the principal. General guidelines are as follows:

- Independent study courses must follow an approved course of study as approved by the principal.

- A student must have successfully completed all necessary prerequisites specified for the independent study course that will be taken. For example, a student must have completed Biology and Chemistry in high school before enrolling in AP Biology.

- A student must have a demonstrated behavior record that indicates the student is responsible and can work in an independent environment.

- The class selected for independent study must be one that is not offered in the high school curriculum or one that will not fit into a student's schedule. Any exception must have approval of the principal.

- Independent study will be conducted in the library, unless specific permission is given by the principal to do the class elsewhere. A classroom teacher may not conduct independent study during an assigned preparation period.

INTERNET CONNECTION POLICY

Wireless Internet connection will be provided by the Alsea School District for students to connect devices to the Internet during class and for educational purposes only. Students must have a completed **Internet Safety Policy** signed and on file at Alsea School District in order to use a device owned by Alsea School District on the Alsea School District wireless internet. **All traffic is filtered and monitored by ASD.**

LEAVING SCHOOL EARLY

Any student (including those over 18) who leaves the Alsea School District campus early must sign out at the office and leave the school premises for the remainder of the school day unless it is a pre-approved appointment or errand. Students who leave school before the end of the school day may jeopardize their participation in after-school activities.

LOCKERS

Lockers and other district storage areas provided for student use remain under the jurisdiction of the district even when assigned to an individual student. Students are not to change lockers without prior permission from the office of the principal. The district and school administration reserve the right to inspect all lockers. A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Valuables should never be stored in the student's locker. **Lockers may be routinely inspected without prior notice to ensure no item which is prohibited on district premises is present, maintenance of proper sanitation, mechanical condition and safety and to reclaim district property including instructional materials, as per Board Policy JFG - AR.**

Students are responsible for both the inside and outside appearance of their lockers. Stickers and other adornment that cannot easily be removed should not be placed on or in a locker. At the end of the school year, a $5.00 cleaning fee will be assessed for all lockers that require more than routine custodial maintenance.

LOST AND FOUND

Any articles found in the school or on district grounds should be turned in at the school office. Unclaimed articles will be disposed of at the end of each semester.

Loss or suspected theft of personal or district property should be reported to the school office.

LUNCH/BREAKFAST PROGRAM [EFAA]

The district participates in the National School Lunch Program, School Breakfast Program, Special Milk and Commodity Programs and offers free and reduced-price meals based on a student's financial need. Additional information can be obtained in the office.

Breakfast and lunch are served at all schools at no cost to the students.

LUNCH TIME EATING

Students in grades 9 – 12 may leave campus during lunch time to obtain food for lunch. For students in grades 7 – 8, lunch time is a closed campus and students must remain on school grounds for lunch break. Students may eat in the outside quad located next to the cafeteria or in the hallways during lunch.

Students are expected to clean up after themselves after each meal. Failure to do so may result in having an assigned area for all eating.

MEDIA ACCESS TO STUDENTS [JOD]

Media representatives may interview and photograph students involved in instructional programs and school activities, including athletic events. Information obtained directly from students does not require parental approval prior to publication.

Parents who do not want their student interviewed or photographed should direct their student accordingly.

District employees may release student information only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

Parents will be advised of the district's "Media access to students" policy at the time of the student's registration and each fall in the parent/student handbook.

MEDICINE AT SCHOOL [JHCD and JHCDA]

Students may be permitted to take prescription or nonprescription medication at school or at school-sponsored activities on a temporary or regular basis, when necessary.

District-Administered Medication

Requests for the district to administer medication shall be made by the parent in writing.

Written instructions from the physician are required for all requests to administer prescription medication. Such instructions must include the following information: Name of the student, name of the medication, dosage, route, frequency of administration and any special instructions. A prescription label meets the requirement for written instructions from the physician, if the information above is included.

Written instructions from the parent that include the above information are required for all requests to administer nonprescription medication. All medication to be administered by the district is to be brought to school by the parent in its original container. Medication not picked up by the parent within five school days of the end of the medication period or at the end of the school year, whichever occurs first, will be disposed of by the district staff.

Self-Medication

Students in grades 9-12 are permitted to self-medicate prescription and nonprescription medication upon written request of the parent and building principal permission. In the case of prescription medication, permission from the physician is also required. Such permission may be indicated on the prescription label. Other students who must carry medication may also be permitted to self-medicate when the necessary permission form and written instructions have been submitted.

All medication must be kept in its appropriately-labeled, original container. The student's name is to be affixed to nonprescription medication.

Students may have in their possession only the amount of medication needed for that school day. Sharing or borrowing medication is strictly prohibited.

Permission to self-medicate may be revoked if the student is found to be in violation of these requirements. Students may also be subject to disciplinary action.

Contact the school office for additional information and forms.

MENACING

Menace is defined as "by word or conduct the student intentionally attempts to place a school employee or another student in fear of imminent serious physical injury". This includes, but is not limited to, use of threats, targeted lists, intimidation, harassment or coercion against any fellow student or district employee.

NON - EDUCATIONAL ITEMS

Students are encouraged to not bring non-educational items to school. Non-educational items include but are not limited to such items as portable radios, valuables, cell phones, cameras, pagers, skateboards, CD players, MP3 players, water pistols, and other items or toys that are or may be considered disruptive, as defined at the discretion of the school administration and staff.

Cell phones are not to be seen or used at any time during class or in the classroom without the staff and administration permission. Any non-educational item that is used or is visible during class time (or other time when deemed inappropriate by staff member) may be confiscated by the staff member in charge. Confiscated items may be picked up at the end of the school day in the office, but may be held for a longer period of time should the administration deem it necessary.

The school and district assume no responsibility for any of these items brought to school. Repeated violations will result in disciplinary action and forfeiture of the item for the remainder of the school year. Unclaimed property will be disposed of as in accordance with policy.

The district assumes no responsibility for lost or stolen personal items. **Students and families bring these items to school at their own risk.**

PARENTAL RIGHTS [KAB and KAB – AR]

Parents of students may inspect any survey created by a third party before the survey is administered or distributed by the school to students. Parents may also inspect any survey administered or distributed by the district or school containing one or more of the following items:

Political affiliations or beliefs of the student or the student's parent; Mental or psychological problems of the student or the student's parent; Sex behavior or attitudes; Illegal, anti-social, self-incriminating or demeaning behavior; Critical appraisals of other individuals with whom respondents have close family relationships; Legally-recognized privileged or analogous relationships such as those of lawyers, physicians or ministers; Religious practices, affiliations or beliefs of the student or the student's parents; Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

A student's personal information (name, address, telephone number, social security number) will not be collected, disclosed or used for the purpose of marketing or for selling that information without prior notification, an opportunity to inspect any instrument used to collect such information and permission of the student's parent(s) or the student, if age 18 or older.

Instructional materials used as part of the school's curriculum may also be reviewed by the student's parent(s).

Requests to review materials or to excuse students from participation in these activities, including any nonemergency, invasive physical examination or screenings administered by the school and not otherwise permitted or required by state law should be directed to the building administration during regular school hours.

PARENTAL INVOLVEMENT AND VOLUNTEERS [IICC]

Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, the district asks parents to:

1. Encourage their student to put a high priority on their education and to commit themselves to making the most of the educational opportunities the district provides.

2. Keep informed on district activities and issues. The school newsletter or newspaper, community newspapers, site council minutes, minutes of school board meetings, and parent/booster club meetings provide opportunities for learning more about the district.

3. Become a district volunteer. For further information, contact the principal.

4. Participate in district parent organizations.

PERSONAL PROPERTY

Students are discouraged from bringing large sums of money and valuable items including electronic devices. **The district and school are not responsible for personal property loss or damage**. Classrooms, storage rooms, personal hallway lockers and the locker rooms are NOT secure storage areas.

The district and school assume no responsibility for lost or stolen personal items. Students and families bring these items to school at their own risk.

PROFANE LANGUAGE / VULGAR GESTURES

The use of profane or obscene language or gestures by a student is sufficient cause for discipline, suspension or expulsion from school.

PHYSICAL EXAMINATIONS [JHCA]

Students must have a physical examination performed by a physician prior to practice and competition in athletics. Students in grades 7 – 12 participating in school sponsored athletic teams shall additionally have a physical examination once every two years or after either a significant illness or a major surgery prior to further participation. Students shall not participate without a completed school sports pre-participation examination form on file with the district

The physical examination is the responsibility of the parent/student and is to be paid for by the parent/student.

A record of the examination must be submitted to the district and will be kept on file and reviewed by the coach prior to the start of any sport season.

PLAGIARISM

Copying, imitating, or otherwise appropriating the language, ideas, and thoughts of another person and representing them as your own is a violation of school rules. This includes downloading information from the Internet and submitting it as your own. Students who engage in plagiarism will minimally be subject to a grade penalty and parental involvement. Repeat offenders may face disciplinary action.

PICTURES

School pictures for students are taken shortly after the school year begins. The pictures are for the yearbook, school records, and student body cards. Pictures may be purchased if desired.

POSTERS

Signs, banners or posters that a student wishes to display must first be approved by the building administration. Signs, banners or posters displayed without authorization will be removed. Any student who posts printed material without prior approval may be subject to disciplinary action.

PROGRAM EXEMPTIONS

Students may be excused from a state-required program or learning activity for religion, disability, or other reasons deemed appropriate by the district. An alternative program or learning activity for credit may be provided. All such requests should be directed to the principal by the parent in writing and include the reason for the request.

PROMOTION, RETENTION AND PLACEMENT OF STUDENTS [IKE]

A student shall be promoted from one grade to the next on the basis of academic, social and emotional development. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student involved.

Students who cannot demonstrate proficiency in each subject area, or are not making adequate progress towards demonstrating proficiency at all grade levels, will be considered for retention. Teachers must notify the superintendent or designee of these students, make a recommendation to the superintendent or designee concerning their promotion/retention and hold a conference with parents. Parental decisions will be final, but when parents' decision is not in agreement with the school's recommendation, parents must sign a "release from responsibility" form to be placed in the student's file.

Students in grades 9-12 will be promoted or retained in accordance with state and district graduation requirements.

RELEASE OF STUDENTS FROM SCHOOL

A student shall not be released from school at times other than regular dismissal hours except with the building administration's permission and according to school sign-out procedures. The office staff will determine that permission has been granted before allowing the student to leave. A student will not be released to any person without the approval of his/her parent or as otherwise provided by law.

Sign In and Sign Out Procedures

A sign-in and sign-out register is located at the office counter for a student to use any time he or she comes to or leaves school during the school day. Any student who comes to school late, leaves school, or who returns to school during school hours after having left school must sign the register located at the office counter.

REPORTS TO STUDENTS AND PARENTS

Written reports of student grades, progress reports and absences shall be issued to parents at least four times a year. Grades and progress reports will be based on many factors including assignments, both oral and written; class participation; special assignments; research activities and other identified criteria.

The district encourages parents, guardians and students to use the district online system to check grades and progress in classes. Usernames and passwords can be given to parents, guardians and students at the school's front office by the office manager.

SCHEDULE CHANGES

Schedule changes must be arranged through the school front office via the administration no later than the by the end of the first week of the course. On rare occasions, any class dropped after the first week of school will likely result in a grade of "F" and a loss of credit for the semester. Any course changes during this period of time must be approved by the instructor, parents, and principal.

STEALING

Any student who steals from his or her classmates, teachers and staff, or from the school is subject to immediate suspension as well as being turned over to the proper authorities if the theft, in the building administrator's judgement, warrants such an action.

STUDENT AIDES

As a part of a limited work experience program, junior and senior students can be considered for placement as student aides within the school district. To be eligible for consideration, a student must be on track to graduate and have a proven record of good attendance and responsibility. The student must receive behavioral approval from the school principal. All student aides will receive a grade of P (pass) or NP (no-pass).

STUDENT FUNDS (IGDG)

All student funds are handled through the school office and the office manager. The office manager and/or account payable keeps an accurate, current accounting of receipts and expenditures of all student groups. All cash collected by either students or faculty members for school activities must be turned into the office manager on the day it has been collected or the next business day if the activity happens on a non-school day. All cash received is then credited to the proper account. The office manager and/or accounts payable will publish a financial statement at the request of the advisor. However, the treasurer of each student group should maintain an accurate record of all expenditures so that outstanding bills will be considered before making additional purchases.

SPECIAL PROGRAMS

<u>Bilingual Students</u>

The school provides special programs for bilingual students. A student or parent with questions about these programs should contact the building administrator.

In conjunction with the school's language instruction educational program for limited English proficient and immigrant students, parents of limited English proficient students identified for participation, or participating, in such a program will be informed of:

1. The reasons for the identification of their student as limited English proficient and in need of placement in a language instruction educational program;
2. The student's level of English proficiency, how such level was assessed and the status of the student's academic achievement;
3. The methods of instruction used in the program, in which their student is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. How the program, in which their student is or will be participating, will meet the educational strengths and needs of their student;
5. How the program will specifically help their student learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient students, and the expected rate of graduation from secondary school for such programs;
7. In the case of a student with a disability, how such program meets the objectives of the individualized education program (IEP) of the student;

8. Parental rights that include written guidance:
    a. Detailing the right to have their student immediately removed from such program upon their request;
    b. Detailing the options that parents have to decline to enroll their student in such program or to choose another program or method of instruction, if available;
    c. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district.

Students with Disabilities

The school provides special programs and services for students with disabilities. A student or parent with questions should contact the Special Education Director.

Private Schools or Additional Services

While parents have the option of placing their children in a private school or obtaining additional services (such as tutoring) from a private individual or organization, the District is not obligated to cover the resulting tuition or costs. The District will not pay for private services or tuition for any student unless required to do so by state or federal law. If a parent wishes the District to consider a publicly funded private placement or private services, the parent must give the District notice and the opportunity to propose other options available within the public school system before the private placement of services are obtained.

Therefore, for any regular education, 504, or IDEA student, a parent must give notice either at the last IEP or 504 meeting prior to obtaining private services, or in writing at least 10 business days prior to obtaining private services. The notice must include the parent's intent to obtain private services, the parent's rejection of the education program offered by the District, and the parent's request that the private services be funded by the District. Failure to provide notice may result in denial of any subsequent reimbursement request.

STUDENT PROTESTS

There are appropriate ways to discuss and debate school issues. These include student governance organizations, editorials and letters to the editor in the school newspaper or though discussion with teachers and administrators. A student strike or protest is not appropriate. In the event that students at Alsea organize a protest or strike that result in loss of class time, the students' absence from class will be unexcused and other disciplinary action may be taken.

STUDENT PURCHASES

Students may not make purchases on behalf of the school without proper pre-authorization which includes a purchase order. Failure to do this may result in the student taking full responsibility for the cost of the purchase. Proper authorization is a signed, valid purchase order which includes signatures from the class or club advisor, principal, and school office manager.

STUDENT SEARCHES AND QUESTIONING

Searches [JFG]

District officials may search the student, his/her personal property and property assigned by the district for the student's use at any time on district property or when the student is under the jurisdiction of the school. Such searches will be conducted only when there is reasonable suspicion to believe evidence of a violation of a law, Board policy, administrative regulation or school rule, or the Student Code of Conduct is present in a particular place.

Searches will not be excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction. Strip searches are prohibited by the district.

District officials may also search when they have reasonable information that emergency/dangerous circumstances exist.

District-owned storage areas assigned for student use, such as lockers and desks, may be routinely inspected at any time. Such inspections may be conducted to ensure maintenance of proper sanitation, to check mechanical conditions and safety and to reclaim overdue library books, texts or other instructional materials, property or equipment belonging to the district. The student will generally be permitted to be present during the inspection.

Items found which are evidence of a violation of law, policy, regulation or school rule, the Student Code of Conduct may be seized and turned over to law enforcement or returned to the rightful owner, as appropriate.

Questioning [KN and KN-AR]

Should law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, a member of the administration or a designee will be present, when possible. An effort will be made to notify the parent of the situation and for parental permission. If the parent cannot be contacted, the building principal may grant permission for the questioning to proceed if the student agrees to be interviewed or in the event of compelling emergency circumstances. If the administrator has been unable to contact the parent(s) then the administrator shall make a reasonable attempt to notify the parent(s) as soon as possible after the interview

Parents are advised that in suspected child abuse cases, the Oregon Department of Human Services, Community Human Services, and/or law enforcement officials may exclude district personnel from the investigation procedures and may prohibit district personnel from contacting parents.

STUDENT/PARENT COMPLAINTS [KL and KL – AR]

District Personnel Complaints

The district will develop and implement effective means of resolving complaints voiced by parents of a student who attends school in the district or persons who reside in the district and will use recognized channels of communication.

Please visit the district's website at http://alsea.k12.or.us/ to find the complaint policy. It is also available at the district office.

Discrimination on the Basis of Sex Complaints

A student and/or parent with a complaint regarding possible discrimination of a student on the basis of sex should contact the superintendent.

Education Standards Complaints

Any resident of the district or parent of a student attending district schools may make an appeal or complaint alleging violation of the district's compliance with an educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved. If the complainant wishes to pursue the matter further, he or she will be provided, upon request, a copy of all applicable district procedures.

After exhausting local procedures or 45 or more days after filing a written complaint with the district (whichever occurs first), any complainant may make a direct appeal to the State Superintendent of Public Instruction.

Instructional Materials Complaints

Complaints by students or parents about instructional materials should be directed to the principal. Should the student or parent, following initial efforts at informal resolution of the complaint, desire to file a formal complaint, a Reconsideration Request Form for Reevaluation of Instructional Material may be requested from the school office. The principal will be available to assist in the completion of such forms as requested.

All Reconsideration Request Forms must be signed by the complainant and filed with the superintendent. A reconsideration committee will review the material and forward a recommendation to the superintendent for appropriate action and notification to the complainant. A copy of the committee's recommendation and justification will be forwarded to the complainant together with the superintendent's written decision.

The complainant may appeal the superintendent's decision to the Board, whose decision will be final.

Students with Disabilities Complaints

A complaint or concern regarding the identification, evaluation or placement of a student with disabilities or the accessibility of the district's services, activities or programs to a student, should be directed to the Special Education Director.

Placement/Enrollment of Homeless Students Complaints

In the event a dispute arises over school selection or enrollment of a student in a homeless situation, the student will be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. The student/parent may appeal the school's written decision in accordance with established district procedures. Additional information may be obtained by contacting the district's liaison for students in homeless situations.

Students with Sexual Harassment Complaints (GBN/JBA and GBN/JBA -AR)

Sexual harassment by staff, students, Board members, school volunteers, parents, school visitors, service contractors or others engaged in district business is strictly prohibited in the district. "District" includes district facilities, district premises and non-district property if the student or employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the control of the district or where the employee is engaged in district business.

The Oregon definition of sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits;

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
    a. Interferes with a student's educational activity or program;
    b. Interferes with a school or district staff member's ability to perform their job; or
    c. Creates an intimidating, offensive or hostile environment.

3. Assault when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member of third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

The Federal definition of sexual harassment of sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity;

3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or

6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others or suffer substantial emotional distress.

Building administration and the superintendent have responsibility for investigations concerning sexual harassment. All complaints and other reported incidents shall be investigated as per district policy JBA/GBN – AR.

Please refer to the policy at http://alsea.k12.or.us/ for the Sexual Harassment Complaint Procedure.

Confidentiality will be maintained. The educational assignments or study environment of the student shall not be adversely affected because of the good faith reporting of sexual harassment.

Students or parents with complaints not covered by this student handbook should contact the principal.

STUDENT EDUCATION RECORDS

The school office should be notified immediately of any change of address and/or phone number. This is essential in order to keep school records and mailing lists accurate and to facilitate contact with parents or guardians in case of an emergency.

The information contained below shall serve as the district's annual notice to parents of minors and eligible students (if 18 or older) of their rights, the location and district official responsible for education records. Notice will also be provided to parents of minor students who have a primary or home language other than English.

Education records are those records related to a student maintained by the district. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent and eligible student notice and consent will comply with all state and federal laws.

Personally identifiable information shall not be disclosed without parent or eligible student authorization or as otherwise provided by Board policy and law.

Education records are maintained in a fire-safe place in the school's office. Permanent records shall include:

1. Full legal name of student;
2. Name and address of educational agency or institution;
3. Student birth date and place of birth;
4. Name of parent/guardian;
5. Date of entry into school;
6. Name of school previously attended;
7. Course of study and marks received;
8. Data documenting a student's progress toward proficiency of Essential Skills through different means;
9. Credits earned;
10. Attendance;
11. Date of withdrawal from school;
12. Social security number (if applicable);

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

Social Security Number

The provision of the student's social security number is voluntary and will be included as part of the student's permanent record only as provided by the eligible student or parent. The district will notify the eligible student or parent as to the purposes a social security number will be used.

Transfer of Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to a particular student to the new educational agency when a request to transfer such records is made to the district in writing. The transfer shall be made no later than 10 days after receipt of the request.

The district shall retain a copy of the education records that are to be transferred in accordance with applicable Oregon Administrative Rules.

Student report cards, records or diplomas may be withheld for nonpayment of fines or fees. Records requested by another school district to determine the student's progress may not be withheld.

Requests for Education Records

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

Access/Release of Education Records

By law, both parents, whether married, separated or divorced, have access to the records of a student who is under 18 unless the district is provided evidence that there is a court order, state statute or legally-binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

Parents of a minor, or an eligible student (if 18 or older), may inspect and review education records during regular district hours.

Provision for Hearing to Challenge Content of Education Records

Parents of a minor, or eligible student (if 18 or older), may inspect and review the student's education records and request a correction if the records are inaccurate, misleading or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the contents of the records, the requester has the right to a hearing as follows:

1. Parent shall make request for hearing in which the objections are specified in writing to the principal;
2. The principal shall establish a date and location for the hearing agreeable to both parties;
3. The hearings panel shall consist of the following:
    a. The principal or designated representative;
    b. A member chosen by the parent;
    c. A disinterested, qualified third party appointed by the superintendent.
4. The hearing shall be private. Persons other than the student, parent or guardians, witnesses and counsel shall not be admitted.

An individual who does not have a direct interest in the outcome of the hearing shall preside over the panel. He or she shall hear evidence from the staff and from the parents to determine the point or points of disagreement regarding the education records. The panel shall decide after hearing the evidence and determine what steps, if any, are to be taken to correct the education record. Such actions are to be made in writing to the parents.

If, after such hearing is held as described above, the parents are not satisfied with the recommended action, the parents may appeal to the Board where the action of the hearings panel may be reviewed and affirmed, reversed or modified. Procedure for appeal beyond the local Board follows the prescribed actions as set forth in federal regulations. The parent or eligible student may file a complaint with the Federal Family Compliance Office, United States Department of Education regarding an alleged violation of the Family Educational Rights and Privacy Act. File complaints with the Family Policy Compliance Office, U.S. Department of Education, Washington, D.C., 20202. A copy of the district's education records policy and administrative regulation may be obtained by contacting the office.

SUSPENSION

A student may be suspended from school for any length of time up to ten days at one time per incident. The suspension may be held in school or out of school. **A suspended student's parents will be notified by phone AND letter giving details of the reason for suspension.** The administration will request daily work and have it available within 24 business hours of the request.

Students who have been suspended are not allowed on any campus for any reason during the time of suspension, unless the student is in in-school suspension and the only time that student will be allowed on campus is to serve the suspension. This includes after school activities, athletics, pep band, etc. If a suspension includes the last day of a week, then it also includes the weekend activities.

SUPERVISION OF STUDENTS

Adult supervision is provided to students during regular school hours, while traveling on district-provided vehicles to and from school and while engaged in district-sponsored activities.

TALENTED AND GIFTED PROGRAM [IGBB]

Identification of Talented and Gifted Students

The district serves academically talented and gifted students in grades K-12, including talented and gifted (TAG) students from such special populations as ethnic minorities, the economically disadvantaged, the culturally different, the underachieving gifted and students with disabilities.

Please refer to district policies IGBB, IGBBA, IGBBA – AR, IGBBB, IGBBC, and IGBBC – AR for identification processes, programs and services, appeals and complaints, and parent notification. Policies can be found at https://policy.osba.org/alsea/.

TEXTBOOKS [JFCB]

The district does not charge a rental fee to students for textbook usage. However, the student will be responsible for the cost of lost, stolen or damaged books regardless of reason if those books are checked out to them.

TRANSPORTATION OF STUDENTS [EEACC and EEACC - AR]

A student being transported on district-provided transportation is required to comply with the Student Code of Conduct. Any student who fails to comply with the Student Code of Conduct may be denied transportation services and shall be subject to disciplinary action by school and/or district administration.

Please refer to district policy EEACC for a list of transportation rules.

If the rules are broken and the student conduct is deemed SEVERE by the transportation director and school administration, or if the safety of the student and others on the bus is compromised, the student may no longer be eligible to ride any district transportation for a time determined by district and school administration.

Coaches, teachers, and chaperones (1) must have a copy of the bus regulations and know them before going on a trip; and (2) must position themselves on the bus as to be in control of discipline at all times.

Disciplinary Procedures for Violations of Transportation Rules

The following procedures shall be followed when a discipline concern arises on a vehicle serving a regular route or an extracurricular activity:

1. First Citation - Warning — The driver verbally restates behavior expectations and issues a warning citation.*

2. Second Citation***** — The student is suspended from the bus for three (3) days.

3. Third Citation* — The student receives a ten day suspension and will not be able to ride the bus. A conference arranged by the transportation supervisor will be held with the student, the parent, the bus driver, the transportation supervisor, and the superintendent or designee. At this time a behavior contract will be made with the student and a bus seat may be assigned. Further violations of bus regulations will be considered a severe violation.

4. Fourth Citation* or Severe Violation — The fourth citation or any severe violation will result in the immediate suspension of the student for the remainder of the school year. The school administration will arrange a hearing at this time involving the student, the bus driver, the transportation director, the parent, and the superintendent or designee.

5. In all instances, the appeal process may be used if the student and/or parent desires.

* All citations must be signed by the parent or guardian before the student will be allowed to ride the bus again.

Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's individualized education program (IEP) for students considered disabled under IDEA or the individually-designed program for students considered disabled under Section 504 and in accordance with Board-adopted policies and procedures governing the discipline of disabled students.

Students being transported on activity buses to school-sponsored activities such as athletic contests may be seated in assigned seats as determined by the coach or adult in charge.

TRAVEL SERVICES

The solicitation and sale of travel services by any person or group that contracts for, sells, provides, furnishes, arranges or advertises travel services will only be permitted on school property with approval of the Alsea School Board and superintendent.

Any district-approved seller of travel must meet the district's criteria for such vendors.

VALEDICTORIAN / SALUTATORIAN SCHOLARS

For a student to be considered for Alsea High School Valedictorian or Salutatorian:

1. The student must satisfy ASD and/or the State of Oregon diploma requirements.

2. The student must meet the Alsea School District's Residency requirement, having attended Alsea High School at the start of their senior year, by attending class on the Alsea campus and earning 2.5 credits for each semester of their senior year.

3. The senior student with the highest cumulative grade point average in the first semester of their senior year shall be awarded the Valedictorian. The student with the second highest cumulative grade point average at the end of

the first semester of their senior year shall be awarded the Salutatorian. In the event of a tie the recognition will be shared.

VANDALISM TO DISTRICT PROPERTY [JFCB and ECAB]

A student who is found to have vandalized district property will be held responsible for the reasonable cost of repairing that property. The district will notify students and parents of all such charges. If the amount due is not paid within 10 calendar days of receipt of the district's notice, the amount will become a debt owed and the student's grade reports, diploma, and records may be withheld.

VEHICLES ON CAMPUS [JHFD]

Vehicles parked on district property are under the jurisdiction of the district. The district requires that before parking privileges are granted the student must register with the office and show that he or she holds a valid driver's license, that the vehicle is currently registered and that the student driving the vehicle is insured under a motor vehicle liability insurance policy or that the student or vehicle owner has provided the Motor Vehicles Division with other satisfactory proof of compliance with the financial responsibility requirements of the state.

In applying for a parking permit, students will be notified that parking on district property is a privilege and not a right. Students will be notified that as a condition of parking on district property, district officials may conduct searches of vehicles upon reasonable suspicion of a policy, rule and/or procedure violation.

Bicycles ridden to school by students must be parked in the designated area on school grounds and should be locked. Students under the age of 16 must wear a helmet as required by law.

The district assumes no responsibility or liability for loss or damage to vehicles or bicycles.

1. No car driven by a student will be permitted to leave the school grounds during the hours in which school is in session without the permission of the building administration.

2. Students may not go to their vehicles during the school day without being supervised by a school employee.

3. Driving between classes and at lunch is not permitted.

4. Vehicles are to be parked in the student areas in the marked spaces of the parking lot.

5. Students are not allowed to transport other students during school hours without prior written permission from parents.

6. Students are not allowed to display obscene or inappropriate bumper stickers on vehicles.
7. Local and state traffic laws, parking, and other traffic regulations published or posted by the school must be obeyed. All vehicles must be driven slowly, safely, and quietly while entering and departing school grounds.

Failure to meet the above responsibilities may result in loss of parking privileges, discipline procedures for serious and persistent offenses, vehicle towing, or civil complaints to local Sheriff's office or State Police, possibly resulting in arrests or fines.

No student will be allowed to perform school business with his or her own automobile, a staff member's automobile, or a district-owned vehicle according to District Policy EEBB.

State law now says that school districts can request the state to suspend driving privileges for up to one year for any student expelled for a weapons violation or for those suspended twice for fighting or harming or threatening to harm people on school property. A second request could include driving privileges suspended until age 21.

VISITORS [KK]

Parents and other visitors are encouraged to visit district schools. To ensure the safety and welfare of students, that school work is not disrupted and that visitors are properly directed to the areas in which they are interested, all visitors must report to the office upon entering school property, sign in and obtain a visitor's badge. The principal will approve requests to visit, as appropriate. Students will not be permitted to bring visitors to school.

WEAPONS, VIOLENCE, HARASSMENT & INTIMIDATION POLICIES

Weapons [JFCJ]

The State of Oregon has made weapons rules stricter in recent years. Possession or use of any weapon (such as a pocket knife) or a replica of a weapon, may result in recommendation for expulsion. Under the new rules, it doesn't matter if the weapon works or not, nor does it exclude certain toys or replicas, nor does it exclude everyday items (such as books, pencils, rocks, sticks, etc.) when used to hurt or threaten others or damage property.

Violence and Threats [JFCM]

Alsea School District has a zero-tolerance policy regarding any form of violence or threat. Students who engage in violence or issue any threat to another person, regardless of intent or circumstance, may be minimally suspended from school and a parent conference will be required before the student can be reinstated. Severe incidents may warrant suspension.

Harassment and Intimidation [JFCF]

Harassment of any kind – verbal, sexual, racial, or physical aggression – will not be tolerated at any of our schools. Students who engage in harassment and/or intimidation may be subject to disciplinary action as stated in the ASB Board Policy.

Student Rights and Responsibilities

Among these student rights and responsibilities are the following:

Civil Rights - including the right to equal educational opportunity and freedom from discrimination, the responsibility not to discriminate against others:

1. The right to attend free public schools, the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
2. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;
3. The right to free inquiry and expression, the responsibility to observe reasonable rules regarding these rights;
4. The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;
5. The right to privacy, which includes privacy in respect to the student's education records;
6. The right to know the behavior standards expected, the responsibility to know the consequences of misbehavior.

Student Code of Conduct

The district has authority and control over a student at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in district-provided transportation.

Students will be subject to discipline including detention, suspension, expulsion, denial and/or loss of awards and privileges and/or referral to law enforcement officials for the following, including but not limited to:

1. Assault*;

2. Hazing, harassment*, intimidation*, bullying or menacing* [as prohibited by Board policy JFCF]

3. Coercion*;

4. Violent behavior or threats of violence or harm* [as prohibited by Board policy JFCM];

5. Disorderly conduct, including disruption of the school environment;

6. Bringing, possessing, concealing or using a weapon*** [as prohibited by Board policy JFCJ]

7. Vandalism/Malicious Mischief/Theft [as prohibited by Board policies ECAB]

8. Sexual Harassment [as prohibited by Board policy JBA/GBN]

9. Use of tobacco**, alcohol or drugs**, including drug paraphernalia [as prohibited by Board policies [JFCG/JFCH/JFCI];

10. Use or display of profane or obscene language;

11. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;

12. Violation of district transportation rules;

13. Violation of law, Board policy, administrative regulation, school or classroom rules.

* In accordance with Oregon law, the superintendent may request that the driving privileges of the student, or the right to apply for driving privileges, be suspended for no more than one year for any student who has been expelled for bringing a weapon to school or suspended or expelled at least twice for assaulting or menacing a district employee or another student, for willful damage or injury to district property or for use of threats, intimidation, harassment or coercion against a district employee or another student.

A second such request for a subsequent violation may result in suspension of driving privileges or the right to apply for driving privileges until the student is age 21.

A meeting with the parent or guardian will be held prior to submitting such request to ODOT.

A student may appeal district decisions regarding driving privileges under established due process procedures for suspensions and expulsions.

** In accordance with Oregon law, any person under age 18 possessing a tobacco product commits a Class D violation and is subject to a court-imposed fine as provided by ORS 167.400. Any person who distributes, sells or causes to be sold, tobacco in any form or a tobacco-burning device, to a person under 18 years of age commits a Class A violation and is subject to a fine as provided by ORS 163.575. An unlawful drug is any drug not prescribed by a licensed medical practitioner. Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony. ORS 475.999.

*** Under state and federal law, expulsion from school is required for a period of not less than one year for any student who is determined to have brought a weapon to school. The superintendent may modify the expulsion requirement for a

student on a case-by-case basis. Additionally, in accordance with Oregon law, any person who intentionally possesses a firearm or other dangerous weapon in or on district property or recklessly discharges a firearm in school is subject to criminal prosecution, a maximum five years imprisonment, $125,000 fine and forfeiture of firearm and/or other dangerous weapon or both. Any person 13 to 17 years of age convicted of intentionally possessing a firearm in a public building is subject to denial of driving privileges for 90 days.

Dangerous weapon is defined in Oregon law as any weapon, device, instrument, material or substance which, under the circumstance in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or serious injury.

Deadly weapon is defined as any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury.

Firearms are defined in federal law as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. This includes the frame or receiver of any such weapon or firearm, muffler or silencer.

Destruction device is defined as any device with an explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into a destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law means, in or on school grounds or within 1,000 feet of school grounds.

DISCIPLINE/DUE PROCESS [JG]

A student who violates the Student Code of Conduct shall be subject to disciplinary action.

A student's due process rights will be observed in all such instances, including the right to appeal the discipline decisions of staff and administrators.

The district's disciplinary options include using one or more discipline management techniques including counseling by teachers, counselors and administrators, detention, suspension, expulsion [loss of driving privileges and loss of right to apply for driving privileges], loss of privileges, honors and awards and removal to an alternative education program.

Disciplinary measures are applied depending on the nature of the offense. The age and past pattern of behavior of a student will be considered prior to disciplinary actions, including suspension or expulsion.

In addition, when a student commits substance abuse, drug or drug paraphernalia, alcohol- and/or tobacco-related offenses or any other criminal act, he or she may also be referred to law enforcement officials. Violations of the district's weapons policy, as required by law, shall be reported to law enforcement.

Detention

A student may be detained outside of school hours for not more than two hours on one or more days if the student violates the Student Code of Conduct. The detention shall not begin, however, until the student's parents have been notified of the reason for the detention and can make arrangements for the student's transportation on the day(s) of the detention.

Suspension [JGD]

A student may be suspended from school for up to and including 10 school days for willful violations of the Student Code of Conduct. The district may require a student to attend school during non-school hours as an alternative to suspension.

An opportunity for the student to present his/her view of the alleged misconduct will be given. Each suspension will include a specification of the reasons for the suspension, the length of the suspension, a plan for readmission and an opportunity to appeal the decision.

Every reasonable and prompt effort will be made to notify the parents of a suspended student both by a phone call and in a written letter.

While under suspension, a student may not attend after-school activities and athletic events, be present on district property nor participate in activities directed or sponsored by the district.

Students who are suspended from school are marked as a Suspended Absence on their attendance record. Students may be given assignments to do while suspended. In some cases, students may be permitted to come in (when the suspension is over) and make up tests or assignments if the test or assignment covered a period longer than the day(s) suspended.

A suspension from school may also result in a student being ineligible for activities on the next extracurricular date (games, meets, dances, etc.).

Expulsion [JGE]

A student may be expelled for severe or repeated violations of the Student Code of Conduct.

No student may be expelled without a hearing unless the student's parent or the student, if 18 years of age, waives the right to a hearing, either in writing or by failure to appear at a scheduled hearing. An expulsion shall not extend beyond one calendar year.

The district will provide appropriate expulsion notification including expulsion hearing procedures, student and parent rights and alternative education provisions as required by law. See alternative education programs and alternative education notice in this handbook.

Loss of Transportation

Parents are responsible for transportation to the school their student attends first period and transportation home from the school their student attends the last period of the day.

Discipline of Disabled Students [JGDA, JGEA, and JGEA-AR]

When a student being served by an individualized education program (IEP) engages in conduct which would warrant suspension of more than 10 days or expulsion for a nondisabled student, the student's parents will be notified immediately (within 24 hours) of the circumstances of the misbehavior and the time and location of the student's IEP team meeting addressing the infraction and its relationship to the disability.

The IEP team will determine whether the misconduct is a manifestation of the student's disability. Should the IEP team conclude the misconduct has no relationship to the student's disability, the student may be disciplined in the same manner as would other students.

If the IEP team concludes the misconduct is a consequence of the student's disability, the team may review and revise the student's IEP and determine whether a change in placement is needed. The district may not suspend for more than 10 days or expel a disabled student or terminate educational services for any behavior which is a manifestation of the disability.

A student may be removed from the current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days in a school year for a drug or weapon violation as provided in district procedures. Additionally, the district may request an expedited due process hearing to obtain a hearings officer's order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.

DISCIPLINARY CONSEQUENCES

School officials may consider the student's past positive behavior record prior to taking any action. If a student's inappropriate behavior is directly related to an identified handicap or disability that is defined in a student's Individual Education Plan (IEP), school officials will take such conditions into account.

A suspension from school will also result in a student being ineligible for activities on the next extracurricular date (games, meets, dances, etc.)

****All district policies and procedures supersede anything written in this handbook. Please visit to find https://policy.osba.org/alsea/ updated district policies.****

ALSEA SCHOOL DISTRICT 7J

Krista Nieraeth, Superintendent
PO Box B * Alsea, Oregon 97324 * 541-487-4305 * Fax 541-487-4089
www.alsea.k12.or.us

Volunteer Application Packet

Dear School Volunteer:

Thank you for wanting to volunteer in the Alsea School District. We strongly encourage all of our community members to get involved in the educational process of our district to help us provide a more well – rounded education for our students.

In this volunteer packet, you will find the expectations for being a volunteer in our district. Please note that it is expected that all volunteers always adhere to these expectations to help us follow laws and policies for the protection of our staff and students. Please be sure to read the expectations and keep a copy for your records.

Our district also requires an annual background check for all volunteers. Background checks are conducted to ensure a safe, healthy learning environment for every student.

Please be sure to fill out both the volunteer application, as well as the consent to a background check. If you have any questions about background checks, please feel free to reach out to Lora Nickle, Executive Secretary, at lora.nickle@alsea.k12.or.us.

Volunteer applications and background checks must be completed each school year.

If you have any questions, please call the District Office at (541) 487 – 4305. We appreciate your understanding and cooperation in this important matter.

Sincerely,

Krista Nieraeth
Superintendent

***updated 7/30/23**

ALSEA SCHOOL DISTRICT 7J

Krista Nieraeth, Superintendent
PO Box B * Alsea, Oregon 97324 * 541-487-4305 * Fax 541-487-4089
www.alsea.k12.or.us

Volunteer Expectations

Dependability: Children and staff look forward to the volunteer's commitment to report at an expected time.

Professionalism: The volunteer is a role model for children in dress, manner, and behavior.

Confidentiality: The volunteer must respect the confidentiality of sensitive information. If there are issues regarding students in the classroom or on field trips, it is expected that the volunteer communicates those issues with school staff and not discuss these issues outside the school environment. Discussing students and confidential information is a violation of the Family Educational Rights and Privacy Act (FERPA), a federal law that protects student privacy. Here are some example of information under FERPA that is protected:

- Health
- Behavior
- Discipline
- Academic Performance
- Family/Living Situation

Electronic Communications / Social Media: We also ask that our volunteers do not post any pictures on personal social media pages OR send any personal text messages that involve any students or student activities while volunteering for the school district.

Communication: The volunteer's success depends on effective communication. Asking questions and following directions are key components.

ALSEA SCHOOL DISTRICT 7J

Krista Nieraeth, Superintendent
PO Box B * Alsea, Oregon 97324 * 541-487-4305 * Fax 541-487-4089
www.alsea.k12.or.us

Level of Involvement: Paid staff are, by law, legally responsible for the overall management and operation of the school and its programs. Volunteers are expected to follow all teacher and staff directions. The school environment is constantly changing. For our volunteers, this requires an attitude of mutual respect, flexibility, and a willingness to work together.

Our volunteers are a vital part of our school district providing an all – around education for our students. We do expect that our volunteers will follow the expectations, especially when it comes to professionalism, confidentiality, and sending/posting student pictures with personal electronic devices or on personal social media pages. Failure to follow the expectations may result in the volunteer's ability to participate in school activities being revoked.

Our district does not allow volunteers to supervise students in the lunchroom or on the playground.

ALSEA SCHOOL DISTRICT 7J

Krista Nieraeth, Superintendent
PO Box B * Alsea, Oregon 97324 * 541-487-4305 * Fax 541-487-4089
www.alsea.k12.or.us

Directions for Completing Volunteer Forms

1. Fill out the "Volunteer Application" form and the "Consent for Background Check" form. It is important that you complete each question, including the driver's license number, and sign the forms. Incomplete applications will not be processed.

2. Return both the **Volunteer Application** and the **Consent for Criminal Background Check** to Alsea School District Executive Secretary, Lora Nickle.

3. You will not be allowed to volunteer until the district receives an okay after the background check is completed.

4. Once the background check is completed, the district office will contact you. If there is a concern with the results reported from the background check, you will be contacted by the District Office. If you have any questions, please contact Lora Nickle at (541) 487 – 4305 or lora.nickle@alsea.k12.or.us

ALSEA SCHOOL DISTRICT 7J

Krista Nieraeth, Superintendent
PO Box B * Alsea, Oregon 97324 * 541-487-4305 * Fax 541-487-4089
www.alsea.k12.or.us

Volunteer Application
2023 – 2024 SY

***Please print legibly**:*

Date: _____

_____

Last Name First Name M.I. Telephone Number

_____

Address City State Zip Code

Emergency Contact Information:

_____

Name Relationship Address Telephone Number(s)

Days and times available

Monday: ___ am ___ pm

Tuesday: ___ am ___ pm

Wednesday: ___ am ___ pm

Thursday: ___ am ___ pm

Friday: ___ am ___ pm

Is there a particular classroom or area in which you would like to volunteer in?

_____

ALSEA SCHOOL DISTRICT 7J

Krista Nieraeth, Superintendent
PO Box B * Alsea, Oregon 97324 * 541-487-4305 * Fax 541-487-4089
www.alsea.k12.or.us

Volunteer/Relevant Experience: ***(you may attach additional info if needed)***

_____

_____

_____

I have read and understand the volunteer expectations. I understand that failure to abide by these expectations may result in my no longer being able to volunteer for the remainder of the school year:

Signature:_____ **Date:** _____

ALSEA SCHOOL DISTRICT 7J

Krista Nieraeth, Superintendent
PO Box B * Alsea, Oregon 97324 * 541-487-4305 * Fax 541-487-4089
www.alsea.k12.or.us

CONSENT FOR CRIMINAL BACKGROUND CHECK

Your signature below authorizes Alsea School District, Criminal Information Services, Inc., and/or the Oregon Department of Education (ODE) to obtain information about you (if applicable) from various law enforcement agencies, courts, and corrections agencies.

Please complete all the information below. Please print legibly.

Full Legal Name: _____ **Sex (circle): M F X**

Current Address: _____

Other Names Used: _____

(Maiden Name, Alias, Legal Name Change, etc.)

DOB: _____ **DL#:** _____ **State:** _____

SSN: _____

Previous Addresses in the past 7 years: _____

_____

Have you ever been convicted of any crime? Yes _____ No _____

If "Yes," please explain: _____

_____

Applicant's signature: I have reviewed and completed this form as applicable to me. I give Alsea School District permission to verify any information I have provided. This authorization shall continue to be effective from August 14, 2023 through August 31, 2024 unless revoked by me in writing. A photocopy or facsimile copy of this consent shall be as effective as the original. By my signature, I affirm that all information on this form is true and accurate.

Signature of applicant: _____ **Date:** _____

ALSEA SCHOOL DISTRICT

CLASSIFIED AND CONFIDENTIAL ANNUAL PERFORMANCE EVALUATION

Name:_____ Job Title: _____

Evaluator: _____ Evaluation Date: _____

Ratings:

Outstanding:	Performance often exceeds objective
Solid Performer:	Consistently meets objectives
Needs Improvement:	Sometimes or often fails to meet objectives
Not Applicable:	This factor does not apply based on the requirements of the position.

Part I: Job related Skills and Knowledge

1. **Patron Services**-Manages patron interactions in a polite and professional manner. Is proactive, goes "above and beyond" to provide excellent patron service.
   _ Outstanding
   _ Solid Performer
   _ Needs Improvement
   _ Not Applicable
   Comments:

2. **Job Knowledge**-Understands the information and responsibilities pertinent to the job and demonstrates necessary expertise and knowledge of technology. Continues to learn, expand knowledge and apply creativity to seek solutions.
   __ Outstanding
   _ Solid Performer
   _ Needs Improvement
   _ Not Applicable
   Comments:

3. **Organizational Skills and Productivity**-Plans and prioritizes work effectively. Coordinates, prepares, and presents projects well and follows through with assignments. Produces quality work and a satisfactory quantity of work. Delivers on time and within budget. Meets deadlines.
   __ Outstanding
   _Solid Performer
   _ Needs Improvement
   _ Not Applicable
   Comments:

4 **Communication Skills**-Is effective in communicating with others, including co-workers, superiors, or the public, using both verbal and written skills necessary for the job. Listens well. Articulates well. Comprehends and understands information and explanations. Keeps others informed. Shares information.

__Outstanding
_Solid Performer
_Needs Improvement
_Not Applicable
Comments:

5 **Interpersonal skills and professionalism**- Cooperates with colleagues and supervisors. Is a productive team member. Shows a high level of professionalism in person, in email, on the telephone, in language, and in dress. Exhibits initiative and self-direction. Maintains a positive and respectful attitude. Shows enthusiasm about work. Accepts feedback well. Demonstrates loyalty and commitment.

_Outstanding
_Solid Performer
_Needs Improvement
_Not Applicable
Comments:

6. **Reliability**-Dependable. Can be counted on to work as needed to achieve results and/or meet targets within established time frames. Employee complies with the Alsea School District policies on absence and lateness.

__Outstanding
_Solid Performer
_Needs Improvement
_Not Applicable
Comments:

7. **Management and Leadership Skills**-Manages own area of responsibility without regularly intruding upon the scheduled time of other staff members. Understands the goals and needs of the district and its staff as a whole. Is counted a positive benefit to the staff by others on staff. Gains the respect and trust of fellow staff members. Employee's work and behavior exhibits commitment to the district's mission, vision and goals. Cooperates and contributes to the overall wellbeing of the Alsea School District policies School District.

__Outstanding
__Solid Performer
__Needs Improvement
__Not Applicable
Comments:

8. **Problem Solving and Decision** Making-Anticipates and identifies problems. Uses logic and sound judgment to solve problems and make decisions.
__Outstanding
_Solid Performer
_Needs Improvement
_Not Applicable
Comments:

9. **Adaptability**-Employee is able to adjust to a variety of situations, maintains flexibility.
_ Outstanding
_Solid Performer
_Needs Improvement
_Not Applicable
Comments:

Part II: Overall Performance Rating

	Outstanding	Solid Performer	Needs Improvement	Not Applicable
Patron Services				
Job Knowledge				
Organizational Skills & Productivity				
Communication Skills				
Interpersonal Skills & Professionalism				
Reliability				
Management & Leadership Skills				
Problem Solving & Decision Making				
Adaptability				

PART Ill: SU M MARY OF STRE NGTHS, WEAK NESSES, ACCOMPLISHME NTS

1. Strengths (strongest performance skills)

2. Weaknesses (areas where improvement is needed)

3. Accomplishments (comments on reaching annual goals)

Employee's Signature

Director's Signature

English Learners in Oregon

Annual Report 2021-22

June 2023





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DEPARTMENT OF
EDUCATION

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Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives. This report is also available on ODE's legislative reports webpage. Any member of the public can contact the Government Relations and External Affairs Director to request a copy of this report.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English language development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual learners who bring valuable linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2021-22 school year[1]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 school year.

Nearly 100,000 students in Oregon are current or former English learners.

As of May 1, 2022, 546,726 students enrolled in Oregon public schools and districts. Among those students, 10.4 percent were current English learners (56,683 students), 7.8 percent were former English learners (42,770 students), and 81.8 percent were never English learners (447,273 students). Both current and former English learners (i.e., ever English learners constituting 18.2 percent of students) were an incredibly diverse student population in 2021-22.

The distribution of current English learners varied across grade levels and districts in Oregon during the 2021-22 school year. Woodburn School district served the highest percentage of current English learners, with 41.5 percent of students learning English in an ELD program as of May 1, 2022. On the other hand, 67.5 percent of Oregon districts either had no current English learners or very few (i.e., less than 5% of all students).

Other key features of the English learner student population in the 2021-22 school year include the following:

- The majority of current English learners were in elementary grades (61.1%) while the majority of former English learners were in high school grades.

[1] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

- The number of recently arrived current English learners (i.e., new immigrant students) declined from 4,373 in 2020-21 to 4,145 students in 2021-22.
- Spanish was the predominant home language of current English learners (76.6%), but overall there were 199 documented unique home languages (an increase of 18 languages from 2020-21) spoken by current English learners. Other prevalent languages include Russian, Vietnamese, Chinese, Arabic, Chuukese, and Somali; each being the home language of about 2 percent of current English learners.
- Approximately 77 percent of current English learners were Latino/a/x, and 31.7 percent of Latino/a/x students were current English learners. A similar percentage of Native Hawaiian/Pacific Islander students (30.3%) were current English learners.

English learners are overrepresented in special education and underrepresented in TAG programs.

The report also examines the involvement of English learners in targeted federal and state programs: free or reduced price meals, special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of current English learners received special education services and supports as compared to never English learners (20.3 vs. 15.4%); however, ever English learners and never English learners had similar percentages of students receiving special education services and supports (14.5 vs. 15.4%).
- Almost 9.0 percent of current English learners received services in migrant education programs (i.e., 5,131 students). Additionally, 51.4 percent of the students in migrant education programs were current English Learners
- While across Oregon 6.5 percent of never English learners participated in TAG programs, this figure was 4.9 percent for former English learners and just 0.4 percent for current English learners.

Younger English learners are more likely to be on track to English Language Proficiency than their older peers.

Oregon monitors whether or not current English learners are on-track to attain English language proficiency within seven years. More than half of current English learners (53.2%) in elementary school grades were on track. In contrast, current English learners in middle or high school grades as well as current English learners with disabilities were much less likely to be on track.

Very few current English learners are meeting state standards in English Language Arts and Mathematics.

A substantially smaller percentage of current English learners in elementary schools (7.0%) versus former (38.7%) and never English learners (47.8%) met or exceeded state standards in English Language Arts in 2021-22. A similar trend is observed at middle and high schools.

Similarly, a substantially smaller percentage of current English learners in elementary schools (7.1%) versus former (36.9%) and never English learners (39.2%) met or exceeded state standards in mathematics in 2021-22. A similar trend is observed at middle and high schools.

Attendance tends to be higher in elementary grades, particularly among former English learners

Former and never English learners have the highest levels of regular attendance (76.1 and 68.7%) in elementary school grades. Current English learners have rates of regular attendance substantially lower in elementary (60.3%), middle (56.1%), and high school (43.5%) grades. Regular attendance rates decline for current, former, and never English learners in middle and high school grades.

Current English learners are more likely to graduate with a modified diploma

Former English learners graduated at rates better than never English learners (86.4 vs. 81.7%) in 2021-22; however, substantially fewer current English learners graduated in four years (65.3%). Moreover, current English learners that graduated in four years were over 2.7 times more likely to receive a modified rather than a regular diploma compared to that for never English learners. This ratio increased to 3.4 times for the cohorts that graduated in five years.

Students designated as English learners in high school are less likely to go to college than their peers.

Postsecondary enrollment rates for former English learners were comparable to those of never English learners; in both cases, about 55 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in postsecondary education institutions. About 38 percent of current English learners went on to college within 16 months of high school graduation.

District revenues and expenditures

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2021-22, that ratio was 0.86, decreased from 0.95 in 2020-21.

Introduction

In 2021-22, students who received English language instruction, supports, and services in an English language development (ELD) program as well as students who exited the ELD program prior to the 2021-22 school year made up 18.2 percent of all students in Oregon public schools and districts (as of the first school day in May 2022). They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts. This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about key aspects of the education they receive in our state.

Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives in ELD programs. ORS 327.016 requires ODE to include the following information in the annual report:

- English learner student demographics;
- Length of participation in ELD programs;
- Participation in special education and related services; and
- Other information identified by the ODE.

In addition, the annual report must include the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs;
- The extent to which districts expend these allocations for students enrolled in ELD programs; and
- The categories of expenditures for ELD program funding.

Each annual report looks back at the prior school year, which for this year is the 2021-22 school year. This report will be available on the ODE website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be available to the public at each district's main office and on district websites.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (García, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we recognize these students are multilingual and value their linguistic and cultural assets.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the

2021-22 school year[2]. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2021-22 school year.

Structure of this report

This report consists of five sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports the ODE issued in previous years. For example, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students (e.g., students participating in migrant education programs). Finally, this year's report provides data insights into Student Academic Outcomes in English Language Arts and Mathematics that were not available during the period impacted by the COVID-19 pandemic.

[2] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

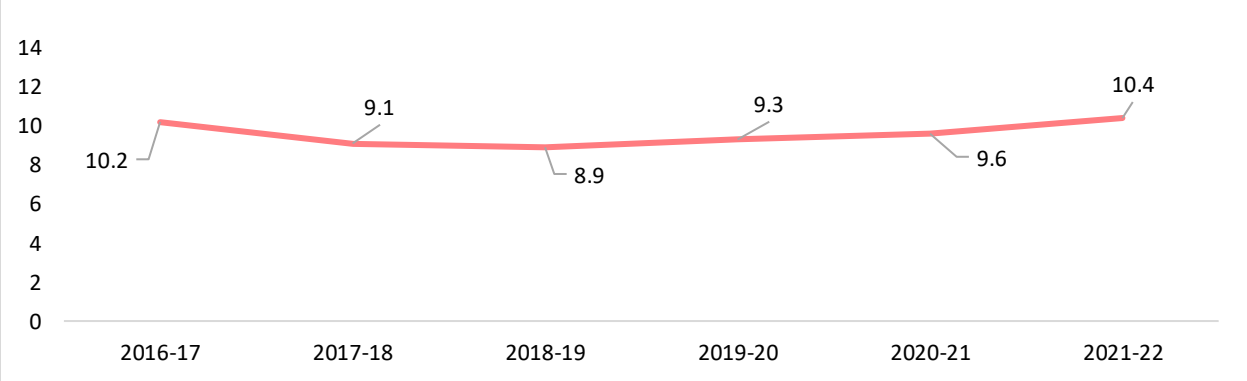
Section 1: Demographics of English Learners in Oregon in 2020-21

Almost one in five Oregon students has been designated as an English learner. As of the first school day in May 2022, 546,726 students enrolled in Oregon public schools and districts. Among those students, 10.4 percent were current English learners (56,683 students), 7.8 percent were former English learners (42,770 students), and 81.8 percent were never English learners (447,273 students). Both current and former English learners were an incredibly diverse student population in 2021-22 (representing 18.2 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon's English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year[3]. They receive English language instruction, supports, and services because they are to help them become proficient in English. Identification of English learners is done using a Language use Survey (LUS) as well as an English Language Proficiency Assessment (ELPA) screener. In 2021-22, 56,683 of Oregon's 546,726 K-12 students, or 10.4 percent, were current English learners[4] (see figure 1).

Figure 1. Percentage of all Oregon students who were current English Learners (2016-17 to 2021-22)



A smaller number of students in 2021-22 (42,770 or 7.8%) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2021-22 school year. Research does suggest, however, that former English learners may still need support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012). Districts are required to monitor the academic progress for four years following an English learner exiting as proficient from the English language development program per ESSA Title III. Given its importance, during its monitoring process, ODE reviews

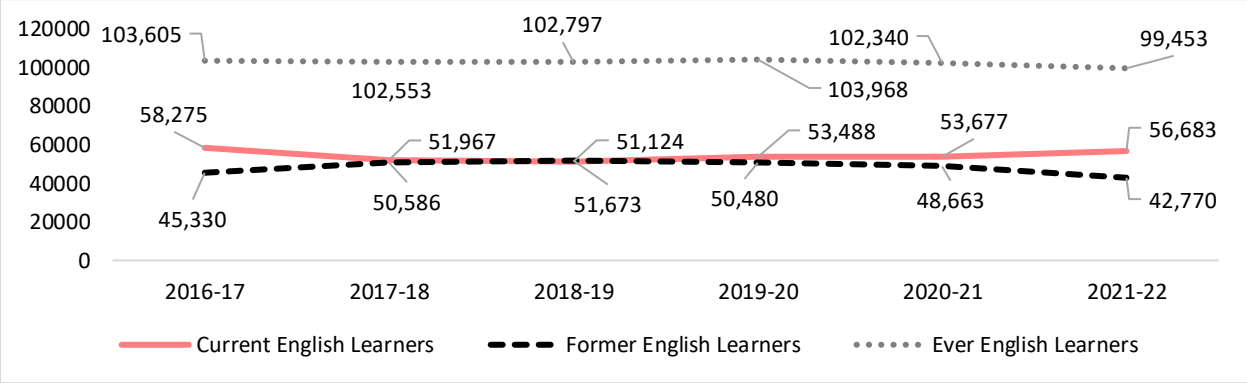
[3] Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.
[4] The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

the ways in which the districts monitor the progress of former English learners and provides them with feedback to enhance the districts' ability to support former English learners continued progress.

Comparisons between current, former, ever, and never English learners are useful to understand the experiences and outcomes of English learners over time, and to counter misperceptions about English learner achievement. Current English Learners tend to perform at lower levels while still developing English, particularly on assessments of content knowledge that are administered in English, which can negatively impact their performance. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels than their peers, including monolingual English speakers indicating the value of bilingualism (Thompson, Umansky, & Rew, 2022; Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Oregon has had a largely stable population of approximately 100,000 English learners (former and current) over the past several years. Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last six school years. In general, it displays a slightly fluctuating population of ever English learners in Oregon, starting at 103,605 in 2016-17 and, after increasing and declining for a couple years, reaching 99,453 students in 2021-22.

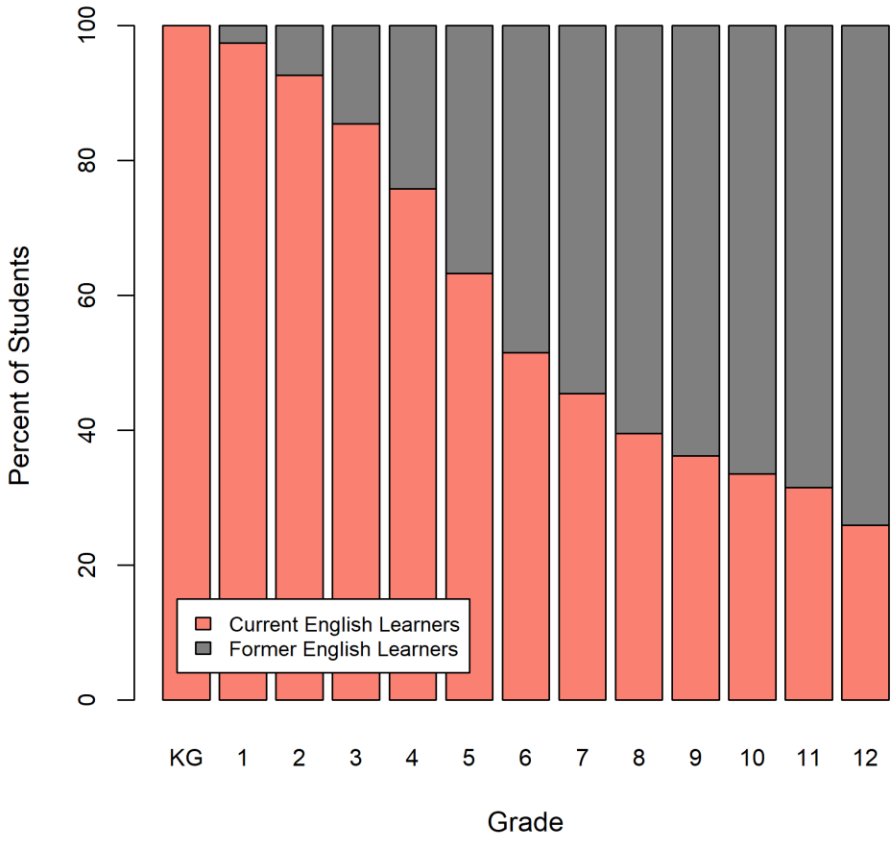
Figure 2. Number of current, former, and ever English Learners in Oregon (2016-17 to 2021-22)



The majority of current English Learners were in the elementary grades.

Although there were current English learners at every grade level, approximately two-thirds (61.1%) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 19.7%) or in high school (grades 9-12; 19.2%). Figure 3 shows the percent of current and former English learners by grade in 2021-22. As the grade level increases from kindergarten to twelfth grade, the percent of current English learners decreases as they attain English proficiency and exit their ELD programs (subsequently, this results in an increase of former English learners). For example, across the elementary grades, the percentage of elementary students who are English learners ranges from 63.2 percent to 100 percent, while in the secondary grades it ranges from 39.5 percent to 51.5 percent, and in high school it ranges from 25.9 percent to 36.2 percent.

Figure 3. Comparison of the percentage of current and former English learners by grade in 2021-22



English Learner enrollment was not uniform across Oregon districts.

Oregon has 197 school districts. In 2021-22, 146 districts provided English language instruction, supports, and services to current English learners Over 80 districts participate in Title III funds in a consortium as these districts have fewer than 65 identified English learners and therefore do not generate the federally required $10,000 minimum Title III sub-grant. These districts with small EL populations may experience challengers with the students being enrolled across several grade levels, may have different English language proficiency levels, or may have limited ELD teachers. The remaining districts in Oregon currently do not have any enrolled English learners.

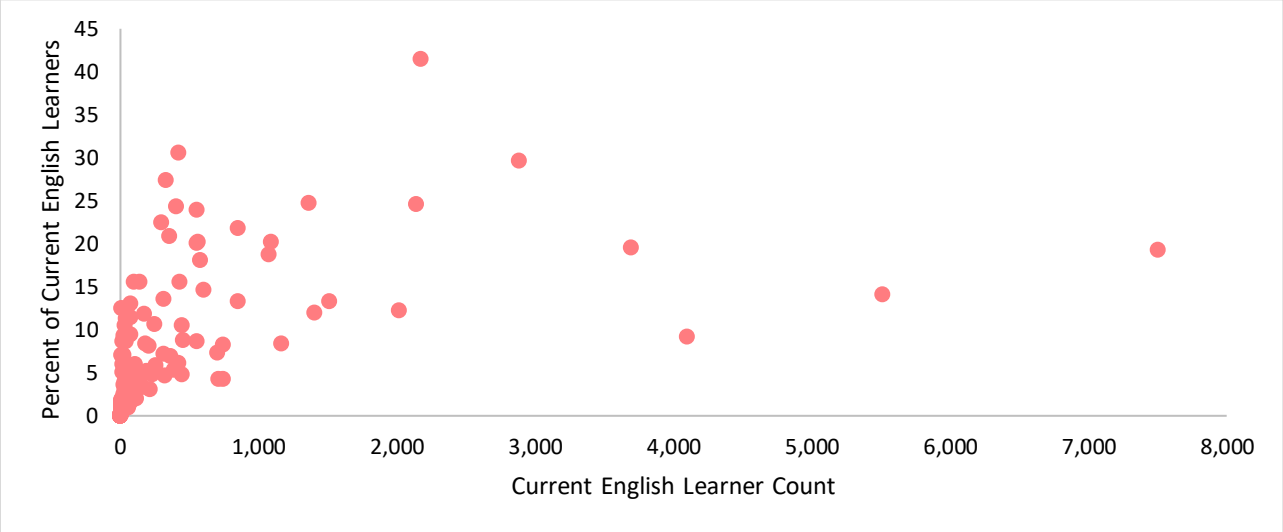
Figure 4 shows the distribution of current English learners across Oregon districts in 2021-22. There were eight districts with more than 2,000 current English learners. Thus, in 2021-22, districts differed in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

Statewide, about a quarter of Oregon districts (n = 46) provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be independently eligible for specific improvement efforts under state and federal

accountability initiatives. However, such districts can always form or join a consortium of districts to become eligible for the improvement efforts under state and federal accountability initiatives.

A sizable proportion of Oregon districts did not have any current English learner enrollments in 2021-22. The 47 districts not currently serving English learners tended to be small in overall population (median 142 students).

Figure 4. Comparison of the number and percentage of current English learners by district in 2021-22



This variation across districts is also evident in table 1, which shows the ten districts with the highest numbers of current English learners.

Table 1. Districts with the highest number of current English learners in 2021-22

District Name	Number of Current English Learners
Salem-Keizer SD	7,499
Beaverton SD	5,510
Portland SD	4,100
Hillsboro SD	3,693
Reynolds SD	2,878
Woodburn SD	2,173
David Douglas SD	2,140
North Clackamas SD	2,012
Gresham-Barlow SD	1,505
Tigard-Tualatin SD	1,404

In addition, table 2 shows the 10 districts with the highest percentage of current English learners. Note that Woodburn and Reynolds appear on both lists.

Table 2. Districts with the highest percentage of current English learners in 2021-22

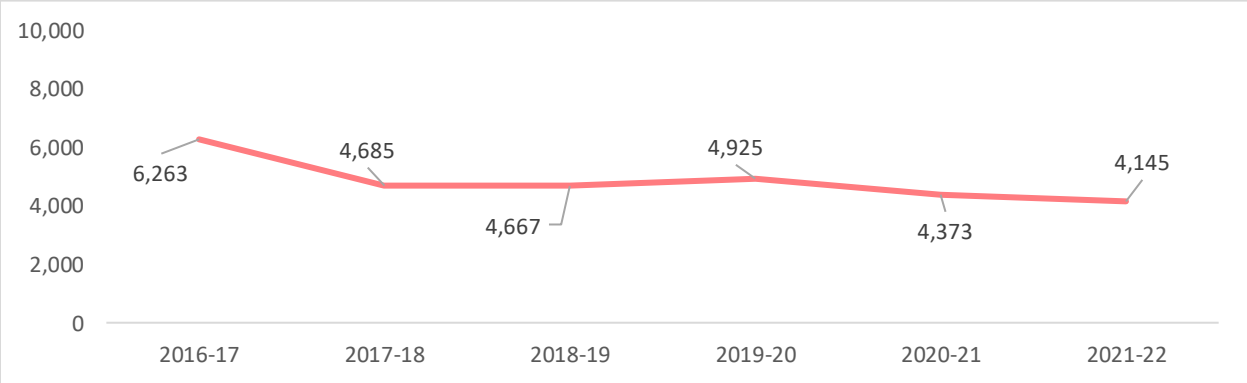
District Name	Percentage of Current English Learners
Woodburn SD	41.5%
Umatilla SD	30.7%
Reynolds SD	29.7%
Nyssa SD	27.5%
Centennial SD	24.8%
David Douglas SD	24.6%
Milton-Freewater Unified SD	24.4%
Morrow SD	24.0%
Gervais SD	22.5%
Hood River County SD	21.8%

The number of recent arrivers declined in 2021-22.

The term recent arrivers refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

In 2021-22, 4,145 current English learners were recent arrivers. This number represents the smallest count of recent arrivers over the last six years and continues the reduction (likely due to the COVID pandemic) from 2019-20 (4,925; see figure 5).

Figure 5. Number of current English learners who were recent arrivers in Oregon (2016-17 to 2021-22)



Most recent arrivers (60.1%) were in the elementary grades, while 16.5 percent were in grades 6-8 and 22.4 percent were in high school. Current English learners who are recent arrivers in middle and high school contend with significant challenges, since they have to learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short &

Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2021-22 was 1,614. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, five Oregon districts with the largest population of such students in 2021-22 are shown in Table 3.

Table 3. Districts with the largest population of adolescent newcomers in 2021-22

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton SD 48J	254
Salem-Keizer SD 24J	166
Reynolds SD 7	120
David Douglas SD 40	100
Portland SD 1J	83

In 2021-22, districts reported 795 current English learners had experienced interruptions in their education.

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE). Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

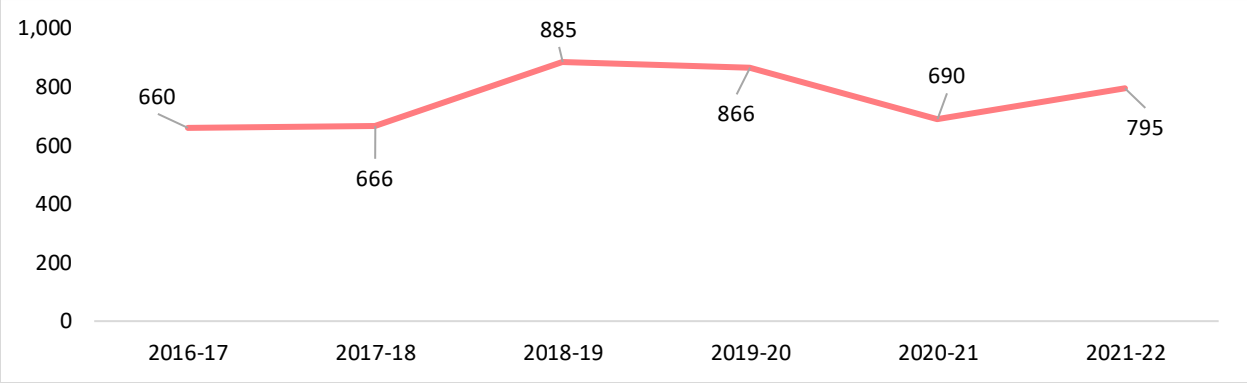
a. Have at least two fewer years of schooling than their peers of the same age,
b. Function at least two years below grade level expectations in reading and mathematics, and
c. Are preliterate in their native language.[5]

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder, 2014).

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2021-22 school year, districts reported 795 current English learners with limited or interrupted formal education (about 1.4 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2016-17 to 2019-20 but decreased in 2020-21 and once again increased in 2021-22.

[5] See ESEA Title III English Learner Definitions for more details.

Figure 6. Number of current English learners with an interrupted formal education (2016-17 to 2021-22)



Most students with limited or interrupted formal education were in high school (60.8%). Another 27.7 percent were in the middle school grades (grades 6-8), and only 11.6 percent were in the elementary grades.

In 2021-22, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Eight districts in Oregon, identified in table 4, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2021-22. These eight districts alone enrolled 81 percent of all SLIFE students in Oregon. Note that three of the eight districts serving many adolescent newcomers (see table 3) also enroll a significant numbers of current English learners with interrupted formal education (i.e., Portland, Beaverton, and Reynolds).

Table 4. Districts serving at least 20 current English learners with interrupted formal education in 2021-22

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro SD 1J	235
Hermiston SD 8	106
Portland SD 1J	81
Beaverton SD 48J	70
Reynolds SD 7	56
Woodburn SD 103	45
Morrow SD 1	30
South Lane SD 45J3	21

Current English learners across the state spoke 199 unique home languages.

Statewide, current English learners spoke about 199 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 76.3 percent of all current English learners. The four next most common languages were Russian, Vietnamese, Chinese, and Arabic. Taken together, these top five languages represent 84.7 percent of home languages among current English learners (see table 5). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages has been increasing.

In 2020, ODE expanded the language of origin reporting options to include an additional 384 languages; many of which were Mesoamerican languages such as Mam, Q'anjobal, and K'iche. This was intended to reduce the prevalence of districts reporting an unknown home language. However, in 2021-22, districts reported an unidentified home language for 1,348 students, suggesting a need for more training and support in this area.

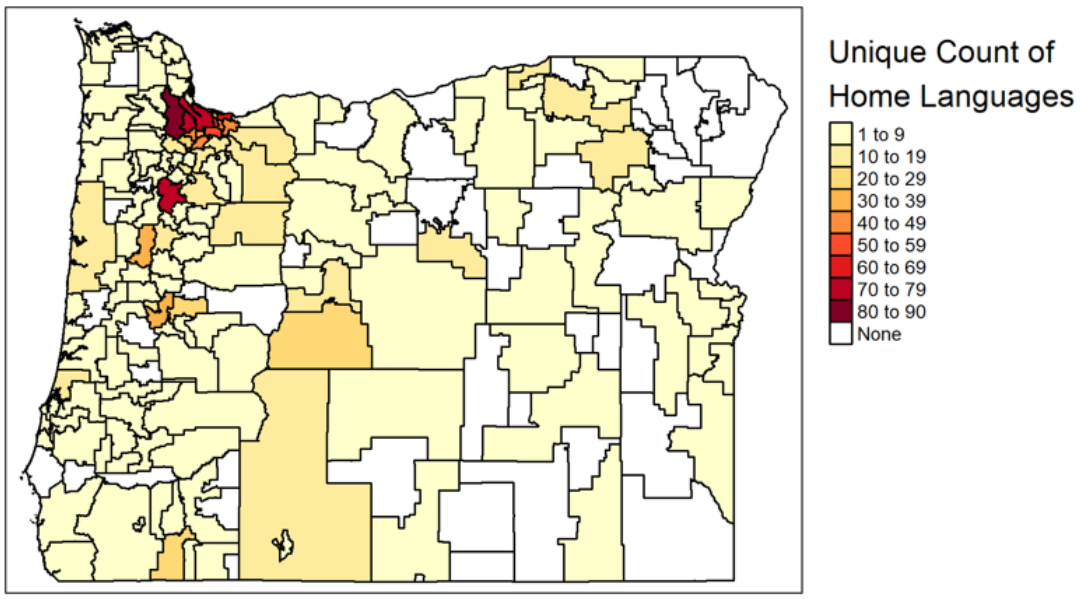
Table 5. Most prevalent home languages among current English learners in 2021-22

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	43,419	76.6%
Russian	1,345	2.37%
Vietnamese	1,251	2.21%
Chinese	1,200	2.12%
Arabic	830	1.46%
Chuukese	688	1.21%
Somali	600	1.06%
English[6]	561	0.99%
Ukrainian	417	0.74%
Japanese	367	0.65%
Marshallese	352	0.62%
Korean	269	0.47%

Home languages other than Spanish tend to concentrate in a few districts. Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

[6] All 561 current English Learners with English as the home language were American Indian/Alaska Native students.

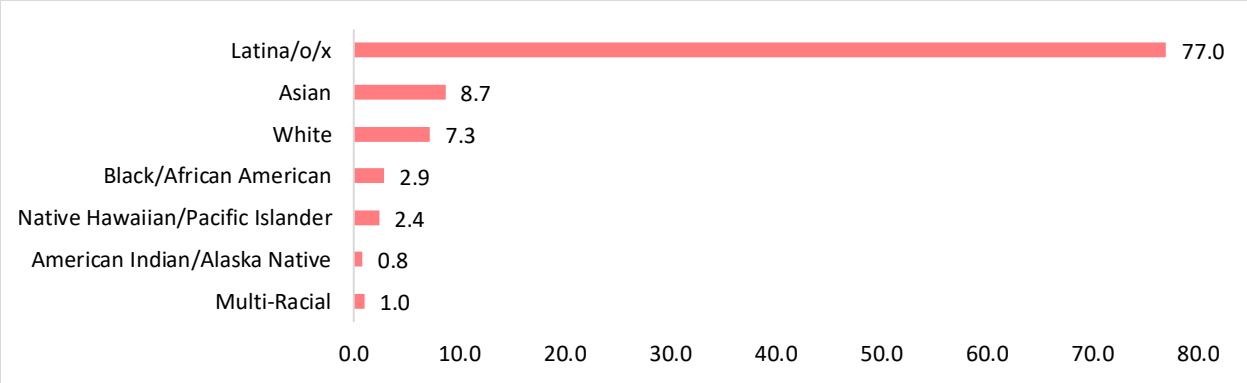
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2021-22



The vast majority of current English learners were Latina/o/x.

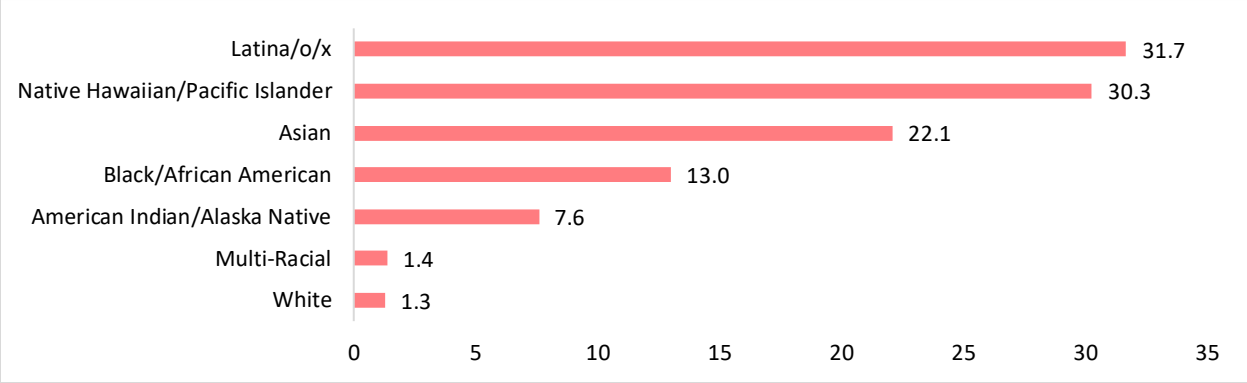
Of the 56,683 current English learners in Oregon during the 2021-22 school year, 43,629 (77%) were Latina/o/x. About 7.3 percent were White and 8.6 were Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

Figure 8. Percentage of current English learners by race/ethnicity in 2021-22



It is important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 31.7 percent of Latina/o/x students were current English learners in 2021-22. Moreover, 30.3 percent of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were current English learners in 2021-22



Section 2: Participation in Targeted Programs

Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free or reduced price meals, special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2021-22 school year.

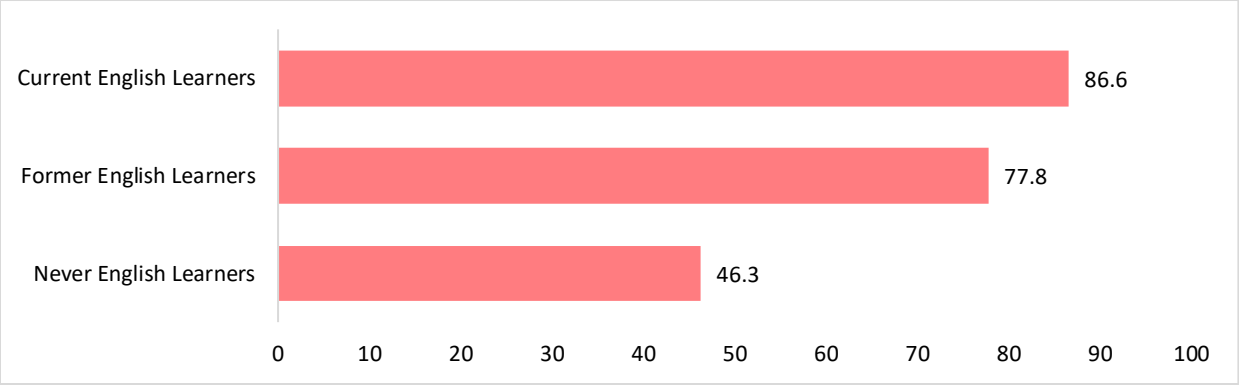
Free or Reduced Price Meals

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced price meals. The percentage of students receiving free or reduced price meals is an estimate of the level of poverty or economic disadvantage in a school. It is an imprecise measure, since some eligible students and families never apply to the program; however, it provides the best data currently available to compare poverty and economic disadvantage levels across schools and districts.

However, as mentioned in the statewide annual report card (2022), "due to COVID-19, USDA issued a suite of waivers for the School Nutrition Program for the 2020-21 and 2021-22 school years that allowed meals to be served at no cost to all children and eliminated the need for schools to collect Free and Reduced Price Lunch eligibility data. Therefore, there is no accurate eligibility data available for 2021-22" (p. 54).

As a reminder, however, the latest data prior to the COVID-19 pandemic (2019-20) are provided in figure 10. According to the figure, current and former English learners were much more likely than never English learners to be eligible for free or reduced price meals. This suggested that households for current and former English learners were more likely to experience poverty and economic disadvantage. Overall, 86.6 percent of current English learners came from economically disadvantaged households.

Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2019-20



Special Education

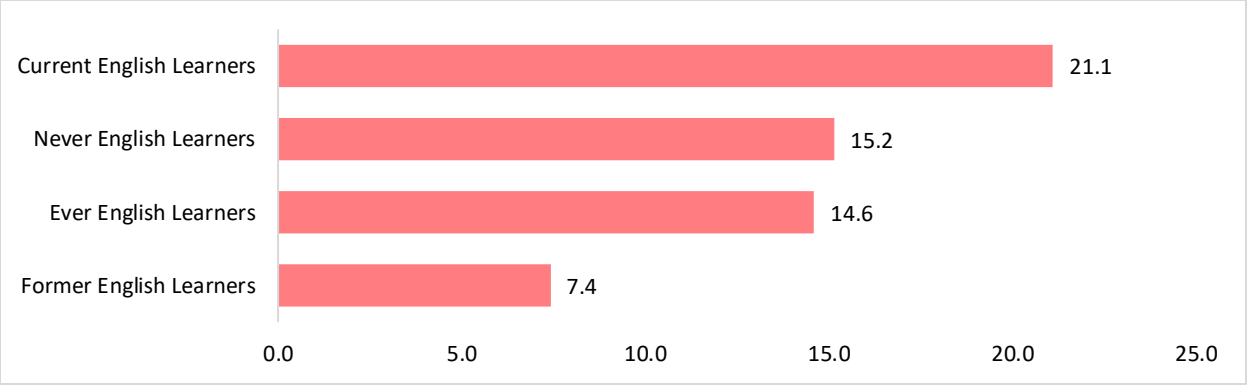
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that adversely influences their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that current English learners just need more time to learn English. Both identification challenges are prevalent not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007; Umansky, Thompson, & Díaz, 2017).

Ever English learners and never English learners received special education services and supports at about the same rate.

As figure 11 illustrates, a far higher rate of current English learners (21.1%) received special education services and supports as compared to former (7.4%) and never English learners (15.2%). However, the percentage of ever English learners (the combination of current and former English learners) receiving services and supports is very similar to that for never English learners.

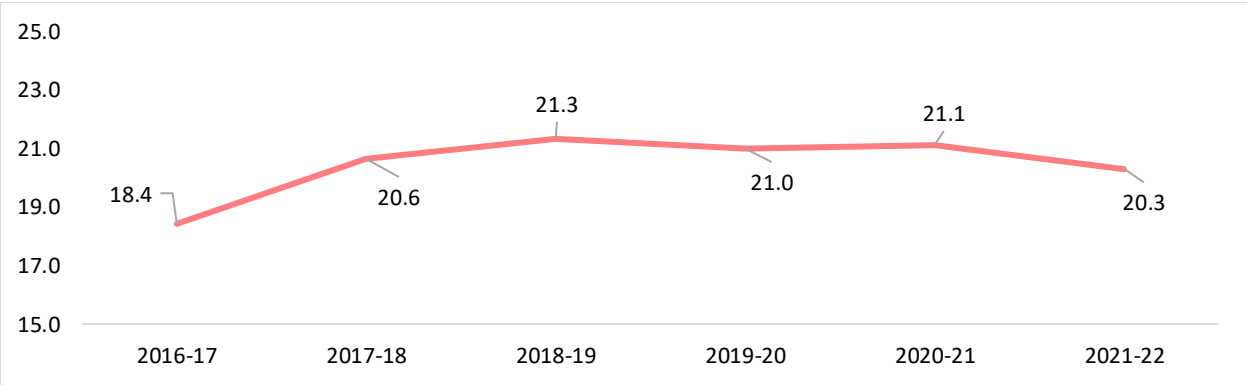
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2021-22



The percentage of current English learners receiving special education remained consistent in 2021-22.

In 2021-22, 11,508 current English learners (20.3%) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2021-22 represents a slight decrease from the year before, when 21.1 percent of current English learners received special education services and supports (see figure 12).

Figure 12. Percentage of current English learners receiving special education services and supports (2016-17 to 2021-22)



Most English learners with a disability in 2021-22 had a specific learning disability (3,590 students) or a speech or communication disorder (2,992 students) as their primary disability.[7] Other primary disabilities, in order of frequency in 2021-22, included other health impairments, autism, intellectual disability, emotional behavior disability, deaf or hard of hearing, orthopedic impairment, visual impairments including blindness, traumatic brain injury, and deaf-blindness.

[7] A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students' learning or educational performance.

Migrant Education

Some English learners also participate in migrant education programs. Students are eligible for migrant education programs if students aged 3-21 can qualify for the Title 1-C program, or/and if they or their parents are engaging in qualifying agricultural or fishing work, and they have moved within the past 36 months to obtain or seek this type of work. Many migrant children experienced poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intent of migrant education programs is to ensure that migrant children receive the support that addresses their unique situations and are able to receive supports necessary to succeed academically.

9 percent of current English learners were eligible for Title 1-C Migrant Education Programs services in 2021-22.

Oregon has one of the largest migratory student populations nationally. Across the state in the 2021-22, 5,114 current English learners participated in migrant education programs. That number translates to 9.0 percent of all current English learners. It also means that more than half (51.4 percent) of the 9,947 students in migrant education programs were current English Learners in 2021-22. Moreover, 37.4 percent of students in migrant education programs in 2021-22 were former English learners. This also implies that 88.8 percent of the 9,947 students who received services from migrant education programs were ever English learners.[8]

Approximately 97 districts received federal funds in the 2021-22 school year to support their migrant education programs. Districts that did not receive federal funding in 2021-22 did not have eligible students enrolled in their schools and programs. Ten districts with the largest population of English learners participating in their migrant education program in 2021-22 (see table 6).

Table 6. Districts with the largest number of English learners participating in migrant education programs in 2021-22

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer SD 24J	513	Klamath County SD	164
Woodburn SD 103	426	Hood River County SD	149
Hillsboro SD 1J	386	Phoenix-Talent SD 4	145
Medford SD 549C	360	Eagle Point SD 9	142
Forest Grove SD 15	280	Beaverton SD 48J	138

Talented and Gifted

The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas. State law requires districts to develop a plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential (OAR 581-022-2500).

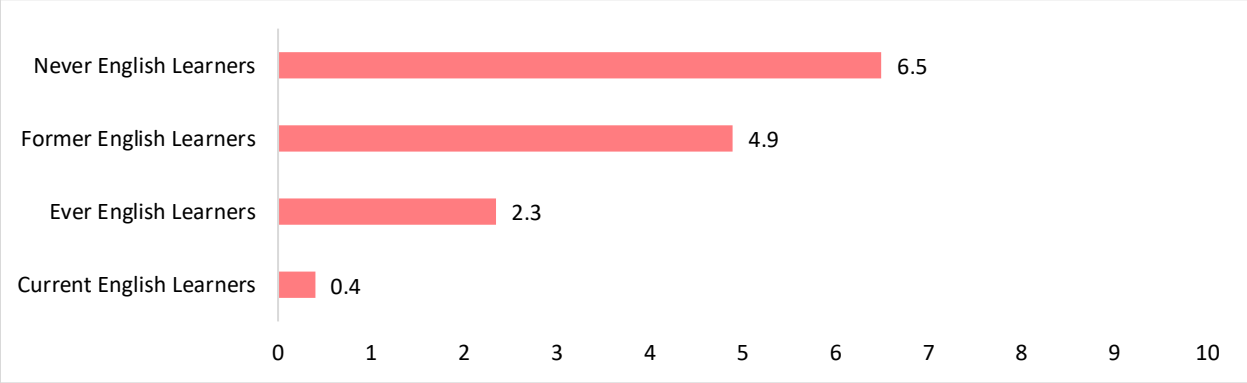
[8] The data for this portion of the report relies on student enrollments as of the first school day in May 2022.

Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively at school and have high levels of absenteeism. Recent findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

Current English Learners were rarely identified for TAG Programs.

According to figure 13, 6.5 percent of never English learners (29,092 students) were eligible for TAG programs in 2021-22. While 4.9 percent of former English learners were eligible (2,107 students) and 5.3 percent of ever English learners were eligible (2,336 students), less than 1 percent (0.4%%) of current English learners were eligible for TAG programs in 2021-22 (229 students). Never English learners were over 16.2 times more likely to be eligible for TAG programs than current English learners in 2021-22.

Figure 13. Percentage of current, former, ever, and never English learners who participated in a TAG program in 2021-22



Section 3: Language Development and Academic Outcomes for English Learners

Students who are current English learners have to develop proficiency in English. In addition and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

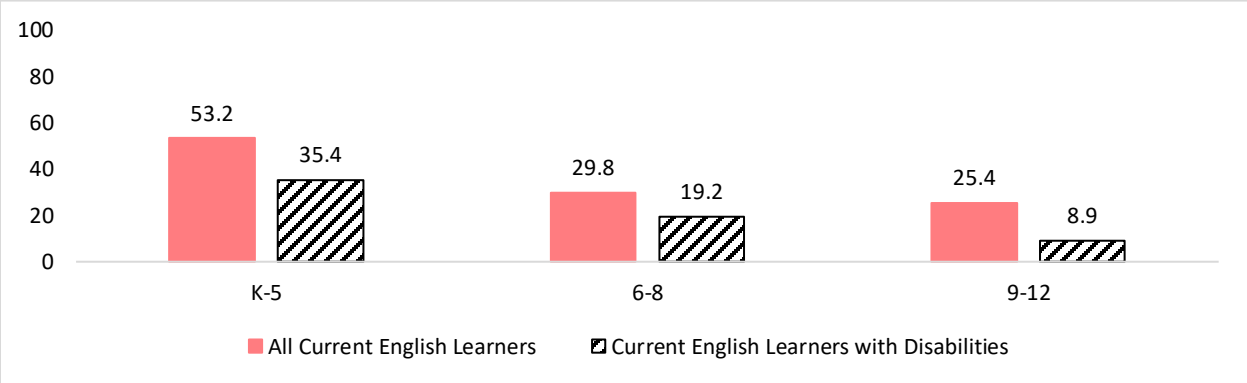
Progress towards English Language Proficiency

Title I-A of the Every Student Succeeds Act (ESSA) requires current English learners to take an English language proficiency assessment (ELPA) annually. The ELPA measures a student's proficiency in the domains of listening, reading, speaking, and writing. Students who demonstrate proficiency on all four ELPA domains are ready to exit the ELD program. Since 2017-18, the ODE monitors whether current English learners are on track to attain English language proficiency using a trajectory expectation model. Current English learners are on track if their current ELPA domain performance meets or exceeds trajectory expectations given (1) initial ELPA domain performance, (2) years identified as a current English learner, and (3) disability and/or an interrupted formal education status. These expectations are in line with trajectory expectations indicated by research on English learners (see Hakuta, Goto Butler, & Witt, 2000; Robinson Cimpian, Thompson, &

Umansky, 2016; Umansky & Reardon, 2014), as well as SIFE, and dual-identified English learners (see Burke, Morita-Mullaney, & Singh, 2016; Conger, 2009; Kieffer & Parker, 2016; Thompson, 2015; Umansky & Reardon, 2014). Interested readers are also referred to the Oregon's ESSA Consolidated State Plan (2017) for Oregon's trajectory expectations (pp. 43-44).

According to figure 14, as the grade level increases, the percentage of current English learners on track to attain English language proficiency decreases from 53.2 percent in elementary school grades to 25.4 percent in high school grades. Furthermore, the same pattern is evident for current English learners with disabilities where the percentage decreases from 35.4 percent in elementary school grades to 8.9 percent in high school grades. To some extent, the decrease in the percentage of current English learners on track to attain English language proficiency from elementary to high school grades is not a surprise due to the annual exiting of current English learners. This has a considerable impact on the composition of current English learners across grade levels. Thus, inferences and comparisons across grade levels and between groups of current English learners (e.g., those with and without disabilities) must use caution.

Figure 14. Percentage of all current English learners and current English learners with disabilities on track to attain English language proficiency by elementary (K-5), middle (6-8), and high school grades (9-12) in 2021-22



Long-term current English learners made up 21.2 percent of all current English learners.

Parents and communities have concerns about the ability of Oregon's schools and districts to ensure current English learners attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English Learners**.** The ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years.

In 2021-22, most current English learners (78.8%) were not long-term current English learners; however, this means that 21.2 percent of current English learners received English language instruction, supports, and services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009; Danahy Ebert & Reilly, 2022). An important point to consider is the ability of Oregon's schools and districts to meet the needs of

current English learners. This is particularly salient given that 39.8 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years in 2021-22.

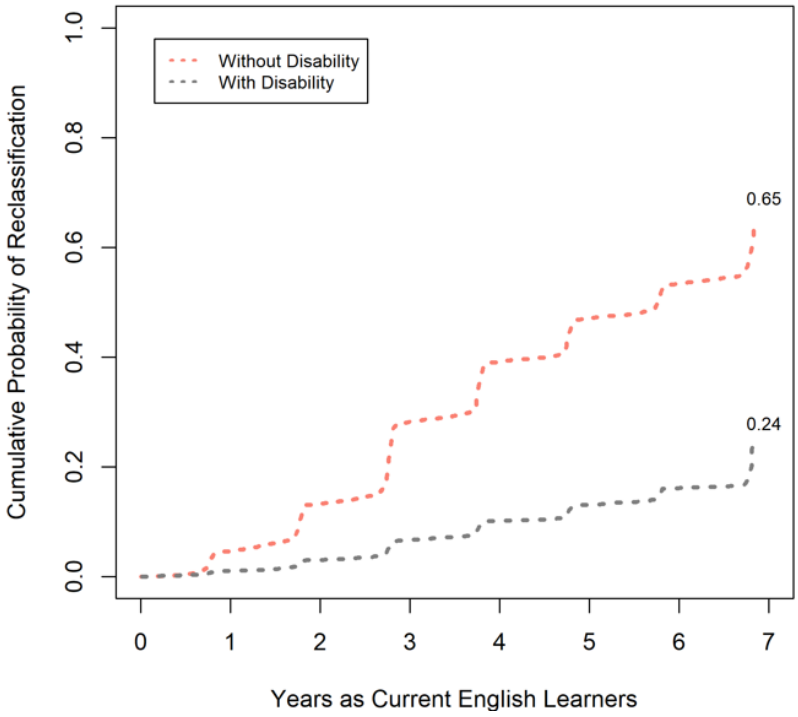
Approximately 24 percent of current English learners receiving special education services and supports developed English language proficiency in six years.

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2021-22 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2022 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2022).

Figure 15 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2015, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after six years is 0.65 (or, after multiplying by 100, 65%). That is, 65 percent of the current English learners without disabilities attained English language proficiency and exited an ELD program within six years. On the other hand, only 24 percent of current English learners with disabilities attained English language proficiency and exited an ELD program with six years. Succinctly put, ELs without a disability are, on average, over twice as much likely to exit the EL program within six years than their EL peers with a disability.

Figure 15. Probability of reclassification for current English learners with and without disabilities within six years (July 1, 2016 to June 30, 2022)



Student Academic Outcomes in English Language Arts and Mathematics

Each year, all Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics. These assessments, offered in English, may be especially challenging for ELs who are still developing proficiency. For both subjects, a performance level of three or higher meets the state standards.

Former ELs performed similarly or slightly below never ELs in English language arts, while few current ELs met or exceeded state standards.

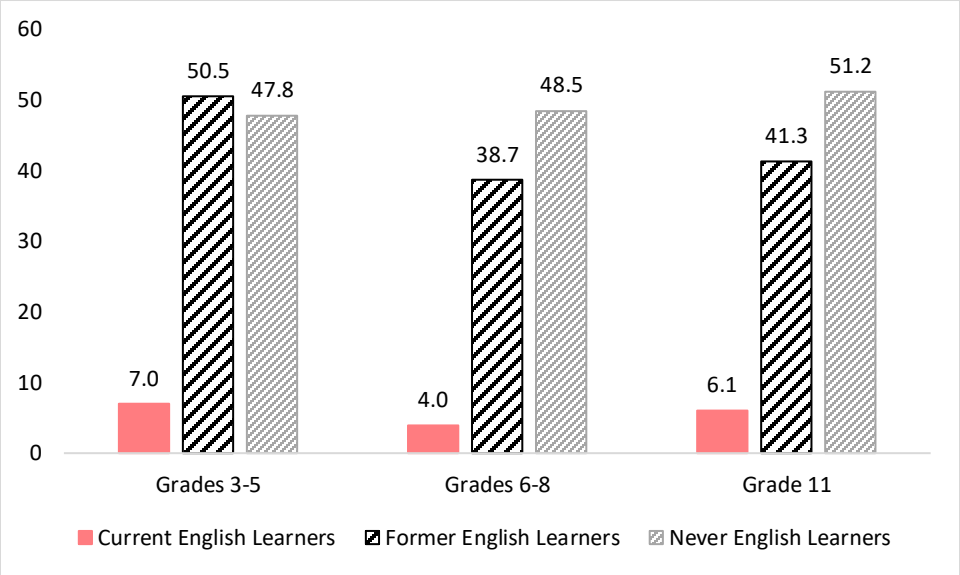
At the elementary level (grade 3-5), 7.0 percent of current ELs met or exceeded state standards in English language arts. In contrast, 50.5 percent of former ELs in elementary hit this benchmark. This was close to the percentage of never ELs meeting or exceeding standards, 47.8 percent. In fact in many districts (74), a higher percentage of former ELs, compared to never ELs, met benchmark in elementary English language arts.

At the middle school level (grades 6-8), 4.0 percent of current ELs met or exceeded state standards in English language arts. Additionally, 38.7 percent of former ELs and 48.5 percent of never ELs met or exceeded standards. In 39 districts, a higher percentage of former ELs, compared to never ELs, met benchmark.

Among high school students (grade 11), 6.1 percent of current ELs, 41.3 percent for former ELs, and 51.2 percent of never ELs met or exceeded state standards. At the high school level, there were 39 districts[9] in which a higher percentage of former ELs than never ELs met the benchmark in English language arts.

[9] These districts include: Baker SD, Gladstone SD, Astoria SD, Coquille SD, Bandon SD, Elkton SD, City SD, Phoenix-Talent SD, Ashland SD, Central Point SD, Eagle Point SD, Culver SD, Baker SD, Gladstone SD, Astoria SD, Coquille SD, Bandon SD, Elkton SD, Prairie City SD, Phoenix-Talent SD, Ashland SD, Central Point SD, Eagle Point SD, Culver SD, Three Rivers/Josephine County SD, Klamath, Falls City Schools, Klamath County SD, Fern Ridge SD, Creswell SD, Bethel SD, Siuslaw SD, Harrisburg SD, Scio SD, Santiam Canyon SD, Adrian SD, Vale SD, Gervais SD, Jefferson SD, Parkrose SD, Reynolds SD, Centennial SD, David Douglas SD, Dallas SD Milton-Freewater Unified SD, Stanfield SD, Powder SD, Gaston SD, Mitchell SD, Sheridan SD, Knappa SD, Ione SD.

Figure 16. Percentage of current, former and never ELs meeting or exceeding state standards in English Language Arts in elementary, middle and high school, 2021-22[10]



In math, former ELs performed below never ELs, especially in middle and high school, while less than 10 percent of current EL met or exceeded state standards.

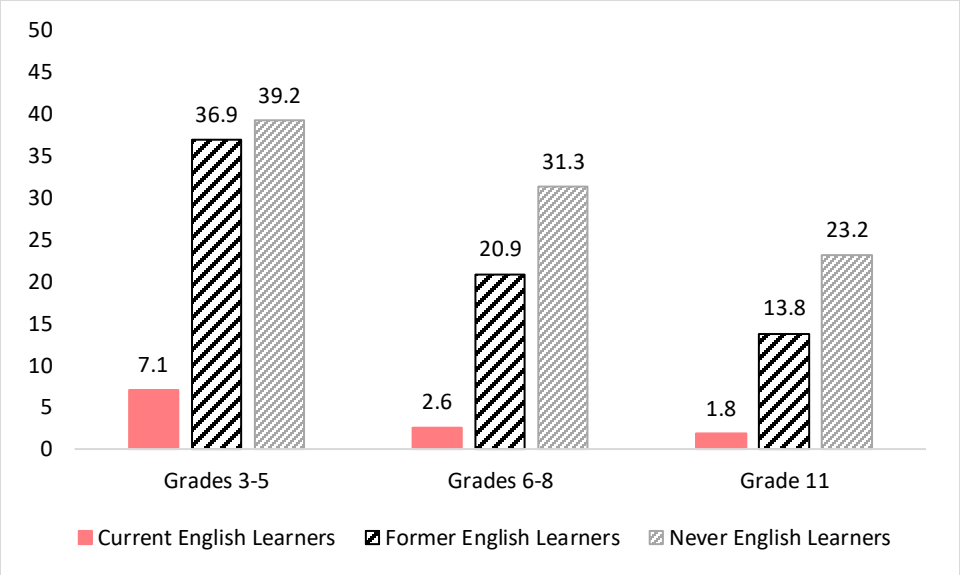
At the elementary level, 7.1 percent of current ELs met or exceeded standards in math (Figure 17). In addition, 36.9 percent of former ELs met or exceeded standards in math. The percentage of never ELs meeting or exceeding standards was somewhat higher, 39.2 percent.

Among middle school students, 2.6 percent of current ELs met or exceeded standards in math, compared to 20.9.2 percent of former ELs and 31.3 percent of never ELs.

Among students in grade 11, 1.8 percent of current ELs, 13.8 percent of former ELs, and 23.2 percent of never ELs met or exceeded standards in math. At all levels and among all groups, fewer students met or exceeded standards in math than in English language arts.

[10] In this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing. In some other state accountability reports, the performance of current and recently reclassified ELs are reported together.

Figure 17. Percentage of current, former and never ELs meeting or exceeding state standards in mathematics in elementary, middle and high school, 2021-22[11]



Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, ninth grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy, and postsecondary enrollment.

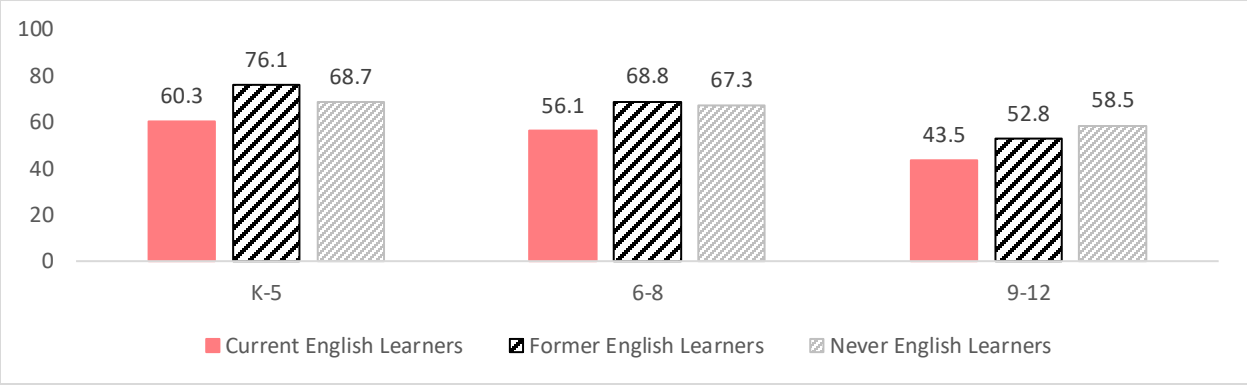
Regular Attendance

In recent years, researchers and educators alike have devoted increasing attention to ensuring students attend school on a regular basis. Research has shown that even moderate levels of absenteeism can have a profound impact on students' grades, performance on standardized assessments, graduation rates, and success in college (Allensworth & Evans, 2016; Ginsburg, Jordan, & Chang, 2014). In Oregon, students exhibit "regular attendance" at school if they attend more than 90 percent of school days during the school year.

Among elementary grades in 2021-22, former and never English learners have the highest levels of regular attendance (see figure 18). Current English learners, on the other hand, have lower rates of regular attendance in elementary, middle, and high school grades. In fact, regular attendance rates decline considerably for current, former, and never English learners in middle and high school grades (with current and former English learners declining by approximately 17 and 23 percentage points between elementary and high school grades).

[11] Also in this chart, the group "current EL" includes only students who were classified as current ELs at the time of testing.

Figure 18. Percentage of current, former, and never English learners regularly attending school by elementary (K-5), middle (6-8), and high school grades (9-12) in 2021-22



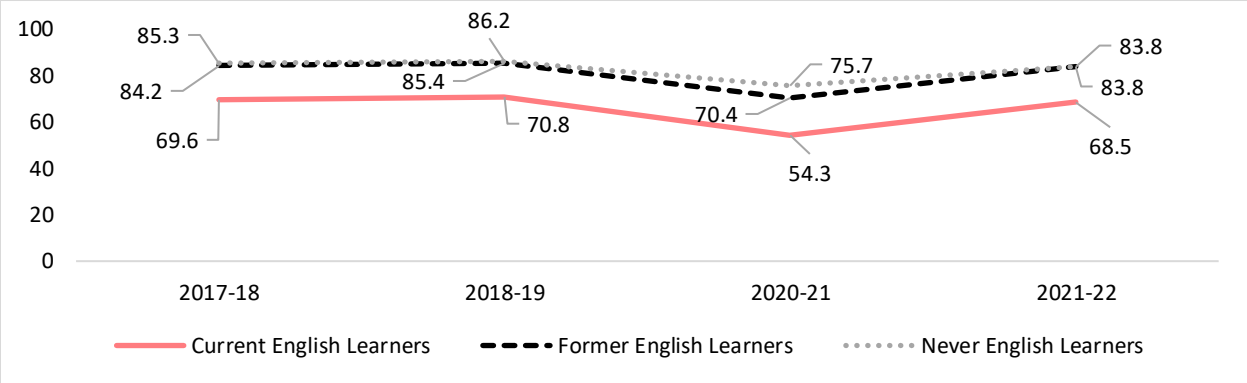
On Track to Graduate

Around the country, states and districts track whether students in the 9th grade are on track to graduate within four years. They do this because ninth grade is a critical year for determining whether students will ultimately graduate from high school; identifying students who are not on track allows schools to provide supports and interventions to help keep students in school and progressing towards graduation. In Oregon, students in the 9th grade are on track to graduate if they earn at least six credits or 25 percent of the credits their district requires for graduation. However, one should note that ODE's data is limited to the number of credits earned and not the specific courses credits earned. From 2016-17 to 2021-22, a higher percentage of former and never English learners were on-track to graduate compared to current English learners.[12]

According to figure 19, former and never English learners in 9th grade are on track to graduate at substantially higher percentages than current English learners from 2017-18 to 2021-22. Former and never English learners have very similar percentages. Their gap shrinks from 1.1 percentage points in 2017-18 to 0.8 percentage points in 2018-19. Indeed, the gap between former and never English learners completely closes in 2021-22. From 2017-18 to 2018-19, current, former, and never English learners exhibited some improvement in the percentage of students on-track to graduate. Current English learners' rates improves by 1.2 percentage points. Despite a considerable decline in 2020-21 due to the impact of the COVID-19 pandemic, all three groups of students experience a sizeable improvement in 2021-22 with the current and former English learners increasing by 14.2 and 13.4 percentage points since 2020-21. It must be noted also that as part of Senate Bill 744 passed in 2021, these students were not required to demonstrate proficiency for three of the nine essential skills as one of their non-credit graduation requirements.

[12] Data representing the percentage of current, former, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

Figure 19. Percentage of 9th grade current, former, and never English learners on track to graduate within four years (2017-18 to 2021-22)



Four-Year Graduation

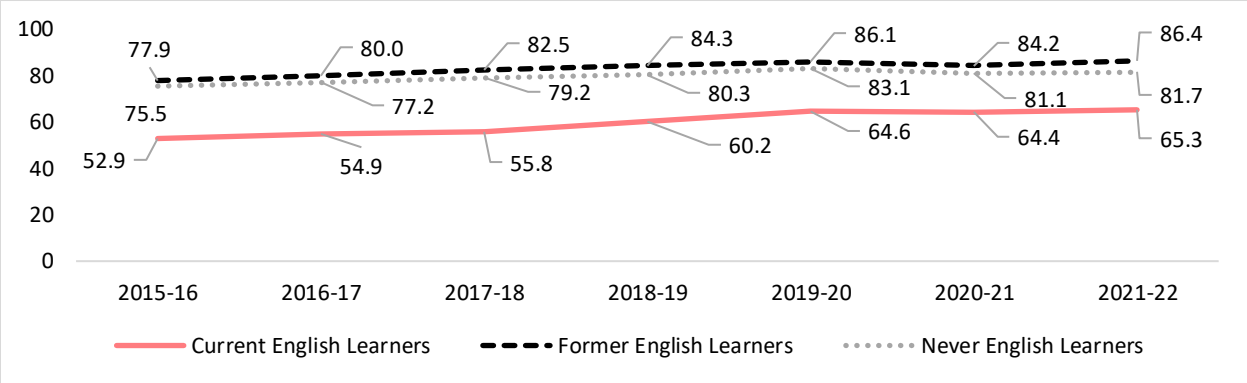
The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners. For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

According to figure 20, former and never English learners graduate in four years at relatively similar rates; however, although similar, the rate for former English learners was higher from 2015-16 to 2021-22. Indeed, consistently since years 2015-16, the four-year graduation rate for former English learners was higher than the rate for never English learners.

Current English learners, on the other hand, graduated in four years at lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2015-16 to 2021-22 (an increase of 12.4 percentage points).

Figure 20. Percentage of current, former, and never English learners graduating within four years (2015-16 to 2021-22).



Current English learners graduating in four years were over 2.7 times more likely to receive a modified diploma

Modified diplomas are designed for students who meet certain criteria listed in OAR 581-022-2010. Modified diplomas require fewer credits to graduate compared to a regular high school diploma. Among the current English learners who graduated in four years in 2021-22 (i.e., 1,841 students), 202 students (11%) received a modified diploma (see table 7). By contrast, among the former English learners that graduated in 4 years in 2021-22 (i.e., 5,435 students), 117 students (2.2%) received a modified diploma. Finally, among the never English learners who graduated in four years in 2021-22 (i.e., 30,535 students), 1,216 students (4%) received a modified diploma.

In addition, among the students that graduated in four years in 2021-22, current English learners were more than 2.7 times (11 percent ÷ 4%) more likely to receive a modified diploma compared to that for never English learners. Indeed, this ratio increases to 3.4 times (15.4 percent ÷ 4.5%) for cohorts that graduated in five years.

Table 7. Percentage of students receiving regular vs. modified diplomas

Student (Diploma Type)	Four-Year Cohort	Five-Year Cohort
Current English Learners (Modified)	11%	15.4%
Former English Learners (Modified)	2.2%	2.7%
Never English Learners (Modified)	4.0%	4.5%
Current English Learners (Regular)	89.0%	84.6%
Former English Learners (Regular)	97.8%	97.3%
Never English Learners (Regular)	96.0%	95.5%

Oregon State Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

- Meet all graduation requirements, and

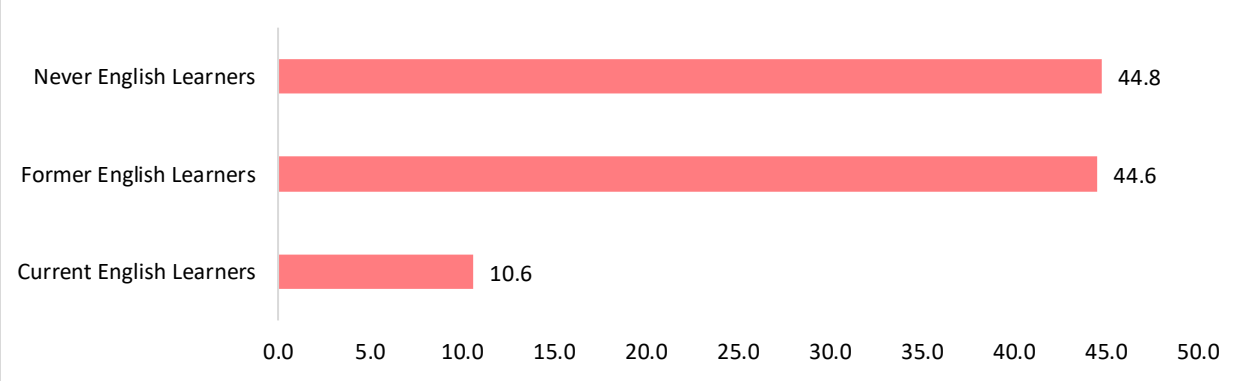
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

The data for this section rely on students who graduated in 2021-22 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners[13] who earned the Seal of Biliteracy in 2021-22.

The majority of students who earned the Seal of Biliteracy in 2021-22 were ever English learners and never English learners who are native speakers of languages in addition to English.

Of the 37,814 students who graduated in 2021-22, 2,078 students (about 5.5%) also earned the Seal of Biliteracy. Among those 2,078 students, 44.8 percent were never English learners, 44.6 percent were former English learners, and 10.6 percent were current English learners (see figure 21). In other words, 55.2 percent of those who earned the Seal of Biliteracy were ever English learners. Note that the majority of students who earn the Seal of Biliteracy are (1) ever English learners and (2) never English learners who are native speakers of languages in addition to English.

Figure 21. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 (among all students who earned the Seal of Biliteracy)



According to figure 22, among former English learners who graduated in 2021-22, 17 percent earned the Seal of Biliteracy. Moreover, 12 percent of current English learner graduates earned the Seal of Biliteracy in 2021-22. This means that, among ever English learners who graduated in 2021-22, 29 percent also earned the Seal of Biliteracy.

[13] For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Figure 22. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2021-22 (among current, former, and never English learner graduates)



Students earned the Seal of Biliteracy for their knowledge of 20 different partner languages; however, Spanish was the most common partner language.

More than three-quarters of students earning the Seal of Biliteracy (78.2%) had Spanish as their partner language. The next three partner languages, in order of the number of students, were French, Chinese, and Korean, all with 50 or more students earning the Seal of Biliteracy in that language. Spanish, Chinese, Korean, and Russian were the partner languages with the most current and former English learners earning the Seal of Biliteracy. On the other hand, the top three partner languages among never English learners who earned the Seal of Biliteracy in 2021-22 were Spanish, French, Japanese, and Chinese.

Nine districts had 50 or more students earning the Seal of Biliteracy.

In 2021-22, nine districts had 50 or more students earning the Seal of Biliteracy (see table 7). Moreover, among Woodburn's students who graduated in 2021-22, 53.6 percent earned the Seal of Biliteracy. Three other districts in 2021-22 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

Table 7. Districts with 50 or more students earning the Seal of Biliteracy in 2021-22[14]

District	Number of Students	District	Number of Students
Portland SD 1J	344	Corvallis SD 509J	91
Beaverton SD 48J	330	North Clackamas SD 12	81
Salem-Keizer SD 24J	193	Hillsboro SD 1J	79
Woodburn SD 103	156	West Linn-Wilsonville SD 3J	68
Eugene SD 4J	93		

Postsecondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in postsecondary education institutions in Oregon and across the U.S. (e.g., public and private, 2-year and 4-

[14] Note that the counts in this table reflect students who graduated in 2021-22 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy. There were students who earned the Seal of Biliteracy in 2021-22 but were part of the five-year cohort or another cohort.

year, etc.). A postsecondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute in their community, and greater life satisfaction. The data for this measure uses students who graduated in 2018-19 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations.[15] Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners[16] who enrolled in a postsecondary education institution within 16 months after graduation.

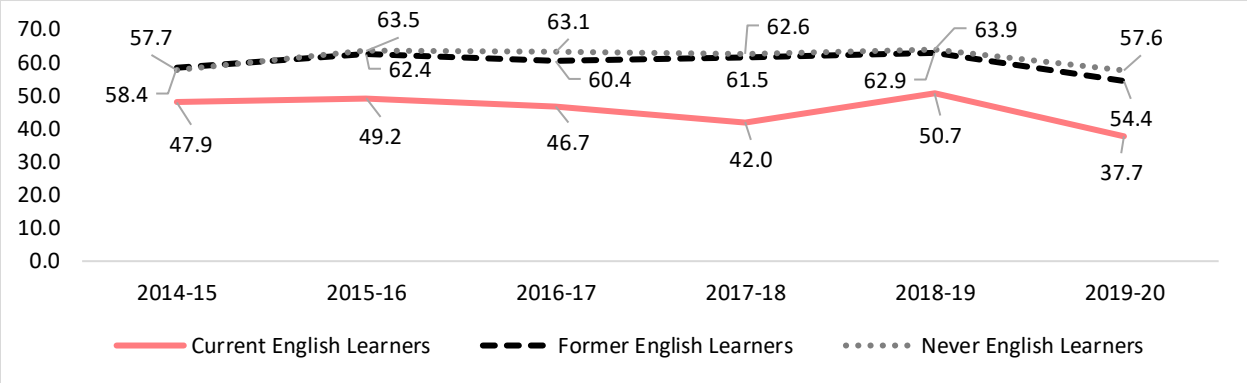
Never English learners were more likely to enroll in postsecondary education institutions than current English learners; however, former English learners had comparable postsecondary enrollment rates as never English learners.

Figure 23 shows the postsecondary enrollment rates by graduation year for three groups of Oregon students. The postsecondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 57.7 to 57.6 percent from 2014-15 to 2019-20. The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in postsecondary institutions at substantially lower rates than never and former English learners. The postsecondary enrollment rates for current English learners annually increased from 47.9 percent in 2014-15 to 49.2 percent in 2015-16; however, they decreased in both 2016-17 and 2018-19 to levels similar to 2014-15. The black dashed line shows the postsecondary enrollment rates for former English learners. The postsecondary enrollment rates for former English learners increased from 58.4 percent in 2014-15 to 62.4 percent in 2015-16. Moreover, since 2015-16, former English learners had postsecondary enrollment rates that were reasonably comparable to never English learners.

[15] Post-secondary enrollment data for current, former, and never English learners who graduated from high school in 2019-20 were unavailable as of the publication of this report.

[16] For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Figure 23. Percentage of current, former, and never English learners enrolling in postsecondary institutions within 16 months of high school graduation (2014-15 to 2019-20[17])



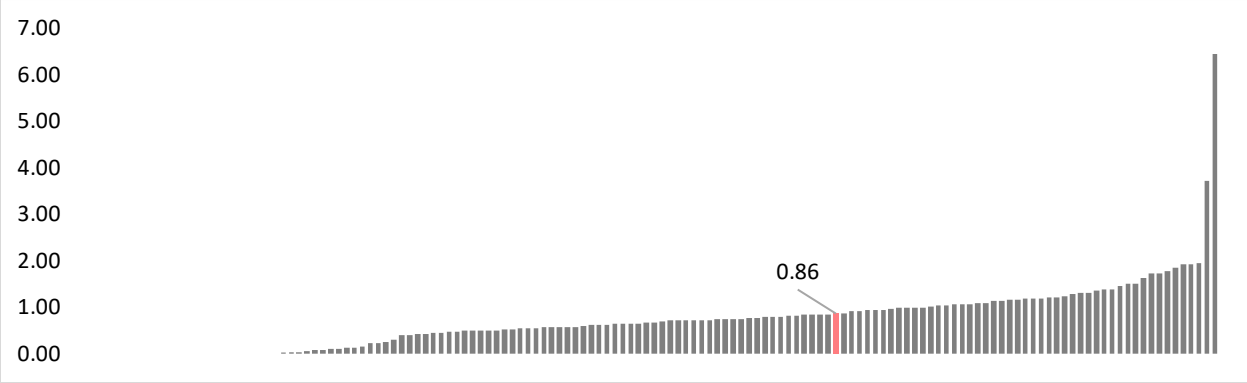
Section 5: State Revenues and Expenditures for Current English Learners

Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2021-22 was $9,167.[18] In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is 0.5 × $9,167 or $4,584 per current English learner. Altogether, the state allocated $228,013,853 for these additional English learner funds in the 2021-22 school year.

Figure 24 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2021-22 was 0.86, meaning that district expenditures on current English learners reflected 86 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 644%), while others reported spending less (as little as 0%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

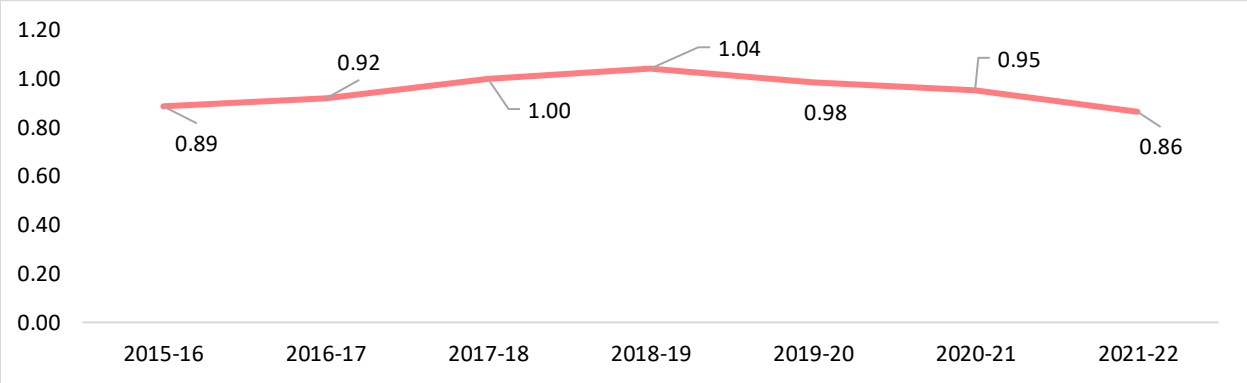
[17] The year (e.g., 2019-20) represents the school year in which students graduated from high school.
[18] While $9,167 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

Figure 24. Ratio of current English learner expenditures to revenues across districts in 2021-22



As figure 25 illustrates, the statewide ratio increased steadily from 2015-16 to 2018-19; however, in 2019-20 through 2021-22, the ratio decreased below 1.0.

Figure 25. Ratio of statewide expenditures on current English learners to revenues (2015-16 to 2021-22)



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (other supports for current English learners, such as interpretation services or transportation). [19]

Current English learner expenditures for 2021-22 totaled $196,738,499. Districts accounted for approximately 83.3 percent of the expenditures ($163,859,331) using Function 1291 and 16.7 percent of the expenditures ($32,879,169) using Area of Responsibility 280.

In addition to this state funding, districts with at least 69 current English learners may access federal Title III grants, which in 2021-22 provided an additional $137.29 per student for supplemental current English learner services[20]. Additional information on the grant amounts is available on the ODE website under Title III Allocations.

[19] For a more detailed description of the accounting system categories, see Oregon's Program Budgeting and Accounting Manual.
[20] Districts with fewer than 69 students can join other districts in a consortium to access these grants.

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GENERAL FUND
STATEMENT OF RESOURCES
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

LINE		SOURCE	BUDGET	Y-T-D 6/30/2023	PROJECTED	TOTAL 6/30/2023	BALANCE OVER/(UNDER)
		STATE SCHOOL SUPPORT FORMULA					
1	1111	CURRENT YEAR'S TAXES	**$ 450,000.00**	$ 486,095.20		**$ 486,095.20**	**$ 36,095.20**
2	1112	PRIOR YEAR'S TAXES	**1,500.00**	1,813.58		**1,813.58**	**313.58**
3	1113	OTHER TAXES		-		**-**	**-**
4	1190	INTEREST ON TAX COLLECTIONS	**1,000.00**	878.78		**878.78**	**(121.22)**
5	2101	COUNTY SCHOOL FUND	**2,500.00**	7,543.01		**7,543.01**	**5,043.01**
6	3103	COMMON SCHOOL FUND	**26,000.00**	63,817.04	-	**63,817.04**	**37,817.04**
7	3101	STATE SCHOOL SUPPORT FUND	**10,531,799.00**	11,022,206.47		**11,022,206.47**	**490,407.47**
8	4801	FEDERAL FOREST FEES	**-**	-	-	**-**	**-**
9		**TOTAL 2022-23 SSSF SOURCES (Line 1 - Line 8)**	**11,012,799.00**	**11,582,354.08**	**-**	**11,582,354.08**	**569,555.08**
		STATE SCHOOL SUPPORT FORMULA (Prior Yr Adjustments)					
10		STATE SCHOOL SUPPORT FUND 21-22		**735,091.91**		**735,091.91**	**735,091.91**
11		HIGH COST GRANT		**17,380.04**		**17,380.04**	**17,380.04**
12		**TOTAL SSSF PRIOR YR ADJ (Line 10 - Line 11)**	**-**	**752,471.95**	**-**	**752,471.95**	**752,471.95**
13		**TOTAL SSSF SOURCES (Line 9 + Line 12)**	**11,012,799.00**	**12,334,826.03**	**-**	**12,334,826.03**	**1,322,027.03**
		NON STATE SCHOOL SUPPORT FORMULA SOURCES					
		LOCAL SOURCES					
14	1412	TRANSPORTATION FEE FROM OTHER DISTRICTS	**-**	209,813.95		**209,813.95**	**209,813.95**
15	1510	EARNINGS ON INVESTMENTS	**25,000.00**	140,538.77		**140,538.77**	**115,538.77**
16	1710	ADMISSION - GATE FEES	**-**	1,532.26		**1,532.26**	**1,532.26**
17	1920	DONATIONS	**2,000.00**	1,000.00		**1,000.00**	**(1,000.00)**
18	1940	SERVICES PROVIDED OTHER LEAs	**35,000.00**	-		**-**	**(35,000.00)**
19	1980	FEES CHARGED OTHER GRANTS	**4,000.00**	5,076.19		**5,076.19**	**1,076.19**
20	1990	MISCELLANEOUS REVENUE	**15,000.00**	44,673.58		**44,673.58**	**29,673.58**
21		**TOTAL LOCAL SOURCES (Line 14 - Line 20)**	**81,000.00**	**402,634.75**	**-**	**402,634.75**	**321,634.75**
		OTHER SOURCES					
22	2102	REVENUE THROUGH ESD	**5,000.00**	-		**-**	**(5,000.00)**
23	3203	SPECIAL EDUCATION PROGRAMS	**5,000.00**	8,125.00		**8,125.00**	**3,125.00**
24	5300	INSURANCE REIMBURSEMENT	**5,000.00**	-		**-**	**(5,000.00)**
25	5400	BEGINNING CASH	**1,800,000.00**	1,143,698.99		**1,143,698.99**	**(656,301.01)**
26		**TOTAL OTHER SOURCES (Line 22 - Line 26)**	**1,815,000.00**	**1,151,823.99**	**-**	**1,151,823.99**	**(663,176.01)**
27		**TOTAL NON SSSF SOURCES (Line 21 + Line 27)**	**1,896,000.00**	**1,554,458.74**	**-**	**1,554,458.74**	**(341,541.26)**
28		**TOTAL RESOURCES (Line 13 + Line 27)**	**$ 12,908,799.00**	**$ 13,889,284.77**	**$ -**	**$ 13,889,284.77**	**$ 980,485.77**

GENERAL FUND
STATEMENT OF EXPENDITURES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

		BUDGET	ACTUAL Y-T-D 6/30/2023	ENCUMBERED	TOTAL 6/30/2023	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
INSTRUCTION							
1111	Elementary, K-5	1,777,632.49	1,424,009.78	-	1,424,009.78	353,622.71	
1113	Elementary Extra-curricular	17,442.75	1,850.35	-	1,850.35	15,592.40	
1121	Middle/Junior High Programs	734,134.35	672,064.17	-	672,064.17	62,070.18	
1122	curricular	24,371.09	23,712.48	-	23,712.48	658.61	
1131	High School Programs	515,652.89	554,317.85	-	554,317.85	(38,664.96)	
1132	High School Extra-curricular	109,764.17	129,419.26	-	129,419.26	(19,655.09)	
1140	Pre-kindergarten Programs	14,825.68	811.88	-	811.88	14,013.80	
1210	Programs for the Talented and Gifted	21,831.10	63,576.32	-	63,576.32	(41,745.22)	
1250	Less Restrictive Programs: Students w/ Disability	1,457,424.19	1,023,960.82	-	1,023,960.82	433,463.37	
1280	Alternative Education	49,287.95	4,848.72	-	4,848.72	44,439.23	
1288	Charter Schools	900,000.00	641,680.00	-	641,680.00	258,320.00	
1291	English Second Language Programs	92,746.39	93,293.21	-	93,293.21	(546.82)	
	TOTAL INSTRUCTION	5,715,113.05	4,633,544.84	-	4,633,544.84	1,081,568.21	81.08%
SUPPORT SERVICES							
2113	Social Work Services	57,254.00	43,450.00	-	43,450.00	13,804.00	
2114	Student Accounting Services	134,065.56	260,521.53	-	260,521.53	(126,455.97)	
2120	Guidance Services	111,172.48	0.01	-	0.01	111,172.47	
2134	Nurse Services	-	11,224.88	-	11,224.88	(11,224.88)	
2142	Psychological Testing Services	40,000.00	24,776.00	-	24,776.00	15,224.00	
2152	Speech Pathology Services	49,809.00	151,837.52	-	151,837.52	(102,028.52)	
2160	Other Student Treatment Services	14,000.00	34,847.39	-	34,847.39	(20,847.39)	
2190	Services	260,932.77	121,214.76	-	121,214.76	139,718.01	
2222	Library/Media Center	1,250.00	73.99	-	73.99	1,176.01	
2230	Assessment and Testing	-	10,394.24	-	10,394.24	(10,394.24)	
2240	Instructional Staff Development	1,000.00	2,370.00	-	2,370.00	(1,370.00)	
2310	Board of Education Services	180,750.00	150,078.81	-	150,078.81	30,671.19	
2321	Office of the Superintendent Services	373,103.32	342,079.52	-	342,079.52	31,023.80	
2410	Office of the Principal Services	1,046,123.95	890,168.49	-	890,168.49	155,955.46	
2520	Fiscal Services	484,102.82	424,456.35	-	424,456.35	59,646.47	

GENERAL FUND
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

			BUDGET	ACTUAL Y-T-D 6/30/2023	ENCUMBERED	TOTAL 6/30/2023	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
2540		Services	647,011.50	571,410.49	-	571,410.49	75,601.01	
2543		Care and Upkeep of Grounds Services	-	537.68	-	537.68	(537.68)	
2550		Student Transportation Services	1,459,363.62	1,275,106.40	-	1,275,106.40	184,257.22	
2558		Services	54,103.06	9,624.22	-	9,624.22	44,478.84	
2660		Technology Services	267,915.27	143,902.99	-	143,902.99	124,012.28	
		TOTAL SUPPORT SERVICES	5,181,957.35	4,468,075.27	-	4,468,075.27	713,882.08	86.22%
OTHER REQUIREMENTS								
5110		Long-Term Debt Service	19,995.00	19,994.80	-	19,994.80	0.20	
5200		Transfers of Funds						
5200	790	Food Service	120,000.00	120,000.00		120,000.00	-	
5200		ASB Leadership	-	3,006.78		3,006.78	(3,006.78)	
		ECS Fund	-	75,672.55		75,672.55	(75,672.55)	
5200	792	Bus Fund	210,000.00	136,000.00		136,000.00	74,000.00	
5200	794	Capital Projects	200,000.00	-		-	200,000.00	
6110		Operating Contingency	120,000.00	-		-	120,000.00	
7000		Unappropriated Ending Fund Balance	1,341,733.60	-		-	1,341,733.60	
		TOTAL OTHER REQUIREMENTS	2,011,728.60	354,674.13	-	354,674.13	1,657,054.47	17.63%
		TOTAL EXPENDITURES	$12,908,799.00	$ 9,456,294.24	$ -	$ 9,456,294.24	$ 3,452,504.76	73.25%
PROJECTED ENDING FUND BALANCE 6/30/23			$ -			$ 4,432,990.53	$ 4,432,990.53	

Special Revene Funds
Statement Comparing Revemie to Expenditures

				5	7					REVENUE			EXPENDITURES			
	#	Fund Title	SOURCE	End Date	Grant Amount	Reported in PR FYS	Grant C/O	Grant Amount	Beginning Cash	Y-T-D	Unclaimed	TOTAL	Y-T-D	ENCUMBERED	TOTAL	Balance
t	200	Donations							-	7,865.93		7,865.93	4,654.17	-	4,654.17	3,211.76
	203	Title I-A	ODE	9/30/2022	27,784.00	24,278.97	3,505.03	3,505.03	-	3,505.03	-	3,505.03		-	-	
		Title I-A	ODE	9/30/2023	32,339.00	-		32,339.00		22,034.14	10,304.86	32,339.00				
		Title IV	ODE	9/30/2023	10,763.00			10,763.00		10,763.00	-	10,763.00			-	
t	203				70,886.00	24,278.97	3,505.03	46,607.03		36,302.17	10,304.86	46,607.03	36,129.87	-	36,129.87	10,477.16
t	204	CNP Equipment Grant	ODE	6/30/2023	16,500.00	-		16,500.00	-	16,500.00	-	16,500.00	16,500.00	-	16,500.00	-
t	207	YTP	ESD	6/30/2023	29,102.65	-		29,102.65	-	29,102.65	-	29,102.65	29,102.65	-	29,102.65	-
	210	IDEA Part B 611	ODE	9/30/2024	102,455.00	-		102,455.00	-	86,760.90	15,694.10	102,455.00		-	-	
			ODE	9/30/2023	4,874.00	-		4,874.00		4,874.00	-	4,874.00				
t	210				107,329.00	-	-	107,329.00		91,634.90	15,694.10	107,329.00	91,634.90	-	91,634.90	15,694.10
	216	IDEA Part B, Section 619 2021-22 ARP	ODE	9/30/2023	849.00	-		849.00		-	849.00	849.00	-	-	-	
		IDEA Part B, Section 619 PassThru 2022-23	ODE	9/30/2023	1,592.00	1,313.40	278.60	278.60		-	278.60	278.60	-	-	-	
		IDEA Part B, Section 619 PassThru 2022-23	ODE	9/30/2024	1,453.00	-		1,453.00		-	1,453.00	1,453.00	-	-	-	
t	216				3,894.00	1,313.40	278.60	2,580.60		-	2,580.60	2,580.60	-	-	-	2,580.60
t	219	Student Activity Funds				-			-	-		-	-	-	-	-
t	221	Title II-A Teacher Quality	ODE	9/30/2023	5,670.00	-		5,670.00	-	5,670.00	-	5,670.00	5,670.00	-	5,670.00	-
t	226	ESSA Partnerships	ODE	9/30/2023	43,463.00	34,346.64		9,116.36	-	9,116.36		9,116.36	9,116.36	-	9,116.36	-
t	230	LEA ESSER	ODE	9/30/2023	91,564.37	23,312.96	68,251.41	68,251.41	-	2,277.30	65,974.11	68,251.41	2,277.30	-	2,277.30	65,974.11
t	232	ESSER III	ODE	9/30/2024	205,784.81	1,071.21	204,713.60	204,713.60	-	32,202.88	172,510.72	204,713.60	32,202.88	-	32,202.88	172,510.72
t	251	Student Success Act	ODE	6/30/2023	755,504.16	-		755,504.16	-	755,504.16	-	755,504.16	755,504.16	-	755,504.16	-
t	252	High School Success M98	ODE	6/30/2023	158,913.05	-		158,913.05	-	158,913.05	-	158,913.05	158,913.05	-	158,913.05	-
	254	Summer Learning Grant -HS	ODE	10/15/2022	13,561.55	-		13,561.55								-
		Summer Learning Grant - K-8	ODE	10/15/2022	66,388.39	-		66,388.39								
t	254				79,949.94	-	-	79,949.94	(4,974.69)	79,949.94	-	74,975.25	74,975.25	-	74,975.25	-
t	257	Baseball/Softball Program				-		-	3,706.94	-		3,706.94	-	-	-	3,706.94
t	258	Emergency Connectivity Fund				-			(191,263.48)	221,039.17		29,775.69	29,775.69	-	29,775.69	-
t	259	Student Activity Funds				-		-	-	62,567.62		62,567.62	19,318.72	-	19,318.72	43,248.90
t	263	Outdoor School	OSU	6/30/2023	8,126.00	-		8,126.00	-	8,126.00		8,126.00	8,126.00	-	8,126.00	-
t	265	Menstrual Dignity Act	ODE	6/30/2023	7,082.90	-		7,082.90	(807.75)	7,082.90	-	6,275.15	6,275.15	-	6,275.15	-
t	267	TAP Asbestos Assessment	ODE	12/31/2023	25,000.00	-		25,000.00	-	-	25,000.00	25,000.00	-	-	-	25,000.00
t	268	HB4030 Educator Retention	ODE	6/30/2023	124,921.62	-		124,921.62	-	106,183.38	18,738.24	124,921.62	124,921.62	-	124,921.62	-
t	290	Bus Replacement Fund	TRANSFE			-		-	35,386.62	287,648.00		323,034.62	295,747.00	-	295,747.00	27,287.62
t	291	KV Summer Transportation	KV			-		-	(2,472.23)	13,185.47		10,713.24	4,775.87	-	4,775.87	5,937.37
t	292	OSCIM Mar 2020 Bond	ODE	3/30/2024	2,100,000.00	-		2,100,000.00	-	-	2,100,000.00	2,100,000.00	-	-	-	2,100,000.00
t	299	Nutrition Services				-		-	(92,439.31)	259,181.41		166,742.10	216,166.95	-	216,166.95	(49,424.85)
t	Other	Federal School Improvement Funds to CSI & TSI Schools 22-23	ODE	9/30/2024	85,011.15	-		85,011.15	-	-	85,011.15	85,011.15	-	-	-	85,011.15
t		Local Food for Schools (LFS) 23-24	ODE	8/31/2024	1,316.95	-		1,316.95	-	-	1,316.95	1,316.95	-	-	-	1,316.95
												-				
t		TOTAL			4,182,078.54	109,915.55	280,532.27		(252,863.90)	2,190,053.29	2,497,130.73	4,434,320.12	1,921,787.59	-	1,921,787.59	2,512,532.53

DEBT SERVICE
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

			BUDGET	ACTUAL Y-T-D 6/30/2023	ENCUMBERED	TOTAL 6/30/2023	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES								
1111		CURRENT YEAR'S TAXES	**$ 85,000.00**	$ 79,431.72		**79,431.72**	**5,568.28**	
1112		PRIOR YEAR'S TAXES	**1,000.00**	246.68		**246.68**	**753.32**	
1190		PRIOR YEAR'S TAXES	**-**	75.81		**75.81**	**(75.81)**	
1510		INTEREST EARNINGS	**25.00**	-		**-**	**25.00**	
5400		BEGINNING FUND BALANCE	**6,000.00**	29,438.02		**29,438.02**	**(23,438.02)**	
		TOTAL INSTRUCTION	**92,025.00**	**109,192.23**	**-**	**109,192.23**	**(17,167.23)**	
EXPENDITURES								
5110		Long-Term Debt Service						
5110	610	Redemption of Principal	**25,000.00**	**25,000.00**	**-**	**25,000.00**	**-**	
5110	621	Regular Interest	**62,700.00**	**62,588.36**	**-**	**62,588.36**	**111.64**	
7000		Unappropriated Ending Fund Balance	**4,325.00**	**-**	**-**	**-**	**4,325.00**	
		TOTAL EXPENDITURES	**92,025.00**	**87,588.36**	**-**	**87,588.36**	**4,436.64**	**95.18%**

CAPITAL PROJECTS (400)
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

			ACTUAL Y-T-D				TOTAL	BALANCE FAVORABLE/	--%--
		BUDGET	6/30/2023	ENCUMBERED	Requisitions	ENCUMBERED	6/30/2023	(UNFAVORABLE)	COMMITTED
RESOURCES									
1510	Interest Earnings	**$ -**	$ -				**-**	**-**	
5200	Transfer from General Fund	**200,000.00**	-				**-**	**200,000.00**	
5400	Beginning Fund Balance	**274,747.00**	274,747.25				**274,747.25**	**(0.25)**	
	TOTAL INSTRUCTION	**474,747.00**	**274,747.25**	**-**	**-**	**-**	**274,747.25**	**199,999.75**	
EXPENDITURES									
4150	Building Improvement	**474,747.00**	**-**	**-**	**-**	**-**	**-**	**474,747.00**	
7000	Unappropriated Ending Fund Balance	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
	TOTAL EXPENDITURES	**474,747.00**	**-**	**-**	**-**	**-**	**-**	**474,747.00**	**0.00%**

BOND 2021 (410)
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

		BUDGET	ACTUAL Y-T-D 6/30/2023	ENCUMBERED	TOTAL 6/30/2023	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	**$ -**	$ -		**-**	**-**	
5400	Beginning Fund Balance	**1,782,128.00**	1,727,210.20		**1,727,210.20**	**54,917.80**	
	TOTAL INSTRUCTION	**1,782,128.00**	**1,727,210.20**	**-**	**1,727,210.20**	**54,917.80**	
EXPENDITURES							
4150	Building Improvement	**1,782,128.00**	**234,571.93**	**-**	**234,571.93**	**1,547,556.07**	
7000	Unappropriated Ending Fund Balance	**-**	**-**	**-**	**-**	**-**	
	TOTAL EXPENDITURES	**1,782,128.00**	**234,571.93**	**-**	**234,571.93**	**1,547,556.07**	**13.16%**

GENERAL FUND
STATEMENT OF RESOURCES
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

LINE		SOURCE	BUDGET	Y-T-D 6/30/2023	PROJECTED	TOTAL 6/30/2023	BALANCE OVER/(UNDER)
		STATE SCHOOL SUPPORT FORMULA					
1	1111	CURRENT YEAR'S TAXES	**$ 450,000.00**	$ 486,095.20		**$ 486,095.20**	**$ 36,095.20**
2	1112	PRIOR YEAR'S TAXES	**1,500.00**	1,813.58		**1,813.58**	**313.58**
3	1113	OTHER TAXES		-		**-**	**-**
4	1190	INTEREST ON TAX COLLECTIONS	**1,000.00**	878.78		**878.78**	**(121.22)**
5	2101	COUNTY SCHOOL FUND	**2,500.00**	7,543.01		**7,543.01**	**5,043.01**
6	3103	COMMON SCHOOL FUND	**26,000.00**	63,817.04	-	**63,817.04**	**37,817.04**
7	3101	STATE SCHOOL SUPPORT FUND	**10,531,799.00**	11,022,206.47		**11,022,206.47**	**490,407.47**
8	4801	FEDERAL FOREST FEES	**-**	-	-	**-**	**-**
9		**TOTAL 2022-23 SSSF SOURCES (Line 1 - Line 8)**	**11,012,799.00**	**11,582,354.08**	**-**	**11,582,354.08**	**569,555.08**
		STATE SCHOOL SUPPORT FORMULA (Prior Yr Adjustments)					
10		STATE SCHOOL SUPPORT FUND 21-22		**735,091.91**		**735,091.91**	**735,091.91**
11		HIGH COST GRANT		**17,380.04**		**17,380.04**	**17,380.04**
12		**TOTAL SSSF PRIOR YR ADJ (Line 10 - Line 11)**	**-**	**752,471.95**	**-**	**752,471.95**	**752,471.95**
13		**TOTAL SSSF SOURCES (Line 9 + Line 12)**	**11,012,799.00**	**12,334,826.03**	**-**	**12,334,826.03**	**1,322,027.03**
		NON STATE SCHOOL SUPPORT FORMULA SOURCES					
		LOCAL SOURCES					
14	1412	TRANSPORTATION FEE FROM OTHER DISTRICTS	**-**	209,813.95		**209,813.95**	**209,813.95**
15	1510	EARNINGS ON INVESTMENTS	**25,000.00**	140,538.77		**140,538.77**	**115,538.77**
16	1710	ADMISSION - GATE FEES	**-**	1,532.26		**1,532.26**	**1,532.26**
17	1920	DONATIONS	**2,000.00**	1,000.00		**1,000.00**	**(1,000.00)**
18	1940	SERVICES PROVIDED OTHER LEAs	**35,000.00**	-		**-**	**(35,000.00)**
19	1980	FEES CHARGED OTHER GRANTS	**4,000.00**	5,076.19		**5,076.19**	**1,076.19**
20	1990	MISCELLANEOUS REVENUE	**15,000.00**	44,673.58		**44,673.58**	**29,673.58**
21		**TOTAL LOCAL SOURCES (Line 14 - Line 20)**	**81,000.00**	**402,634.75**	**-**	**402,634.75**	**321,634.75**
		OTHER SOURCES					
22	2102	REVENUE THROUGH ESD	**5,000.00**	-		**-**	**(5,000.00)**
23	3203	SPECIAL EDUCATION PROGRAMS	**5,000.00**	8,125.00		**8,125.00**	**3,125.00**
24	5300	INSURANCE REIMBURSEMENT	**5,000.00**	-		**-**	**(5,000.00)**
25	5400	BEGINNING CASH	**1,800,000.00**	1,143,698.99		**1,143,698.99**	**(656,301.01)**
26		**TOTAL OTHER SOURCES (Line 22 - Line 26)**	**1,815,000.00**	**1,151,823.99**	**-**	**1,151,823.99**	**(663,176.01)**
27		**TOTAL NON SSSF SOURCES (Line 21 + Line 27)**	**1,896,000.00**	**1,554,458.74**	**-**	**1,554,458.74**	**(341,541.26)**
28		**TOTAL RESOURCES (Line 13 + Line 27)**	**$ 12,908,799.00**	**$ 13,889,284.77**	**$ -**	**$ 13,889,284.77**	**$ 980,485.77**

GENERAL FUND
STATEMENT OF EXPENDITURES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

		BUDGET	ACTUAL Y-T-D 6/30/2023	ENCUMBERED	TOTAL 6/30/2023	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
INSTRUCTION							
1111	Elementary, K-5	1,777,632.49	1,424,009.78	-	1,424,009.78	353,622.71	
1113	Elementary Extra-curricular	17,442.75	1,850.35	-	1,850.35	15,592.40	
1121	Middle/Junior High Programs	734,134.35	672,064.17	-	672,064.17	62,070.18	
1122	Middle/Junior High School Extra-curricular	24,371.09	23,712.48	-	23,712.48	658.61	
1131	High School Programs	515,652.89	554,317.85	-	554,317.85	(38,664.96)	
1132	High School Extra-curricular	109,764.17	129,419.26	-	129,419.26	(19,655.09)	
1140	Pre-kindergarten Programs	14,825.68	811.88	-	811.88	14,013.80	
1210	Programs for the Talented and Gifted	21,831.10	63,576.32	-	63,576.32	(41,745.22)	
1250	Less Restrictive Programs: Students w/ Disability	1,457,424.19	1,023,960.82	-	1,023,960.82	433,463.37	
1280	Alternative Education	49,287.95	4,848.72	-	4,848.72	44,439.23	
1288	Charter Schools	900,000.00	641,680.00	-	641,680.00	258,320.00	
1291	English Second Language Programs	92,746.39	93,293.21	-	93,293.21	(546.82)	
	TOTAL INSTRUCTION	5,715,113.05	4,633,544.84	-	4,633,544.84	1,081,568.21	81.08%
SUPPORT SERVICES							
2113	Social Work Services	57,254.00	43,450.00	-	43,450.00	13,804.00	
2114	Student Accounting Services	134,065.56	260,521.53	-	260,521.53	(126,455.97)	
2120	Guidance Services	111,172.48	0.01	-	0.01	111,172.47	
2134	Nurse Services	-	11,224.88	-	11,224.88	(11,224.88)	
2142	Psychological Testing Services	40,000.00	24,776.00	-	24,776.00	15,224.00	
2152	Speech Pathology Services	49,809.00	151,837.52	-	151,837.52	(102,028.52)	
2160	Other Student Treatment Services	14,000.00	34,847.39	-	34,847.39	(20,847.39)	
2190	Services	260,932.77	121,214.76	-	121,214.76	139,718.01	
2222	Library/Media Center	1,250.00	73.99	-	73.99	1,176.01	
2230	Assessment and Testing	-	10,394.24	-	10,394.24	(10,394.24)	
2240	Instructional Staff Development	1,000.00	2,370.00	-	2,370.00	(1,370.00)	
2310	Board of Education Services	180,750.00	150,078.81	-	150,078.81	30,671.19	
2321	Office of the Superintendent Services	373,103.32	342,079.52	-	342,079.52	31,023.80	
2410	Office of the Principal Services	1,046,123.95	890,168.49	-	890,168.49	155,955.46	

GENERAL FUND
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

			BUDGET	ACTUAL Y-T-D 6/30/2023	ENCUMBERED	TOTAL 6/30/2023	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
2520		Fiscal Services	484,102.82	424,456.35	-	424,456.35	59,646.47	
2540		Services	647,011.50	571,410.49	-	571,410.49	75,601.01	
2543		Care and Upkeep of Grounds Services	-	537.68	-	537.68	(537.68)	
2550		Student Transportation Services	1,459,363.62	1,275,106.40	-	1,275,106.40	184,257.22	
2558		Special Education Transportation Services	54,103.06	9,624.22	-	9,624.22	44,478.84	
2660		Technology Services	267,915.27	143,902.99	-	143,902.99	124,012.28	
		TOTAL SUPPORT SERVICES	5,181,957.35	4,468,075.27	-	4,468,075.27	713,882.08	86.22%
OTHER REQUIREMENTS								
5110		Long-Term Debt Service	19,995.00	19,994.80	-	19,994.80	0.20	
5200		Transfers of Funds						
5200	790	Food Service	120,000.00	120,000.00		120,000.00	-	
5200		ASB Leadership	-	3,006.78		3,006.78	(3,006.78)	
		ECS Fund	-	75,672.55		75,672.55	(75,672.55)	
5200	792	Bus Fund	210,000.00	136,000.00		136,000.00	74,000.00	
5200	794	Capital Projects	200,000.00	-		-	200,000.00	
6110		Operating Contingency	120,000.00	-		-	120,000.00	
7000		Unappropriated Ending Fund Balance	1,341,733.60	-		-	1,341,733.60	
		TOTAL OTHER REQUIREMENTS	2,011,728.60	354,674.13	-	354,674.13	1,657,054.47	17.63%
		TOTAL EXPENDITURES	$ 12,908,799.00	$ 9,456,294.24	$ -	$ 9,456,294.24	$ 3,452,504.76	73.25%
PROJECTED ENDING FUND BALANCE 6/30/23			$ -			$ 4,432,990.53	$ 4,432,990.53	

Special Revene Funds
Statement Comparing Revemie to Expenditures

					5	7				REVENUE			EXPENDITURES			
	#	Fund Title	SOURCE	End Date	Grant Amount	Reported in PR FYS	Grant C/O	Grant Amount	Beginning Cash	Y-T-D	Unclaimed	TOTAL	Y-T-D	ENCUMBERED	TOTAL	Balance
t	200	Donations							-	7,865.93		7,865.93	4,654.17	-	4,654.17	3,211.76
	203	Title I-A	ODE	9/30/2022	27,784.00	24,278.97	3,505.03	3,505.03	-	3,505.03	-	3,505.03		-	-	
		Title I-A	ODE	9/30/2023	32,339.00	-		32,339.00		22,034.14	10,304.86	32,339.00				
		Title IV	ODE	9/30/2023	10,763.00			10,763.00		10,763.00	-	10,763.00			-	
t	203				70,886.00	24,278.97	3,505.03	46,607.03		36,302.17	10,304.86	46,607.03	36,129.87	-	36,129.87	10,477.16
t	204	CNP Equipment Grant	ODE	6/30/2023	16,500.00	-		16,500.00	-	16,500.00	-	16,500.00	16,500.00	-	16,500.00	-
t	207	YTP	ESD	6/30/2023	29,102.65	-		29,102.65	-	29,102.65	-	29,102.65	29,102.65	-	29,102.65	-
	210	IDEA Part B 611	ODE	9/30/2024	102,455.00	-		102,455.00	-	86,760.90	15,694.10	102,455.00		-	-	
			ODE	9/30/2023	4,874.00	-		4,874.00		4,874.00	-	4,874.00				
t	210				107,329.00	-	-	107,329.00		91,634.90	15,694.10	107,329.00	91,634.90	-	91,634.90	15,694.10
	216	IDEA Part B, Section 619 2021-22 ARP	ODE	9/30/2023	849.00	-		849.00		-	849.00	849.00	-	-	-	
		IDEA Part B, Section 619 PassThru 2022-23	ODE	9/30/2023	1,592.00	1,313.40	278.60	278.60		-	278.60	278.60	-	-	-	
		IDEA Part B, Section 619 PassThru 2022-23	ODE	9/30/2024	1,453.00	-		1,453.00		-	1,453.00	1,453.00	-	-	-	
t	216				3,894.00	1,313.40	278.60	2,580.60		-	2,580.60	2,580.60	-	-	-	2,580.60
t	219	Student Activity Funds				-			-	-		-	-	-	-	-
t	221	Title II-A Teacher Quality	ODE	9/30/2023	5,670.00	-		5,670.00	-	5,670.00	-	5,670.00	5,670.00	-	5,670.00	-
t	226	ESSA Partnerships	ODE	9/30/2023	43,463.00	34,346.64		9,116.36	-	9,116.36		9,116.36	9,116.36	-	9,116.36	-
t	230	LEA ESSER	ODE	9/30/2023	91,564.37	23,312.96	68,251.41	68,251.41	-	2,277.30	65,974.11	68,251.41	2,277.30	-	2,277.30	65,974.11
t	232	ESSER III	ODE	9/30/2024	205,784.81	1,071.21	204,713.60	204,713.60	-	32,202.88	172,510.72	204,713.60	32,202.88	-	32,202.88	172,510.72
t	251	Student Success Act	ODE	6/30/2023	755,504.16	-		755,504.16	-	755,504.16	-	755,504.16	755,504.16	-	755,504.16	-
t	252	High School Success M98	ODE	6/30/2023	158,913.05	-		158,913.05	-	158,913.05	-	158,913.05	158,913.05	-	158,913.05	-
	254	Summer Learning Grant -HS	ODE	10/15/2022	13,561.55	-		13,561.55								-
		Summer Learning Grant - K-8	ODE	10/15/2022	66,388.39	-		66,388.39								
t	254				79,949.94	-	-	79,949.94	(4,974.69)	79,949.94	-	74,975.25	74,975.25	-	74,975.25	-
t	257	Baseball/Softball Program				-		-	3,706.94	-		3,706.94	-	-	-	3,706.94
t	258	Emergency Connectivity Fund				-			(191,263.48)	221,039.17		29,775.69	29,775.69	-	29,775.69	-
t	259	Student Activity Funds				-		-	-	62,567.62		62,567.62	19,318.72	-	19,318.72	43,248.90
t	263	Outdoor School	OSU	6/30/2023	8,126.00	-		8,126.00	-	8,126.00		8,126.00	8,126.00	-	8,126.00	-
t	265	Menstrual Dignity Act	ODE	6/30/2023	7,082.90	-		7,082.90	(807.75)	7,082.90	-	6,275.15	6,275.15	-	6,275.15	-
t	267	TAP Asbestos Assessment	ODE	12/31/2023	25,000.00	-		25,000.00	-	-	25,000.00	25,000.00	-	-	-	25,000.00
t	268	HB4030 Educator Retention	ODE	6/30/2023	124,921.62	-		124,921.62	-	106,183.38	18,738.24	124,921.62	124,921.62	-	124,921.62	-
t	290	Bus Replacement Fund	TRANSFER			-		-	35,386.62	287,648.00		323,034.62	295,747.00	-	295,747.00	27,287.62
t	291	KV Summer Transportation	KV			-		-	(2,472.23)	13,185.47		10,713.24	4,775.87	-	4,775.87	5,937.37
t	292	OSCIM Mar 2020 Bond	ODE	3/30/2024	2,100,000.00	-		2,100,000.00	-	-	2,100,000.00	2,100,000.00	-	-	-	2,100,000.00
t	299	Nutrition Services				-		-	(92,439.31)	259,181.41		166,742.10	216,166.95	-	216,166.95	(49,424.85)
t	Other	Federal School Improvement Funds to CSI & TSI Schools 22-23	ODE	9/30/2024	85,011.15	-		85,011.15	-	-	85,011.15	85,011.15	-	-	-	85,011.15
t		Local Food for Schools (LFS) 23-24	ODE	8/31/2024	1,316.95	-		1,316.95	-	-	1,316.95	1,316.95	-	-	-	1,316.95
												-				
t		TOTAL			4,182,078.54	109,915.55	280,532.27		(252,863.90)	2,190,053.29	2,497,130.73	4,434,320.12	1,921,787.59	-	1,921,787.59	2,512,532.53

DEBT SERVICE
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

			BUDGET	ACTUAL Y-T-D 6/30/2023	ENCUMBERED	TOTAL 6/30/2023	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES								
1111		CURRENT YEAR'S TAXES	**$ 85,000.00**	$ 79,431.72		**79,431.72**	**5,568.28**	
1112		PRIOR YEAR'S TAXES	**1,000.00**	246.68		**246.68**	**753.32**	
1190		PRIOR YEAR'S TAXES	**-**	75.81		**75.81**	**(75.81)**	
1510		INTEREST EARNINGS	**25.00**	-		**-**	**25.00**	
5400		BEGINNING FUND BALANCE	**6,000.00**	29,438.02		**29,438.02**	**(23,438.02)**	
		TOTAL INSTRUCTION	**92,025.00**	**109,192.23**	**-**	**109,192.23**	**(17,167.23)**	
EXPENDITURES								
5110		Long-Term Debt Service						
5110	610	Redemption of Principal	**25,000.00**	**25,000.00**	**-**	**25,000.00**	**-**	
5110	621	Regular Interest	**62,700.00**	**62,588.36**	**-**	**62,588.36**	**111.64**	
7000		Unappropriated Ending Fund Balance	**4,325.00**	**-**	**-**	**-**	**4,325.00**	
		TOTAL EXPENDITURES	**92,025.00**	**87,588.36**	**-**	**87,588.36**	**4,436.64**	**95.18%**

CAPITAL PROJECTS (400)
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

			ACTUAL Y-T-D				TOTAL	BALANCE FAVORABLE/	--%--
		BUDGET	6/30/2023	ENCUMBERED	Requisitions	ENCUMBERED	6/30/2023	(UNFAVORABLE)	COMMITTED
RESOURCES									
1510	Interest Earnings	$ -	$ -				-	-	
5200	Transfer from General Fund	200,000.00	-				-	200,000.00	
5400	Beginning Fund Balance	274,747.00	274,747.25				274,747.25	(0.25)	
	TOTAL INSTRUCTION	474,747.00	274,747.25	-	-	-	274,747.25	199,999.75	
EXPENDITURES									
4150	Building Improvement	474,747.00	-	-	-	-	-	474,747.00	
7000	Unappropriated Ending Fund Balance	-	-	-	-	-	-	-	
	TOTAL EXPENDITURES	474,747.00	-	-	-	-	-	474,747.00	0.00%

BOND 2021 (410)
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2022-23
As of June 30, 2023

		BUDGET	ACTUAL Y-T-D 6/30/2023	ENCUMBERED	TOTAL 6/30/2023	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	$ -	$ -		-	-	
5400	Beginning Fund Balance	1,782,128.00	1,727,210.20		1,727,210.20	54,917.80	
	TOTAL INSTRUCTION	1,782,128.00	1,727,210.20	-	1,727,210.20	54,917.80	
EXPENDITURES							
4150	Building Improvement	1,782,128.00	234,571.93	-	234,571.93	1,547,556.07	
7000	Unappropriated Ending Fund Balance	-	-	-	-	-	
	TOTAL EXPENDITURES	1,782,128.00	234,571.93	-	234,571.93	1,547,556.07	13.16%

Strengthening Rural Families
and the
Alsea School District
Memorandum of Understanding

Purpose: To partner and collaborate in Alsea, Oregon to increase access to quality pre-kindergarten experiences for children; support kindergarten readiness, promote family stability; and increase the integration, coordination, and alignment of early learning services. Specifically, this partnership will result in the development and implementation of a pre-school program for children, prior to their start of kindergarten.

Conditions: Partners agree to the following commitments.

Strengthening Rural Families Commitments:

1. To act as a project manager and employ staff for the Alsea Pups preschool program.
2. To help identify opportunities for efficiency and improved early learning outcomes.
3. To work in partnership with the Alsea School District to coordinate programs, referrals and align services. This would include particular attention to communicating and alignment with the kindergarten staff.
4. To communicate with partners to provide program updates and strategize on student contacts and referrals.
5. To offer a preschool program aligned with the school calendar.
6. To participate in shared professional development.
7. To share reporting information in a timely manner.
8. Strengthening Rural Families will cover the monthly costs of utilities, including phone, electric, internet, garbage, water, and sewer.
9. To pursue opportunities to blend, braid and leverage funding for program sustainability.
10. To conduct basic janitorial services and upkeep to the Alsea School District facility in which the preschool is housed.
11. To help facilitate any issues that may arise on district transportation with any student who attends preschool and uses district transportation.

Alsea School District Commitments:

1. To provide funding, services, project management, supplies, facilities, and administrative support for the preschool program, including transportation, basic janitorial services, and access to the Alsea School District food program.
2. To work in partnership with Strengthening Rural Families and the Alsea Pups Preschool to coordinate programs, referrals and align services. This would include particular attention to communication and alignment between the kindergarten staff and the Alsea Pups Preschool staff.
3. To engage in outreach to Alsea School District students and families that promote participation.
4. To participate in shared professional development.
5. To share reporting information in a timely manner.
6. To pursue opportunities to blend, braid and leverage funding for program sustainability.

Termination: In the event of breach of this Agreement or failure by either partner to perform the services described hereunder, either party shall be entitled to terminate this Agreement upon ten (10) days' notice, to permit the opportunity to cure if possible.

Misc: This Agreement represents the entire agreement and understanding of matters between the parties and supports and complements any existing agreements.

Contacts: Coordination of the work of this agreement will be the shared responsibility of Strengthening Rural Families, Paul Smith, Executive Director, or his designees and Alsea School District Superintendent, Krista Nieraetn, or her designees. All inquiries regarding this agreement and implementation of the conditions should be directed to these contact persons.

Agreement: If this document correctly sets forth your understanding of the terms of this agreement, please countersign this agreement and keep a copy for your records.

By: Strengthening Rural Families

8/10/23

Executive Director — Date

By: Alsea School District

8/10/23

Superintendent or Designee — Date

Income

	Original Budget	Current Budget	Actual Income To-Date	Notes
Bond Sale	$ 2,100,000.00	$ 2,289,477.00	$ 2,289,477.00	Bond value $2.1M plus premium of $189,477
OSCIM Grant	$ 2,100,000.00	$ 2,100,000.00	$ -	Amount verified with State 1/23; contingent on spending this amount by 3/24
ESSER Funds	$ -	$ 232,879.26	$ -	ESSER II $68,251.41 (spend by 9/23) and ESSER III $164,627.85 (spend by 9/24) afetr "unfinished learning" deductions
Totals	**$ 4,622,356.26**	**$ 2,289,477.00**	**$ -**	

Expenses [1]

	Original Budget	Current Budget	Committed Costs	Paid To-Date	Notes
Construction Co		$ 3,784,748.02	#REF!	#REF!	Budget is based on available funds. Committed costs are for contracts approved to-date.
Design Fees		$ 370,000.00	#REF!	#REF!	Committed costs includes fees for geotech, survey and haz material study paid by Architect. Budget is estimated including new VOC Building design.
Consultant Fees		$ 50,000.00	#REF!	#REF!	Fees for soil testing, special inspections, commissioning and misc consulting.
Project Management		$ 62,000.00	#REF!	#REF!	IMS not-to-exceed fee.
Permits & Fees		$ 40,000.00	#REF!	#REF!	Permit and site plan fees; no SDCs per County.
Furnishings		$ -	#REF!	#REF!	Furnishings, equipment, computers, etc. are either in possession or being funded separately.
Other Project Costs		$ 115,608.24	$ 115,608.24	#REF!	Attorney, bank fees & advertising paid. Builder's risk insurance not included yet.
Owner's Contingency		$ 200,000.00	NA	NA	For unforeseen costs based on current construction budget.
Totals	**$ 4,622,356.26**	**#REF!**	**#REF!**	**$ -**	

[1] Chris Giggy:
Expenses updated thru May 2023

Alsea School Bond Project Expense Details

Committed Cost To-Date

Organization	ASD PO #	Construction	Design	Consultants	Project Mgmt	Permits & Fees	Furnishings	Other	Description
Ball Janik								$ 6,750.00	Bond attorney
Benton County						$ 19,716.11			Permits
BMO								$ 1,820.00	Bond Use Permit
Cole Surveying				$ 2,500.00					Flood plane certifications required for Panel Room construction; added fence surveying for vocational building site plan
Consumers Power		$ 57,460.00							Utility fees & transformer; paid in full
CB Construction - Preconstruction		$ 24,760.48							General contractor - preconstruction and miscellaneous paid prior to 1/23
CB Construction - Restrooms		$ 233,517.00							General contractor - T&M for student restrooms; $4,040 deducted from contract 4/23 for work removed from scope in 2022
CB Construction - Panel Room	23240054	$ 340,074.50							General contractor - GMP executed 2/13/23; includes PCCO1 for sewer line to kitchen
CB Construction - VOC Building		$ 113,061.47							General contractor - value shown is for work completed in late 2022 for original design; redesign pending for new budget
CB Construction - Power Upgrade	23240052	$ 745,865.03							General contractor - GMP executed 2/13/23
CB Construction - HVAC Upgrade	23240053	$ 606,852.82							General contractor - GMP to be executed 3/9
Dunn Carney								$ 1,778.00	Attorney
FEI - Soil Testing				$ 1,164.00					Soil sample lab fees
FEI - Special Inspections				$ 1,161.00					Special inspections for Panel Room; other work pending
Foundation Engineering				$ 1,320.00					Geotechnical engineering; most paid thru Straightline
HMK				$ 4,795.00					Misc. consulting
IMS					$ 62,000.00				Project management
Interface				$ 19,100.00					Commissioning for HVAC & Electrical Upgrade
Modular Building Rental		$ 780.42							March 2023 period paid direct by District; future rental paid by contractor
Roto-Rooter		$ 325.00							Sewer line locate
S&P Global								$ 12,250.00	Rating for bond sale
Soderstrom			$ 27,125.00						VOC Building Design
Straightline Architects			$ 229,750.00						Design - fees & expenses at 6.2% of $4M per Straightline 12/22 invoice; plus geotech and other consultants paid on behalf of District. Modified 4/23 to remove VOC CA from scope.
WL Thomas				$ 350.00					Hazardous material testing
ZCS				$ 7,500.00					Seismic grant application
"Other Bond Issuance Costs"								$ 94,041.00	Bond costs
Totals		$ 2,122,696.72	$ 256,875.00	$ 37,890.00	$ 62,000.00	$ 19,716.11	$ -	$ 116,639.00	

Total Committed To-Date = $ 2,615,816.83

Paid To-Date

Organization		Construction	Design	Consultants	Project Mgmt	Permits & Fees	Furnishings	Other
Ball Janik								$ 6,750.00
Benton County						$ 19,716.11		
BMO								$ 1,820.00
Cole Surveying				$ 1,150.00				
Consumers Power		$ 57,460.00						
CB Construction - Preconstruction		$ 24,760.48						
CB Construction - Restrooms		$ 233,517.00						

Alsea School Bond Project Expense Details

Paid To-Date

Organization		Construction	Design	Consultants	Project Mgmt	Permits & Fees	Furnishings	Other
CB Construction - Panel Room								
CB Construction - VOC Building		$ 113,061.47						
CB Construction - Power Upgrade								
CB Construction - HVAC Upgrade								
Dunn Carney								$ 1,778.00
FEI Testing				$ 2,023.25				
Foundation Engineering				$ 1,320.00				
HMK				$ 4,795.00				
IMS					$ 33,880.00			
Interface				$ 930.00				
Modular Building Rental		$ 780.42						
Roto-Rooter		$ 325.00						
S&P Global								$ 12,250.00
Soderstrom								
Straightline Architects			$ 191,859.00					
WL Thomas				$ 350.00				
ZCS								
"Other Bond Issuance Costs"								$ 93,010.24
Totals		$ 429,904.37	$ 191,859.00	$ 10,568.25	$ 33,880.00	$ 19,716.11	$ -	$ 115,608.24

Total Actual Cost To-Date = $ 801,535.97

Alsea School District Bond Projects
Construction Manager's Report

Report Date: August 11, 2023

GENERAL OVERVIEW

Construction began mid-March on the Electrical Upgrades and Panel Room projects. That work is in progress with work now expected to continue into the school year. We're still being told the main switch gear won't deliver before May 2024 so the new systems can't be energized until that's installed. The contractor has been given notice that construction in the building can only occur on Fridays and weekends when there are no students and that the additional cost of the delay is their responsibility.

The HVAC Upgrade construction was supposed to start in June when school was over but was delayed until late July. HVAC equipment is now in progress but slower than expected. Electrical, roofing, plumbing and other work associated with the units is supposed to be completed before school starts. If not, they know they can't work in the school when classes are in session. None of the HVAC equipment will be operational until the switchgear mentioned above is installed which now looks like it will be next summer.

Schematic design for the new Vocational Building was completed in July with terrific input from staff. We contracted with a professional Estimator to develop a projected building cost for the revised design and the results were just received today and are being evaluated. We'll be reviewing the design and cost estimate with the Board next Thursday to get the go-ahead for final design. If approved, final design will be completed for bidding and permit by December with a goal of starting construction in early 2024 and completion by the end of that summer.

The District approved ZCS Engineering, a structural engineering firm, to prepare an application for a seismic grant in the late-2023 cycle. Previous applications were prepared by the former architect and were not successful. ZCS has specific expertise with seismic grant applications and seismic designs in Oregon. They are preparing the application for submission in November/December when the State opens the next round of reviews. Awards will be made the following spring. If successful, design will start by summer 2024 with a goal of completing construction during summer 2025. In addition, the District will be eligible for a TAP grant in early 2024 to fund the seismic grant assessment and application so there will be no impact to the District's budget even if the grant isn't awarded.

PROJECT TEAM

CB Construction has not managed the HVAC and electrical upgrade projects well and we continue to have issues with their performance. We'll be recommending to the Board that the Vocational Building construction be procured using a pre-qualified hard-bid method. With this approach, we'll request qualifications from good local commercial contractors and develop a short list of companies who will be invited to bid when design is completed.

BUDGET

The updated Budget Summary for bond project revenue and expenses is attached. Comments on revenue and expense elements are noted below.

Revenue

The current program budget is $4.62 million including ESSER funds and the OSCIM grant that doubles the value of the bond amount. Minor changes to the ESSER fund values were made earlier this month during review with the new Business Manager.

Expenses

The "Current Budget" column in Expenses shows the projected costs matched to the Revenue budget. There is $2 million available for design and construction of the Vocational Building or other uncommitted projects including $200k in Owner's Contingency for unforeseen costs on all projects.

The "Committed Costs" column shows the value of work that has been contracted so far. These values were reconciled with reports from the new Business Manager earlier this month to match the District's accounts.

The "Paid to-Date" column shows the value of work that has been paid for. To-date, $801k has been spent on completed work. We're assisting the Business Manager with initial applications for OSCIM grant funding.

SCHEDULE

The contractor has had multiple delays with the completion of the Panel Room, the latest of which is ordering the correct door and base flashings. Rather than proactively ordering materials and coordinating subcontractors, they wait until one element is completed before planning the next. We continue to push them for proactive planning with little success. In addition, there are a number of quality issues which we are having to identify before they will address, which also slows down the work. Their current plan is to complete the Panel Room by the end of August but we expect they will be working into the school year based on their past performance. Fortunately, delays in this work won't affect the overall program schedule or budget.

The main switchgear for the Electrical Upgrade has a long lead time and is not expected to arrive until April or May 2024 for installation that summer. We are continuing to ask for monthly updates from the vendor. In the meantime, we're pressing the contractor to install

all the other electrical panels and components so the whole system is ready to energize when the switchgear is installed.

The HVAC Upgrade construction finally started in late July. Most of the individual room units have been installed but the gym and hallway units are still pending. Electrical, plumbing and roof patching is projected to be completed in August but we expect this to continue into the school year based on the contractor's past performance. However, new HVAC equipment can't be energized until next year when the switchgear mentioned above is installed so the delays have no impact on the overall project schedule or cost.

The Vocational Building schematic design was completed on schedule last month with the new architect. The schematic cost estimate will be reviewed with the Board next week and we expect authorization to proceed with final design at that time. If approved, the architect will engage engineering consultants to prepare complete construction documents by the end of November. Our goal is to complete construction of the new Vocational Building by the end of summer 2024.

PROJECT-SPECIFIC ACTIVITY

Electrical Upgrade & Panel Room

Panel Room roof and siding have been completed. Doors and exterior flashing are pending. There are construction quality issues we're resolving with the contractor.



Insulation in the Panel Room has been installed and drywall is pending.



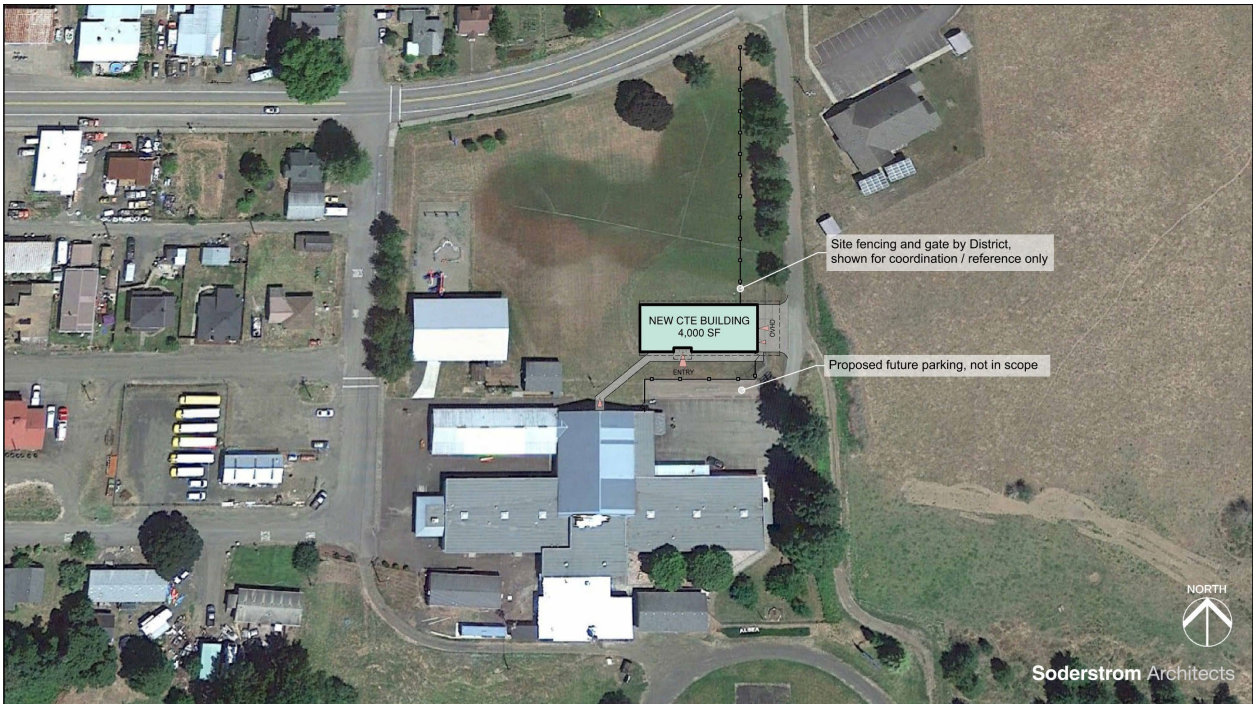
HVAC Upgrade

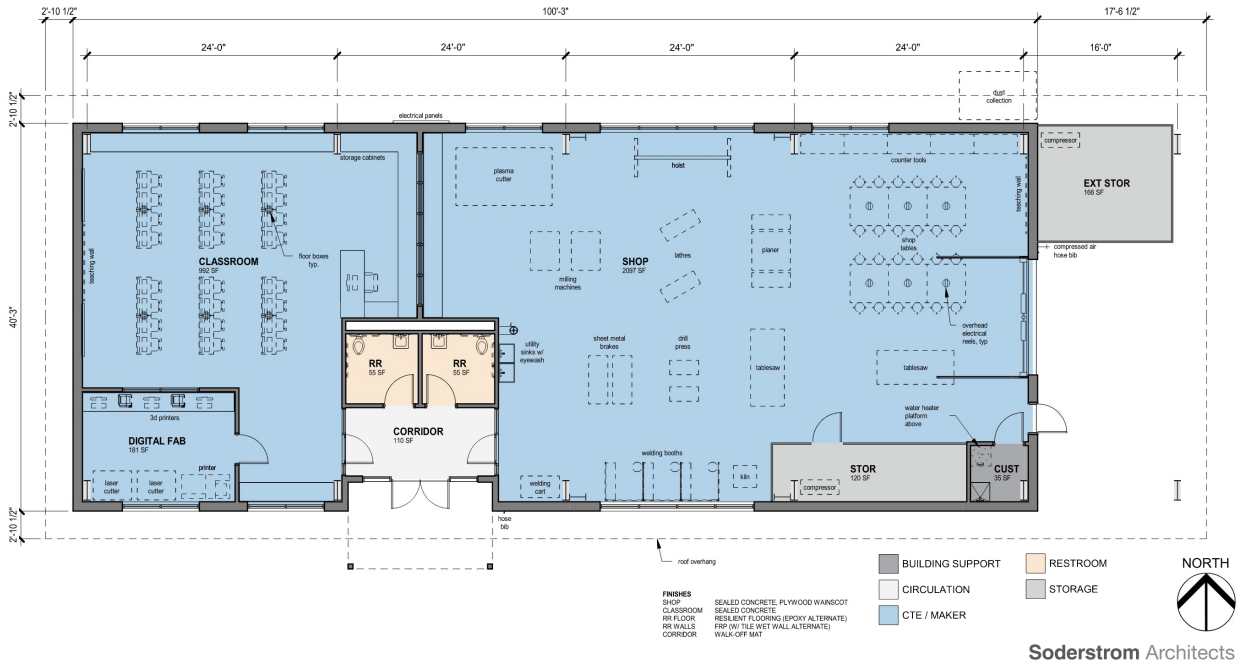
Heat pump units have been installed in classrooms and other individual rooms. Electrical and plumbing are pending.



Vocational Building

The final schematic plans for the building are shown below. We'll have a final review of them and the associated costs estimate for the Board next week.





COMMUNICATIONS

IMS Monthly Reports are being provided to the Bond Oversite Committee and the School Board each month and are provided to the District communication staff for distribution. No BOC meetings are currently scheduled as members have been participating in the design meetings.

Alsea School Bond Project Budget Summary - Updated August 9, 2023

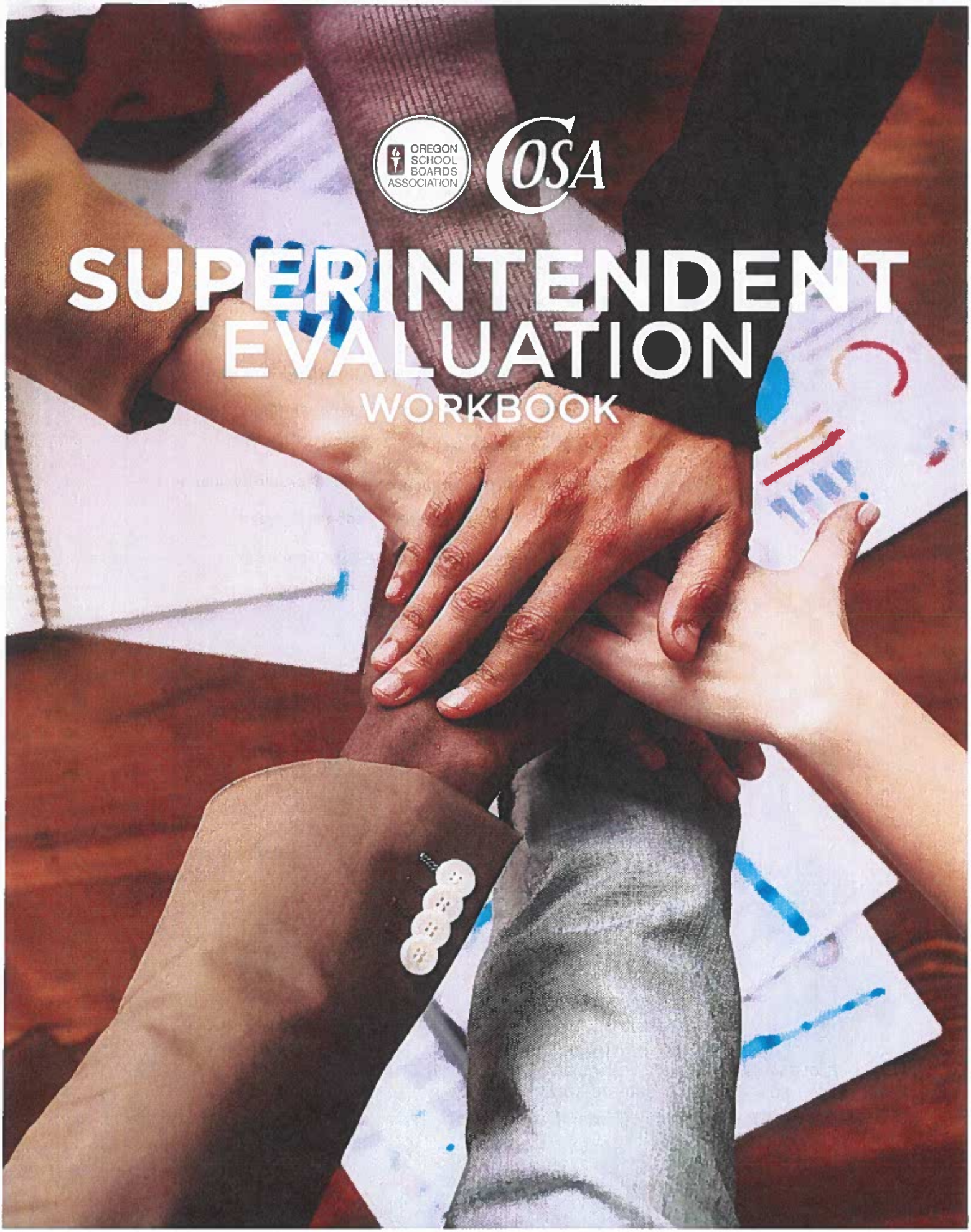
Income

	Original Budget	Current Budget	Actual Income To-Date	Notes
Bond Sale	$ 2,100,000.00	$ 2,289,477.00	$ 2,289,477.00	Bond value $2.1M plus premium of $189,477
OSCIM Grant	$ 2,100,000.00	$ 2,100,000.00	$ -	Amount verified with State 1/23; contingent on spending this amount by 3/24
ESSER Funds	$ -	$ 232,879.26	$ -	ESSER II $68,251.41 (spend by 9/23) and ESSER III $164,627.85 (spend by 9/24) afetr "unfinished learning" deductions
Totals	**$ 4,200,000.00**	**$ 4,622,356.26**	**$ 2,289,477.00**	

Expenses

	Original Budget	Current Budget	Committed Costs	Paid To-Date	Notes
Construction Cost		$ 3,784,748.02	$ 2,122,696.72	$ 429,904.37	Budget is based on available funds. Committed costs are for contracts approved to-date.
Design Fees		$ 370,000.00	$ 256,875.00	$ 191,859.00	Committed costs includes fees for geotech, survey and haz material study paid by Architect. Budget is estimated including new VOC Building design.
Consultant Fees		$ 50,000.00	$ 37,890.00	$ 10,568.25	Fees for soil testing, special inspections, commissioning and misc consulting.
Project Management		$ 62,000.00	$ 62,000.00	$ 33,880.00	IMS not-to-exceed fee.
Permits & Fees		$ 40,000.00	$ 19,716.11	$ 19,716.11	Permit and site plan fees; no SDCs per County.
Furnishings		$ -	$ -	$ -	Furnishings, equipment, computers, etc. are either in possession or being funded separately.
Other Project Costs		$ 115,608.24	$ 115,608.24	$ 115,608.24	Attorney, bank fees & advertising paid. Builder's risk insurance not included yet.
Owner's Contingency		$ 200,000.00	NA	NA	For unforeseen costs based on current construction budget.
Totals	**$ -**	**$ 4,622,356.26**	**$ 2,614,786.07**	**$ 801,535.97**	

7. **New Business**
    a. **Approve Superintendent evaluation standards, process & calendar**
    b. **Resolution 23-3 - Kings Valley contract**
    c. **Design based costed estimate for Vocational Building**
    d. **Soderstrom Fee Proposal**
    e. **Alternate Contracting Method - Request for Qualifications**
    f. **Stepping Stones Group - Contract for SPED services**


OREGON SCHOOL BOARDS ASSOCIATION
OSA
SUPERINTENDENT EVALUATION
WORKBOOK

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rev 6/2020

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,

Jim Green, OSBA Executive Director

Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
- reviewing past performance
- communicating future expectations and goals
- determining future professional development for the superintendent
- making ongoing employment decisions (contract extension and compensation)

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- PART 1 **SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
  These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- PART 2 **SUPERINTENDENT GOALS. (Appendix B)**
  This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- PART 3 **EVIDENCE OF PERFORMANCE. (Appendix C)**
  This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**
  This consists of a targeted feedback survey (TFS)[1] of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.

- **PART 5 EVALUATION SUMMARY. (Appendix E)**
  This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach[1].

EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

[1] Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start thinking about next year!

MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:
4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. PRE-EVALUATION (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statues, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. CHECK-IN MEETINGS (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. GATHER INFORMATION (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. EVALUATION RESULTS (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." (ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions, Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

(1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.

(2) The governing body of a public body may hold an executive session: ...

(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...

(8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

(3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

(1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.

(2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT
PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.

2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.

3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.

4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE
Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE
Performance in this area consistently meets the standard.

2 = DEVELOPING
Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE
Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP).
If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING 

COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING 

COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING 

COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING ○ ○ ○ ○ ○

COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT
GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE
GOAL STATEMENT 1:

PERFORMANCE INDICATORS:
(Insert indicators of success here)

1.1

1.2

1.3

1.4

1.5

SUMMARY RATING — GOAL 1: *(check one)* ◯ ◯ ◯ ◯ ◯

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT
ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent's day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. • Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision. • Implements the district's continuous improvement plan and communicates its progress.	• Evidence of how you have constructed and enacted an equity vision and mission across the district and community: · Newspaper, school banners, website, photo, or other media · Actions communicating clear and coherent vision: newsletter, professional development, etc. · Meetings or presentations to collaborate and implement vision, mission, goals and plans • Models learning through attending professional development opportunities and applying knowledge (transparency) • Presentation of at least one plan (e.g., CIP or SIA application) • Resources are clearly aligned with the vision and strategic initiatives: · Budget examples of how funds support the vision/strategic initiatives · Staffing patterns that reflect where there is an identified need · Data support goals that are aligned to student learning and growth • Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS	ARTIFACTS
• Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparence, trust, collaboration and perseverance. • Makes ethical and legal recommendations to the board. • Models ethical behavior in their own conduct and cultivates ethical behavior in others.	• Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices • Evidence of ability to confront conflict and build consensus • Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation • Reflective journals and evidence of adaptative behavior • Equity and inclusion plan • Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS	ARTIFACTS
• Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture. • Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student. • Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.	• Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.) • Diversity training/awareness plan; evidence of an equity lens and implementation of the plan • Sections in employee handbooks that demonstrate an inclusive district culture • External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.) • Evidence that all student needs are addressed equitably • Response to staff or public concerns/issues (documentation) • State plans and reports (ELL, SPED, CIP, Title, etc.) • Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data) • Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest) • Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS	ARTIFACTS
• Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership. • Implements coordinated systems of support, including coaching and professional development for staff. • Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership. • Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.	• Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.) • Common teacher instructional planning time (agendas, outcome date, samples, etc.) • Comprehensive School/District Improvement Plan (CIP) • Curriculum and/or instructional audit (documentation) • Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment • Instruction related professional development/growth plans (with related data on student achievement) • Models learning through attendance and application of knowledge from professional development opportunities (documentation) • Evidence of annual review of district's mission statement and alignment to practice • Evidence of teachers examining and using student achievement data to improve teaching/learning • Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified) • Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.) • Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement • Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS	ARTIFACTS
• Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups. • Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning. • Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs. • Goes beyond the district and local community to advocate for students at the county, regional and/or state level.	• Evidence of participation in community/school events • Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.) • Administrative "calendar" – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports • Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.) • Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc. • Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities • Memberships and participation with community organizations (e.g., PTA, city council, etc.) • Participation in state, regional and national initiatives (documentation) • Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.) • Response to public and/or stakeholder concerns/issues (documentation) • Union collaboration (e.g., minutes, negotiations, grievances, etc.) • Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc. • An internal or external communication plan • Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS	ARTIFACTS
• Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success. • Establishes productive relationships with associations while managing labor relations and contract effectively. • Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning. • Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.	• Staff recruitment and retention plan (including demographics to match student and community population) • Union collaboration (minutes, negotiations, grievances, etc.) • Uses data from a variety of sources to inform labor trends, negotiations and bargaining • Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.) • Staff attendance and retention rates • Development plans for improving the capacity of leadership at all levels • Documentation of coaching for instruction, curriculum, assessment and inclusion • Meaningful engagement of staff to improve cultural competency and equitable practice (documentation) • Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS	ARTIFACTS
• Develops a proposed budget in accordance with board priorities and district direction. • Manages the equitable implementation of district resources aligned with the budget adopted by the board. • Communicates the budget priorities and ensures regular updates on implementation of the budget.	• District budget reflects priorities and expectations • Economic vision that includes participation with community development groups/stakeholders • Enrollment trend forecasts • External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.) • Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc. • Grants received/applied for that are aligned with goals of the district, plans for sustainability • Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavior al supports, bullying/harassment, character education, etc.) • Construction project(s) management, including timelines, budgets and implementation techniques • Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS	ARTIFACTS
• Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations. • Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district. • Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.	• Administrative team meeting agendas • Board and administrative goals • Board meeting agendas • Timeliness of board packets • Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials • Collaborative partners (documentation) • Comprehensive District Improvement Plan • External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.) • Onboarding plan for board members to understand roles and responsibilities • Meaningful interpretive reports of student achievement data delivered in accessible language • Notes from state officials • Participation in state, regional, national initiatives (documentation) • State plans and reports (ELL, SPED, CIP, Title, etc.) • State Report Card data (including disaggregated data by sub-groups and groups of interest) • Work with city council on city/school initiatives (documentation) • Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT
TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a "targeted" group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It Is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**
  It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent's goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**
  The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**
  Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number of participants should be manageable in terms of compiling the results.

- **STEP 4**
  The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**
  The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**
  The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE
EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.

OREGON SCHOOL BOARDS ASSOCIATION
1201 Court St NE, Ste 400 | Salem, OR 97301
503-588-2800 or 800-578-6722
www.osba.org | info@osba.org

COALITION OF OREGON SCHOOL ADMINISTRATORS
707 13th St SE, Suite 100 | Salem, OR 97301
503-581-3141
www.cosa.k12.or.us

Alsea School District 7J

Resolution 23-03

RESOLUTION TO TERMINATE TRANSPORTATION CONTRACT WITH KINGS VALLEY CHARTER SCHOOL

WHEREAS, the Kings Valley Charter School ("KV') has given written notice to the Alsea School District ("District") that it wishes to terminate transportation services provided by the District; and

WHEREAS, the District has title on the buses used to transport KV students, including provide all the accounting for transportation, including employee payroll processing; and

WHEREAS KV wishes to have Falls City School District provide its transportation services, which requires all KV vehicles to be transferred to Falls City; and

WHEREAS the three vehicles in the KV fleet, still have leave purchase debt to Santander Leasing Company and such also debt needs to be transferred to Falls City School District; and

WHEREAS, KV has worked with the District staff to determine the remaining expenses (attached) owed to the District that will be paid prior to any transfer of title to Falls City.

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of Alsea School District #7J approve the termination of the transportation agreement between the District and KV, as well as the transfer of debt and title for those vehicles used to transport KV students to Falls City School District upon receipt of monies owed to the District:

_____ _____

Krista Nieraeth, Superintendent Date
Alsea School District #7J

_____ _____

Risteen Follett, Board Chair Date
Alsea School District #7J

Pre-evaluation Planning	July 18, 2023
	Aug 17, 2023 (meeting)
	Sept 27, 2023

Quarterly Check-ins	Oct. 12, 2023
	Dec 14, 2023
	February 2024

Gathering Information	March 1, 2024

Compiling Results	
	March 14, 2024

Conclusion	April 11, 2024

Calendar Evaluation Dates
Establish evaluation standards & process (vote)
Establish superintendent goals

Fall check in
Winter check-in
Superintendent's self-evaluation

Individual board member ratings submitted

Board Compiles results and presents to Superintendent
Board & Superintendent meet to discuss results

Presentation and approval of evaluation summary

FINDING OF FACTS FOR THE USE OF AN ALTERNATE CONTRACTING METHOD

Before the Board of Directors of the Alsea School District
Sitting as Public Contract Review Board
Regarding the Vocational Building Construction

The Alsea School District (the District) has passed a general obligation bond in the amount of $2.1 million to cover the costs associated with new construction and renovations at Alsea School. Several small projects were contracted in early 2023 using a Construction Manager/General Contractor method of procurement and the District is not satisfied with the results of this selection process. They plan to use an alternate method of contractor selection for the upcoming Vocational Building construction. Design is currently in progress for this building and is expected to be ready for bid by the end of November 2023. Construction activities will begin in early 2024 with the expectation that work will be substantially complete by August 2024. The budget and schedule for completing this work are limited and safety is a primary concern since much of the work will occur when the school is occupied.

In consideration of these facts, an alternate method of construction will be considered as an exception to the standard Public Contracting Statutes and Rules. Therefore, under Oregon Statutes and the following findings, the Alsea School District is recommending the use of a two-stage contractor selection process with an initial Request for Qualifications (RFQ) followed by Invitation to Bid (ITB) to the pre-qualified contractors.

The guiding applicable statute is ORS 279C.335 which requires, with certain exemptions, that all public contracts be based on competitive bidding and be awarded to the lowest responsive and responsible bidder. ORS 279A.060 and ORS 279C.335(2) permit the School Board to act as the public contract review authority and to grant, under certain conditions and upon certain findings, specific exemptions from the requirement for competitive bidding.

Finding of Fact

Use of the alternate two-stage RFQ-ITB method to construct the Alsea School Vocational Building will: (1) allow the District to select a contractor with the specialized expertise and proven performance required; (2) benefit students, staff and the public by improving safety and coordination during construction; (3) not encourage favoritism or diminish competition; and (4) not adversely impact the operation of budget of this project.

Specific findings which substantiate these conclusions are as follows:

1. Finding: The alternate contracting method will allow the District to select a contractor with the specialized expertise and proven performance required. The RFQ step will include a request for qualifications from contractors which will be advertised in at least one industry publication with sufficient notice and time for

preparation. The RFQ will request information regarding the contractor's successful record of performance on similar projects, references from recent clients, and other such information which the District will use to select the most qualified contractors to provide bids during the ITB phase of procurement.

2. Finding: The alternate contracting method will result in improved public safety during construction activities. Under the competitive bidding process, specifications can be developed requiring the contractor to provide for the public safety. However, there is often a large gap in the knowledge between contractors who can properly implement these safety requirements and maintain good public relations. Through the RFQ-ITB procurement process, the District will be able to select a contractor who understands the District's goals and who is committed to fully implementing a comprehensive safety and communication plan.

3. Finding: Competition will not be inhibited nor will favoritism be encouraged as a result of this exemption. Several pre-qualified contractors will provide competitive bids for the project using a complete set of plans and specifications during the ITB phase of procurement.

    a. Solicitation Process: Pursuant to ORS 279C.430 the Request for Qualifications (RFQ) solicitation will be advertised in local and regional publications of general and industry-specific circulation.
    b. Full Disclosure: To ensure full disclosure of information, the RFQ will include the following information:
        i. Description of the Project
        ii. Contractual Terms and Conditions
        iii. Selection Process
        iv. Evaluation Criteria
        v. Role of the Evaluation Committee
        vi. Provision for Comments
        vii. Complaint Process and Remedies
    c. Selection Process: Highlights of the selection process will include the following.
        i. During the pre-proposal period, interested parties will be able to ask questions and request clarifications if they believe that any of the terms and conditions of the solicitation are unclear, inconsistent with industry standards or unfair and unnecessarily restrictive of competition.
        ii. Sealed proposals will be submitted to the School District's office at a time specified in the advertisements.
        iii. The following evaluation process will be used:
            1. Proposals will be evaluated for completeness and compliance with the requirements of the RFQ.
            2. Proposals considered complete and responsive will be evaluated to determine if they meet the qualifying criteria of the RFQ. Those proposals that do not meet the requirements will be rejected.

3. Proposals will be independently evaluated against predetermined criteria by the members of the Evaluation Committee.
4. The Evaluation Committee will select finalists from the highest ranked proposals who will be invited to participate in the ITB phase.

iv. Contractors who submit qualifications will be notified in writing of the selection results and will be given seven calendar days after receipt of the notice to tender questions or concerns about the selection process to the District. No protest of the selection will be considered after this time.

4. Finding: There will be no adverse impact on the operation or budget if this exemption is provided. Whether this project is secured through a traditional design-bid-build method or through the RFQ-ITB process, the operational and budgetary impact will be the same and the ability to control costs during construction will be improved through the selection of more responsible contractors.

Conclusion of Findings of Fact

BE IT RESOLVED: It is in the best interest of the Alsea School District to utilize the alternate contactor selection method described above for the Alsea School Vocational Building construction project. The RFQ-ITB process will (1) allow the District to select a contractor with the specialized expertise and proven performance required; (2) benefit students, staff and the public by improving safety and coordination during construction; (3) not encourage favoritism or diminish competition; and (4) not adversely impact the operation and budget of this project.

_____ _____

Chairperson of Board of Directors Date

Soderstrom Architects

DRAFT FOR REVIEW

Client:	**Alsea School District**
Job Name:	**Alsea High School CTE / Vocational Building**
Document:	**Fee Summary Dashboard**
Project Number:	**23026**
Date:	**August 8, 2023**

Traditional Basic Fees			
Architectural	$	61,875	SDRA
Civil	$	19,000	ZCS
Mech / Elect / Plumb	$	-	KCL
Structural	$	14,250	ZCS
Subtotal:	**$**	**95,125**	

* "Full Code" option per proposal

Pending

Fee Percentages	
Estimated Project Cost:	**$ 1,500,000**
Traditional Service Fee Percentage:	**6.34%**
Expanded Service Fee Percentage:	**1.12%**
Total Percentage Fee:	**7.46%**

Expanded Services Fee			
Acoustical	$	-	N/A
Interior Design	$	-	In Above
Hardware	$	-	Vendor
Kitchen Consultant	$	-	N/A
Landscape	$	6,650	ZCS
Cost Estimating	$	10,100	Const. Focus
Land Use	$	-	N/A
Subtotal:	**$**	**16,750**	

Owner's Direct Consultants			
Project Management	**$**	-	By Owner
Soils / Geotechnical	**$**	-	By Owner
Survey	**$**	-	By Owner
Environmental	**$**	-	By Owner
Testing	**$**	-	By Owner
Commissioning	**$**	-	By Owner
Traffic	**$**	-	By Owner

Total	**$**	**111,875**
Reimbursables (estimated):	$	8,700

Fee/Phase Break Down	Percentage	Duration	Traditional	Expanded	Total
Phase I (Completed)					
Pre-Design / Schematic Design	**25.0%**	12 Weeks	$ 20,625	$ 4,600	$ 25,225
Phase II (This Proposal)					
Design Development	**26.0%**	8 Weeks	$ 24,733	$ 10,100	$ 34,833
Contract Documents	**40.0%**	12 Weeks			
Bidding/Permitting	**4.0%**	4 Weeks	$ 3,805	$ -	$ 3,805
Construction Administration	**28.0%**	24 Weeks	$ 26,635	$ -	$ 26,635
Closeout	**2.0%**	2 Weeks	$ 1,903	$ -	$ 1,903
Total	100.0%		**$ 77,700**	**$ 14,700**	**$ 92,400**

ZCS ENGINEERING ARCHITECTURE

August 3, 2023

Marlene Gillis, AIA
Soderstrom Architects
1331 NW Lovejoy Street, #775
Portland, Oregon 97209
marleneg@sdra.com
503-481-4677

Reference: New Alsea High School CTE Building

Subject: Proposal for Structural & Civil Engineering and Landscape Architecture Services

We appreciate the opportunity to provide a proposal for design services associated with a new CTE pre-engineered metal building (PEMB) planned for Alsea School District (District) K-12 campus located at 301 S 3rd Street, Alsea, Oregon 97324. We have provided brief descriptions of the anticipated phases of work along with a proposed fee to complete our scope. This proposal reflects our understanding of the scope based on the 100% SD plans and specifications outline provided by you. As requested, the services outlined herein, along with our associated fee, include design development through construction administration.

We understand the importance of this project to the Alsea School District and surrounding community. We have designed many similar projects to this, and we like to take a collaborative approach at engineering solutions to meet the needs of our Client and the Owner.

Project Scope

We understand the scope of this project to include the following:

- New 4,700-sf freestanding CTE building
- Adjacent to existing Alsea School District K-12 campus
- New building to include one (1) lab space and one (1) supporting classroom space
- New paved access apron to connect to existing drive aisle
- New concrete sidewalks at CTE building and connection to existing school building
- Landscape repair around new building
- Previous iteration of this project has planning approval and a building permit has been issued; the project intent is to revise the plans submitted for building permit and forego the planning process that would typically proceed that

Our Services

Structural Engineering

Design Development (DD)

- Participate in weekly virtual DD design team coordination meetings
- Review geotechnical report
- Provide comprehensive review of Architectural working design as required to identify primary structural systems and necessary construction sequencing and techniques required
- Coordinate with metal building supplier as required to capture all incidental loads
- Perform modelling and analysis as required for all new structural systems
- Perform structural design of all system components
- Perform structural system coordination as required with other disciplines
- Develop DD level technical specifications as required
- Prepare DD level foundation plans for budget analysis and revise as necessary
- Prepare DD level framing plans and structural sections for budget analysis and revise as necessary
- Provide coordination with other disciplines and Architect
- Provide electronic design files based on Architect's layout

Construction Documents (CD)

- Participate in bi-weekly virtual CD design team coordination meetings
- Perform structural system coordination as required with other disciplines
- Perform gravity and lateral structural design of all system components for metal building foundation (initial design based on assumed reactions by ZCS – final design based on metal building reactions provided by manufacturer)
- Develop complete construction documents and specifications
- Reconcile scope with project budget, as required
- Coordinate final drawings with other disciplines
- Perform in-house quality control peer review and principal engineer review
- Incorporate final review and coordination comments
- Coordinate and provide permit submittal documents

Bidding and Permitting

- Review and respond to AHJ comments
- Provide response to all structural related Requests For Information (RFI) received during the bidding period as needed
- Prepare necessary addendum plans, specs, and summaries
- Provide conformed plan set at end of bidding

Construction Administration (CA)

- Provide response to all structural related RFIs received during construction as needed
- Perform review of shop drawings, material testing reports, inspection reports, and other submittals
- Attend periodic virtual project meetings and perform necessary site visits and observations. Site visits will be coordinated with Architect as necessary

- Prepare and distribute field reports
- Provide review and make recommendations for material substitution requests, alternate construction options (design not included), and change orders issued by the General Contractor
- Prepare preliminary and final punch lists
- Provide as-built drafting services based on contractor provided redlines
- Assist with project closeout as requested

Civil Engineering

Design Development (DD)

- Participate in weekly virtual DD design team coordination meetings
- Review geotechnical report
- Perform one (1) site visit to review existing conditions
- Review topographic survey as prepared by a licensed Surveyor
- Review all available planning documents
- Generate project design base sheets from ACAD compatible electronic design files received from Architect and Surveyor
- Utilize AutoTurn vehicle movement design software as required to confirm any new site circulation clearance and emergency access
- Prepare DD erosion and sediment control plans for the project work area
- Prepare on-site DD storm system utility plan and associated storm system calculations/report as required by local permitting agency
- Advance the SD site plan to DD level document
- Prepare DD utility plans of project work area
- Prepare DD site grading plan of project work area
- Provide electronic design files based on Architect's layout
- Perform coordination with other disciplines and Architect

Construction Documents (CD)

- Participate in bi-weekly virtual CD design team coordination meetings
- Advance the DD package to CD level documents
- Develop complete construction documents as required for competitive bid delivery method
- Complete drainage calculations as necessary for agency review
- Coordinate final drawings with other disciplines
- Perform in-house quality control peer review and principal engineer review
- Incorporate final review and coordination comments

Bidding and Permitting

- Review and respond to AHJ comments
- Provide response to all civil related RFIs received during the bidding period as needed
- Prepare necessary addendum plans, specs, and summaries
- Provide conformed plan set at end of bidding

Construction Administration (CA)

- Provide response to all civil related RFIs received during construction as needed

- Perform review of shop drawings, material testing reports, inspection reports, and other submittals
- Attend periodic virtual project meetings and perform necessary site visits and observations. Site visits will be coordinated with Architect as necessary
- Prepare and distribute field reports
- Provide review and make recommendations for material substitution requests, alternate construction options (design not included), and change orders issued by the General Contractor
- Prepare preliminary and final punch lists
- Provide as-built drafting services based on contractor provided redlines
- Assist with project closeout as requested

Landscape Architecture

Design Development (DD)

- Review site topographic survey as prepared by a licensed Surveyor
- Generate project design base sheets from ACAD compatible electronic design files received from Architect, Surveyor, and Civil Engineer
- Assist Architect and Civil Engineer with grading plans of project work area
- Prepare a Preliminary Landscape Concept Plan showing the landscape design concepts and advance to DD level documents
- Prepare DD Specifications for site furniture, irrigation, soil preparation, and planting materials
- Provide DD electronic design files based on Architect's preliminary site layout
- Perform coordination with other disciplines and Architect

Construction Documents (CD)

- Advance the DD package to CD level documents
- Prepare CD Specifications for site furniture, irrigation, soil preparation, and planting materials
- Develop construction documents as required for competitive bid delivery method
- Coordinate final drawings with other disciplines
- Perform in-house quality control peer review and principal landscape architect review
- Incorporate final review and coordination comments

Bidding and Permitting

- Review and respond to AHJ comments
- Respond to landscape related RFIs received during the bidding period as needed
- Prepare necessary addendum plans, specifications, and summaries
- Provide conformed plan set at end of bidding, prior to commencement of construction

Construction Administration (CA)

- Respond to landscape related RFIs received during construction as needed.
- Perform review of shop drawings, material testing reports, inspection reports, and other submittals
- Attend periodic virtual project meetings as needed and perform necessary site visits and observations. Site visits will be coordinated with Architect as necessary
- Prepare and distribute field reports

- Provide review and make recommendations for material substitution requests, alternate construction options (design not included), and change orders issued by the General Contractor
- Prepare preliminary and final punch lists
- Review irrigation system record drawings (as-builts) provided by landscape contractor, as required by specifications, and make comments for contractor's correction prior to delivery to Owner
- Assist with project closeout as requested by Architect

Deliverables

The following deliverables will be prepared for review and comment at the intervals noted below. It is expected that each phase will be subject to Architect, Owner and local agency review, comment, or revision as required. Project specifications will refer to current APWA Standards for Construction, the 2022 OSSC, and any associated local Agency requirements. Engineering services will include complete calculations and drawings stamped by an Oregon registered civil engineer, structural engineer, or landscape architect (where applicable).

- 100% Design Development
  - Drawings
  - Specification Sections
- 50% Construction Documents
  - Drawings
  - Specification Sections
- 100% Construction Documents
  - Drawings
  - Specification Sections
- Bidding and Permit
  - Signed and stamped Drawings
  - Signed and stamped Specification Sections
  - Signed and stamped Calculations
- Construction Administration
  - As-built Drawings

Fees

Our services will be performed on a lump sum basis and billed based on percentage of completion. We have attached a fee schedule exhibit showing our fees per the disciplines and phases described above.

Any significant scope changes made by the Owner or required by local review committees after commencement of work affecting design or drawings may be considered extra services and would be billed under prior authorization from you.

Additionally, it is assumed that our current insurance coverage will be satisfactory and not required to be increased under the agreement.

Assumptions and Exclusions

The following assumptions and exclusions apply to the above fee proposal but can be adjusted and/or provided upon your request:

- Special inspection services are excluded
- Site environmental studies, wetland delineations, mitigation, permitting, etc.
- Land use compatibility and other entitlement administration for the site (unless noted otherwise)
- All offsite improvements. Proposal assumes adequate utility services are available to the property.
- Site lighting design/calculations. Site lighting locations and approximate electrical conduit locations will be shown on the civil construction drawings as a reference based on the site electrical design/plans provided by others
- Geotechnical consulting/analysis (to be provided by others)
- Surveying services including topographic survey, boundary survey, construction staking, etc. (to be provided by others)
- Traffic impact assessment (to be provided by others as necessary)
- All System Development Charges, land development fees, permitting fees, application fees, platting fees, subdivision guarantees, etc.
- LEED Certification services are excluded
- Plans will be advanced to Level of Development 200 in Revit where applicable.
- Design Revisions associated with a value engineering (VE) process after completion of design development will be considered additional services and may require additional fee

We are thrilled to work with you on this project and thankful for the opportunity to be a partner with you again. Please do not hesitate to contact us with any questions on this proposal. We are open to discussing the details with you and making modifications to it to fit your needs. Thank you again for inviting us to participate in this project.

With warm regards,



Zach Stokes, PE
Principal, COO



Malia Waters
Lead Designer

Enclosure: Appendix 'A' – Fee Schedule
Appendix 'B' – Rate Schedule

Appendix 'A'
Fee Schedule

ZCS FEE SCHEDULE					
	Design Development	Construction Documents	Bidding & Permitting	Construction Admin	Total
Structural	$4,988	$5,700	$713	$2,850	**$14,250**
Civil	$7,600	$6,650	$950	$3,800	**$19,000**
Landscape	$2,328	$2,660	$333	$1,330	**$6,650**
Total	**$14,915**	**$15,010**	**$1,995**	**$7,980**	**$39,900**

Appendix 'B'
Rate Schedule

2023 Rate Schedule

(effective January 1, 2023)

Hourly Rates:

Managing Principal	$280^{00} / hr
Principal	$250^{00} / hr
Senior Professional	$200^{00} / hr
Professional	$160^{00} / hr
Project Designer	$130^{00} / hr
Project Technician	$110^{00} / hr
Support Staff	$ 85^{00} / hr

- Subconsultant Fees and Other Client Costs Advanced = Cost +10%
- All long distance phone & fax services are considered incidental to the above hourly rates. No additional fees are billed for these services.
- All reproductions and deliveries will be billed as additional services on a time and materials rate.
- Travel (transportation, lodging, and meals) will be billed at cost. Cost of travel in company automobiles will be the IRS standard auto mileage rate.

Construction FOCUS
Integrated Project Solutions

June 7, 2023

Marlene Gillis
Soderstrom Architects
1331 NW Lovejoy Street, #775
Portland, OR 97209

Cost Estimating Fee Proposal

Project Name: Alsea High School CTE Building

Project Description:

- New PEMB building, approximately 2,500 sf – 3,500 sf.
- Per the 7 drawings by Soderstrom Architects dated 06/06/2023.
- The preliminary construction budget ranges from $1,200,000 - $1,500,000.

Services:

100% Schematic Design: Provide one "Line Item" cost estimate

Inclusions:

All work items typically included within a general contractor's scope of work including architectural, structural, civil, landscaping, mechanical & electrical work items.

Exclusions:

- Soft costs (including design fees, permits, testing, and SDC's).
- Alternates, options, or phases
- Shop equipment, lifts, cranes, storage tanks, and storage racks
- Providing separate estimates for multiple project areas and/or phases.
- Estimate reconciliation with another cost estimating company, a general contractor, or a CMGC.
- Temporary relocation costs
- Life-cycle cost analysis
- Hazardous materials abatement

Cost Estimating Fee Proposal: $4,600.00
(four thousand six hundred dollars)

Optional Services:

100% DD Phase:	Provide one "Line Item" cost estimate	$4,900.00
50% CD Phase:	Provide one "Line Item" cost estimate	$5,200.00

$10,100 total

V:541-686-2031 740 Almaden St Eugene, OR 97402 sgunn@constructionfocus.com Fax: 541-686-3392

Billing Rates for additional work:

Chief Estimator	$130.00/Hr
Estimator #3	$120.00/Hr

Notes:

The cost estimate will be done in CSI Uniformat.

Construction Focus, Inc. will attend required meetings virtually.

Construction Focus, Inc. is not restricted in providing information to contractors about upcoming bidding opportunities.

Insurance:

Construction Focus, Inc. carries these types and levels of insurance:

- General liability: $1MM/ea + $2MM aggregate
- Automobile liability: $1MM combined limit
- Professional liability: $2MM/ea + $4MM aggregate
- Umbrella liability: $2MM/ea + $2MM aggregate
- Worker's Compensation: $1MM/ea + $1MM limit

The company can provide higher levels of insurance coverage for an additional fee.

Schedule: After the client and Construction Focus, Inc. (CFI) agree to a starting date and after CFI has received all the relevant design documents, CFI will complete the cost estimate in 12 business days.
The CFI office will be lightly staffed and no estimating work will occur between December 22, 2023 and January 2, 2024.

This cost estimating fee proposal will remain valid for 90 days after submission. If any portion of this project is delayed for more than 6 months those delayed portions of the contract will be re-negotiated.

For each design phase Construction Focus will be supplied with all the relevant design documents at one time, before the cost estimating process begins. If information is supplied in phases the delivery of the cost estimate will be delayed accordingly and additional billing will be done on an hourly basis.

Respectfully submitted,
CONSTRUCTION FOCUS, INC.

Accepted by:

By Steve Gunn, President

Date:

V:541-686-2031 740 Almaden St Eugene, OR 97402 sgunn@constructionfocus.com Fax: 541-686-3392

Construction FOCUS
Integrated Project Solutions

August 9, 2023
Revision #0

ALSEA HIGH SCHOOL
CTE BUILDING



STATEMENT OF PROBABLE COST

Prepared for:
Soderstrom
Portland, Oregon

Prepared by:
Steve Gunn

President
Construction Focus, Inc.

ALSEA HIGH SCHOOL
CTE FACILITY
Summary of Probable Cost

BASE BID	QTY	UNIT	$/UNIT	TOTAL $	BUILDING	SITE
Facility Construction & Services	4,660	SF			4,660	
STANDARD FOUNDATIONS	4,660	SF	15.70	73,170	73,170	
SLAB ON GRADE	4,660	SF	14.87	69,273	69,273	
EXTERIOR WALLS	4,660	SF	27.74	129,283	129,283	
EXTERIOR WINDOWS	4,660	SF	13.26	61,778	61,778	
EXTERIOR DOORS	4,660	SF	4.84	22,563	22,563	
ROOF COVERINGS	4,660	SF	32.90	153,334	153,334	
INTERIOR PARTITIONS	4,660	SF	12.85	59,879	59,879	
INTERIOR WINDOWS	4,660	SF	0.81	3,780	3,780	
INTERIOR DOORS	4,660	SF	4.31	20,074	20,074	
FITTINGS AND SPECIALTIES	4,660	SF	2.00	9,342	9,342	
WALL FINISHES	4,660	SF	3.28	15,263	15,263	
FLOORING	4,660	SF	2.30	10,723	10,723	
CEILING FINISHES	4,660	SF	4.11	19,157	19,157	
PLUMBING FIXTURES	4,660	SF	8.25	38,461	38,461	
PLUMBING PIPING, ACCESSORIES, GC's	4,660	SF	22.84	106,420	106,420	
HVAC DISTRIBUTION SYSTEMS	4,660	SF	21.07	98,190	98,190	
FIRE PROTECTION	4,660	SF				
ELECTRICAL & LOW VOLTAGE	4,660	SF	33.97	158,278	158,278	
OTHER EQUIPMENT	4,660	SF	0.08	379	379	
FIXED FURNISHINGS	4,660	SF	3.97	18,484	18,484	
MOVABLE FURNISHINGS	4,660	SF				
SPECIAL STRUCTURES	4,660	SF	51.18	238,499	238,499	
Facility Construction & Services Hardcost:				1,306,329	1,306,329	
Site & Infrastructure						
SITE EARTHWORK				19,175		19,175
PAVING & CURBS				40,531		40,531
SITE DEVELOPMENT				8,214		8,214
LANDSCAPING				5,822		5,822
SITE UTILITIES				31,450		31,450
SITE ELECTRICAL						
Site & Infrastructure Hardcost:				114,567		114,567
BASE BID HARDCOST TOTAL:				1,420,896	1,306,329	114,567

Below is a Low-High Range range for the markups. This range is presented because the design has not been completed and market conditions might change at the time of bidding.

Markups	Low Side Total		High Side Total		High Side	High Side
Markups (based on Hardcost)						
Estimating Contingency	10.00%	142,090	20.00%	284,179	261,266	22,913
General Conditions	7.00%	99,463	7.00%	99,463	91,443	8,020
Escalation	1.00%	14,209	3.00%	42,627	39,190	3,437
Markups (based on Total Cost)						
Insurance	1.00%	18,378	1.00%	20,247	18,615	1,633
Profit & Overhead	6.00%	110,270	6.00%	121,484	111,689	9,795
Performance Bond	1.20%	22,054	1.20%	24,297	22,338	1,959
OR Gross Receipts Tax	0.57%	10,476	0.57%	11,541	10,610	931
Markups Total:		416,939		603,838	555,150	48,688
BASE BID TOTAL:		1,837,835		2,024,734	1,861,479	163,255

Alternates (Includes High Side Markups)	
ALT-1: TILE AND EPOXY AT BATHROOMS	9,551
ALT-2: SUPER SAVER IN LIEU OF RIGID/WRB	-117,245
ALT-3: AC PAVING AT DRIVEWAY	250
Alternates Total:	-107,444
BASE BID PLUS ALTERNATES TOTAL:	1,917,290

NOTES

Wage rates: BOLI

This estimate assumes competitive bidding by local contractors.

GENERAL EXCLUSIONS

Design fees, permit fees, system development fees, utility hookup charges, testing, BOLI fee.
Hazardous materials abatement, moving expenses, anti-graffiti coating, fireproofing.
Overexcavation, rock excavation, wet weather sitework. Commissioning.

ABBREVIATIONS

EA= Each	SF=Square Feet	BCY=Bank Cubic Yard
LF= Linear Feet	LS=Lump Sum	TN=Ton
SY=Square Yard	OPNG=Opening	LB=Pounds
PR=Pair	HT=Height	

ALSEA HIGH SCHOOL
CTE FACILITY
BUILDING WORK
Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	$/UNIT	TOTAL $
	BUILDING AREAS					
	Gross Building Area		4,660	SF		
	STANDARD FOUNDATIONS					
	Earthwork at Foundation					33,941
	Excavation		207	CY	95.00	19,676
	Footing excavation		67	CY	115.00	7,705
	Footing backfill		82	TN	80.00	6,560
	Concrete Foundation					27,057
	Turndown	1'-0" W x 1'-0" D w/rebar	312	LF	29.22	9,117
	Pad ftg	4'-0" x 4'-0" x 1'-6" D w/rebar	14	EA	1,155.03	16,170
	Layout and equipment		1	LS	1,770.10	1,770
	Perimeter Drainage & Dewatering					7,488
	Foundation drainage	pvc_4"_tie to existing	312	LF	24.00	7,488
	Foundation Insulation & Waterproofing					4,684
	Foundation insulation	rigid_2"	336	SF	4.70	1,579
	Waterproofing	fluid-applied	336	SF	9.24	3,105
					STANDARD FOUNDATIONS HARDCOST	73,170
	SLAB ON GRADE					
	Concrete Slabs & Vapor Barrier					54,522
	Slab on grade	f/s/pl/fin 6"t_reinf	4,660	SF	9.61	44,783
	Vapor barrier	Stego wrap_20 MIL	4,660	SF	2.09	9,739
	Building Base Rock					14,751
	Crushed rock pad	6"	176	TN	84.00	14,751
					SLAB ON GRADE HARDCOST	69,273
	EXTERIOR WALLS					
	Rough Carpentry					29,636
Int Face	Furring wall framing	2x4 @ 16" o.c.	3,874	SF	4.80	18,595
	Blocking	allowance	3,874	SF	0.90	3,487
	Fasteners & misc. hardware	allowance	3,874	SF	1.25	4,843
	Mob, layout, and equip		3,874	SF	0.70	2,712
	Wall Board, Vapor Barriers & Insulation					76,894
INT	Gypsum bd: wall	type: X LVL 4_5/8"	3,274	SF	4.98	16,305
EXT	WRB	Blueskin VP 160	3,874	SF	6.42	24,871
EXT	Lt-gage furring	3"_"Z"_24gage	3,874	SF	4.80	18,595
EXT	Insulation: rigid	thermal_polystyrene_3" (R-22)	3,874	SF	4.42	17,123
	Signage					3,500
	Building identification	allowance	1	LS	3,500.00	3,500

ALSEA HIGH SCHOOL
CTE FACILITY
BUILDING WORK
Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	$/UNIT	TOTAL $
	Painting, Coatings & Sealants					19,253
	Paint: wall	prime/2 top ct on gyp bd	3,274	SF	1.41	4,616
	Paint: building	2 top ct on primed mtl	4,660	SF	2.85	13,281
	Caulking & sealing	allowance	3,874	SF	0.35	1,356
					EXTERIOR WALLS HARDCOST	129,283
	EXTERIOR WINDOWS					
	Storefronts					61,778
	Storefront	alum_frm/glz	471	SF	130.00	61,256
	Stocking/labor/prep (field verify)		1	LS	522.11	522
					EXTERIOR WINDOWS HARDCOST	61,778
	EXTERIOR DOORS					
	Doors, Frames, and Hardware					10,148
	Storefront	alum_frm/glz/hrdw	1	PR	7,000.00	7,000
	Swing door	hm_frm hm_dr/hrdw	1	EA	2,800.00	2,800
	Stocking/labor/prep (field verify)		1	LS	348.08	348
	Overhead & Coiling Doors					12,240
	Coiling door	10' x 12'	1	EA	12,240.00	12,240
	Painting & Grouting					175
	Paint: at doors & frame		1	EA	175.00	175
					EXTERIOR DOORS HARDCOST	22,563
	ROOF COVERINGS					
	Roof & Deck Insulation					153,334
	Metal roofing	included with PEMB				
	Lt-gage furring	5"_"Z"_24gage	5,707	SF	6.20	35,385
	WRB	Blueskin VP 160	5,707	SF	6.42	36,640
	Insulation: rigid	polyiso_5"_R-30	5,707	SF	5.19	29,621
	Roof decking	2"_22gage	5,707	SF	8.00	45,658
	Facia wrap	10"_24gage_Kynar	335	LF	18.00	6,030
					ROOF COVERINGS HARDCOST	153,334
	INTERIOR PARTITIONS					
	Wood Framed Walls					24,351
	Wall framing	2x6 @ 16" o.c.	2,310	SF	6.05	13,976
	Furring wall framing	2x4 @ 16" o.c.	230	SF	4.80	1,104
	Blocking & backing	allowance	2,540	SF	0.90	2,286
	Fasteners & misc. hardware	allowance	2,540	SF	1.50	3,810
	Mob, layout, and equip		2,540	SF	1.25	3,175

ALSEA HIGH SCHOOL
CTE FACILITY
BUILDING WORK
Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	$/UNIT	TOTAL $
	Insulation & Wallboard					27,477
	Gypsum bd: wall	type: X LVL 4_5/8"	4,850	SF	4.98	24,153
	Insulation: batt	acoustic	2,770	SF	1.20	3,324
	Painting, Coating, & Staining					8,051
	Paint: wall	prime/2 top ct on gyp bd	4,850	SF	1.41	6,839
	Caulking & sealing	allowance	4,850	SF	0.25	1,213
					INTERIOR PARTITIONS HARDCOST	59,879
	INTERIOR WINDOWS					
	Interior Windows & Storefronts					3,780
	Sidelites	alum_frm/glz	42	SF	90.00	3,780
					INTERIOR WINDOWS HARDCOST	3,780
	INTERIOR DOORS					
	Doors, Frames & Hardware					19,199
	Swing door	hm_frm hm_dr/hrdw	5	EA	3,735.30	18,677
	Stocking/labor/prep (field verify)		1	LS	522.11	522
	Door Painting & Staining					875
	Paint: at doors & frames		5	EA	175.00	875
					INTERIOR DOORS HARDCOST	20,074
	FITTINGS AND SPECIALTIES					
	Marker & Tack Boards					4,579
	Tackboard	4' x 8'	3	EA	989.04	2,967
	Whiteboards	4' x 8'	2	EA	806.06	1,612
	Interior Signage					1,500
	Interior signage	allowance	1	LS	1,500.00	1,500
	Toilet & Bath Accessories					1,608
	Bathroom accessories		12	EA	134.00	1,608
	Fire Protection Specialites					1,100
	FEC		2	EA	550.00	1,100
	Miscellaneous Specialties					555
	Corner guards	ss_48"H	3	EA	185.00	555
					FITTINGS AND SPECIALTIES HARDCOST	9,342

ALSEA HIGH SCHOOL
CTE FACILITY
BUILDING WORK
Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	$/UNIT	TOTAL $
	WALL FINISHES					
	Finish Carpentry					1,398
	Finish carpentry	allowance	4,660	SF	0.30	1,398
	Wall Coverings					12,215
	Wall covering	FRP	370	SF	9.50	3,515
	Wainscot	5/8"_A-B ply/trim	600	SF	14.50	8,700
	Painting & Staining					1,650
	Finish: panels	sealer/2 top ct on wood	600	SF	2.75	1,650
					WALL FINISHES HARDCOST	15,263
	FLOORING					
	Floor Coverings					8,388
	Sealed concrete		3,523	SF	2.00	7,046
	Sheet vinyl		122	SF	11.00	1,342
	Wall Base					2,334
	Wall base	4", rubber	418	LF	3.50	1,461
	Wall base	4", resilient cove	58	LF	15.00	873
					FLOORING HARDCOST	10,723
	CEILING FINISHES					
	Ceilings					18,974
	Ceiling	2x4_ceiling grid w/ ACT	1,216	SF	14.00	17,024
	Ceiling	gypbd-5/8"_LVL-4/wd framing	130	SF	15.00	1,950
	Painting & Staining					183
	Paint: ceiling (spray)	prime/2 top ct on gyp bd	130	SF	1.41	183
					CEILING FINISHES HARDCOST	19,157
	PLUMBING FIXTURES					
	Fixtures					38,461
	Water closet: wall mount		2	EA	2,884.61	5,769
	Lavatory: wall mount		2	EA	2,949.20	5,898
	Mop sink		1	EA	3,379.05	3,379
	Utility sinks		2	EA	4,782.75	9,566
	Eye wash station		1	EA	3,008.25	3,008
	Drinking fountain		1	EA	6,055.88	6,056
	Water heater: elec		1	EA	4,784.78	4,785
					PLUMBING FIXTURES HARDCOST	38,461

ALSEA HIGH SCHOOL
CTE FACILITY
BUILDING WORK
Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	$/UNIT	TOTAL $
	PLUMBING PIPING, ACCESSORIES, GC's					
	Plumbing Piping					71,500
	Domestic water piping	Cu_pipe/hangers/fittings/insulation	600	LF	60.00	36,000
Blw Grd	Sanitary piping	Ci_pipe/trench/rock/backfill	200	LF	105.00	21,000
	Sanitary piping	Ci_pipe/fittings	150	LF	70.00	10,500
	Vent piping	PVC_pipe/hangers/fittings	200	LF	20.00	4,000
	Connections & Accessories					20,420
	Specialties & accessories	allowance	4,660	SF	2.00	9,320
	Floor drains		4	EA	1,200.00	4,800
	Trap primers		4	EA	1,200.00	4,800
	Hose bibbs		2	EA	750.00	1,500
	Compressed Air System					7,500
	Compressed air piping	Blk stl_pipe/hangers/fittings	100	LF	60.00	6,000
	Air outlets		3	EA	500.00	1,500
	Air compressor	by owner	1	EA		
	General Conditions for Plumbing					7,000
	Plumbing general conditions	supervision/meetings/coordination	1	LS	7,000.00	7,000
					PLUMBING PIPING, ACCESSORIES, GC's HARDCOST	106,420
	HVAC DISTRIBUTION SYSTEMS					
	HVAC Equipment					38,060
	Unit heater: elec	30 kW	1	EA	8,900.00	8,900
RR	Unit heaters: elec	1.5 kW	2	EA	930.00	1,860
	Mini-split	3 TON	1	EA	6,300.00	6,300
	Ceiling fans	BAF Basic 6	2	EA	9,000.00	18,000
RR	Exhaust fans	150 CFM	2	EA	1,500.00	3,000
	Duct collection system	by owner	1	LS		
	Distribution Systems					24,020
	Ductwork		200	LB	11.00	2,200
	Refrigerant piping		200	LF	50.00	10,000
	Condensate piping		100	LF	25.00	2,500
	Specialties & accessories		4,660	SF	2.00	9,320
	Controls					15,000
	Controls		1	LS	15,000.00	15,000
	Testing, Balancing, Labeling, & Bracing					16,110
	Air balancing		4,660	SF	1.44	6,710
	Rental equip		1	LS	1,400.00	1,400
	Seismic devices & engineering		1	LS	3,000.00	3,000
	Expendables		1	LS	1,000.00	1,000
	Start up		1	LS	4,000.00	4,000
	General Conditions for HVAC					5,000
	HVAC general conditions	supervision/meetings/coordination	1	LS	5,000.00	5,000
					HVAC DISTRIBUTION SYSTEMS HARDCOST	98,190

ALSEA HIGH SCHOOL
CTE FACILITY
BUILDING WORK
Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	$/UNIT	TOTAL $
	FIRE PROTECTION					
	Fire Sprinkler System					
	Fire sprinklers	excluded				
					FIRE PROTECTION HARDCOST	
	ELECTRICAL & LOW VOLTAGE					
	Power and Lighting					93,038
	Service gear & sub panels		2	EA	7,521.00	15,042
	Lighting		35	EA	857.10	29,999
	Lighting controls		5	EA	287.00	1,435
	Devices & receptacles		27	EA	488.59	13,192
	Equipment connections		4	EA	228.74	915
	Branch wiring		2,424	LF	9.82	23,804
	Temp power & lighting		1	LS	1,500.00	1,500
	Arc flash & system testing		1	LS	2,500.00	2,500
	Electrical general conditions	supervision/meetings/coordination	1	LS	4,651.90	4,652
	Communications					37,979
	Cable tray & ladder rack		4,660	SF	1.10	5,126
	Telecom/internet		4,660	SF	2.60	12,116
	Audio-visual		4,660	SF	2.15	10,019
	Paging/intercom		4,660	SF	1.80	8,388
	Clock		4,660	SF	0.50	2,330
	Electronic Security and Safety					27,261
	Access control		4,660	SF	1.50	6,990
	Video surveillance		4,660	SF	0.75	3,495
	Fire Alarm		4,660	SF	2.85	13,281
	Dedicated Antennae System		4,660	SF	0.75	3,495
					ELECTRICAL & LOW VOLTAGE HARDCOST	158,278
	OTHER EQUIPMENT					
	Screens & Displays					379
	Projector mount	OFCI	2	EA	102.38	205
	Projector screen	OFCI	2	EA	87.02	174
					OTHER EQUIPMENT HARDCOST	379

ALSEA HIGH SCHOOL
CTE FACILITY
BUILDING WORK
Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	$/UNIT	TOTAL $
	FIXED FURNISHINGS					
	Custom Casework					11,555
	Base cabinet	p-lam, w-doors/drawers	11	LF	291.50	3,207
	Cubbies	p-lam	33	LF	252.99	8,349
	Countertops					770
	Countertop	p-lam	22	SF	35.00	770
	Window Treatment					6,158
	Roller shades	manual	513	SF	12.00	6,158
					FIXED FURNISHINGS HARDCOST	18,484
	MOVABLE FURNISHINGS					
	Furniture & Accessories					
	Mobile whiteboards	OFOI				
	Shop equipment	OFOI				
					MOVABLE FURNISHINGS HARDCOST	
	SPECIAL STRUCTURES					
	Pre-Engineered Structures					238,499
	PEMB	frm/clad (roof/wall)/freight	4,660	SF	28.18	131,319
	Erection		4,660	SF	22.00	102,520
	Connectors	anchor bolts/foundation connection	4,660	SF	1.00	4,660
					SPECIAL STRUCTURES HARDCOST	238,499
					HARDCOST TOTAL	1,306,329

ALSEA HIGH SCHOOL
CTE FACILITY
SITE WORK
Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	$/UNIT	TOTAL $
	SITE AREAS					
		Site Gross Area	4,649	SF		
		Landscaping Gross Area	2,118	SF		
		Hardscapes Gross Area	2,531	SF		
	SITE EARTHWORK					
	Survey, Erosion Control & Mobilization					11,000
	Mobilization		1	LS	6,000.00	6,000
	Surveying		1	LS	5,000.00	5,000
	Temporary Site Protection					2,000
	Temporary protection & traffic direction		1	LS	2,000.00	2,000
	Excavation					6,175
	Excavation		65	CY	95.00	6,175
					SITE EARTHWORK HARDCOST	19,175
	PAVING & CURBS					
	Hardscapes					39,531
	Asphalt paving	3"	28	TN	280.00	7,840
	Crushed rock under asphalt	8" - incl. finishing	78	TN	79.00	6,162
	Concrete sidewalk		1,639	SF	11.00	18,029
	Crushed rock under concrete	8" - incl. finishing	60	TN	125.00	7,500
	Markings & Signage					1,000
	Traffic signage	allowance	1	LS	1,000.00	1,000
					PAVING & CURBS HARDCOST	40,531
	SITE DEVELOPMENT					
	Fencing and Gates					8,214
	Chain link fence	8' w/slats	54	LF	58.00	3,144
	Chain link gate	13' x 8', rolling, manual	1	EA	2,200.00	2,200
	Chain link gate	3' x 8', panic hardware	1	EA	2,870.00	2,870
					SITE DEVELOPMENT HARDCOST	8,214

ALSEA HIGH SCHOOL
CTE FACILITY
SITE WORK
Statement of Probable Cost

LOC	ITEM	DESCRIPTION	QNTY	UNIT	$/UNIT	TOTAL $
	LANDSCAPING					
	Landscaping & Irrigation					5,822
	Landscaping repair	native soil	2,117	SF	2.75	5,822
					LANDSCAPING HARDCOST	5,822
	SITE UTILITIES					
	Domestic Water Systems					7,250
	Sch 40 PVC waterline	2"	125	LF	58.00	7,250
	Sanitary Sewer Systems					8,200
	PVC sanitary pipe	4"	100	LF	82.00	8,200
	Storm Sewer Systems					16,000
	PVC storm pipe		200	LF	80.00	16,000
					SITE UTILITIES HARDCOST	31,450
	SITE ELECTRICAL					
	Electrical Distribution					9,375
	Electrical trench, backfill & conduit		125	LF	75.00	9,375
	Site Lighting					
	Site lighting	excluded				
					SITE ELECTRICAL HARDCOST	9,375
					HARDCOST TOTAL	114,567

THE STEPPING STONES GROUP
Transforming Lives Together

Corporate Office
123 N Wacker Drive, Suite 1150
Chicago, IL 60606
Ph: 800-337-5965 Fax: 800-822-8287
www.thesteppingstonesgroup.com

AGREEMENT

This Agreement is made and entered on August 17, 2023, by and between The Stepping Stones Group LLC, 123 N Wacker Drive, Chicago, IL 60606 hereinafter referred to as "Contractor" and Alsea School District, 301 South 3rd St, Alsea, OR 97324, hereinafter referred to as "School District." It is hereby agreed as follows:

SERVICES, RATES AND BILLING: Contractor agrees to provide the services, at the designated rates, as listed in Appendix A to this Agreement.

School District agrees to be billed (except during holidays) by Contractor for up to 40 hours per week for each of Contractor's employees, unless agreed otherwise. No employee of Contractor will work above 40 hours per week without advanced authorization from both Contractor and the designated supervisor assigned by School District. Any hours worked that are considered overtime by state or federal law will bebilled at 150% of bill rate. School District will not be billed during school closures and school holidays.

When Statutory Costs and other employee costs of living increase, Contractor will pass those increases along to School District with no mark-up. School District agrees to pay such increases at the same time as any billed fees pursuant to this Agreement. Statutory Costs include any costs and expenses of Contractor that are associated with Workers Comp, FICA, FUTA, SUTA, and incremental costs associated with the Affordable Care Act (ACA), among others.

TRAVEL TIME & MILEAGE: To the extent applicable, travel between schools will be considered billable time and the mileage will be billed at the current IRS mileage rate. No travel will be billed when work is completed at one site.

PAYMENT TERMS: School District will be billed every two weeks via email and agrees to pay all outstanding invoices within 30 days of receipt. School District agrees and understands that School District is billed on actual hours of service provided by the Contractor's employee, based on the total hours listed on a biweekly timesheet. To ensure billing accuracy and timeliness, School District will complete the Billing Details just above the signature section of this Agreement.

A finance charge of 1.5% per month on the unpaid amount of an invoice, or the maximum amount allowed by law, will be charged on past due accounts. Payments by School District will thereafter be applied first to accrued interest and then to the principal unpaid balance. Any attorneys' fees, court costs, or other costs incurred in collection of delinquent accounts shall be paid by School District. If payment of invoices is not current, Contractor may suspend performing further work.

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REMITTANCE DETAILS: School District will make payments to Contractor at the following address:

PO Box 6280
Carol Stream, IL 60197

If School District prefers to make payments via electronic ACH, instructions can be obtained from the Contractor representative.

EMPLOYEE BENEFITS AND INSURANCE: Contractor will be responsible for providing all employee benefits and insurance including workers' compensation, general liability, and professional liability insurance coverage (with policy limits and deductibles that are appropriate for similarly situated school districts).

NO SOLICITATION: During the term of this Agreement and for a period of two years after the termination of this Agreement, School District agrees not to directly or indirectly contract with, offer employment to or hire any employee of the Contractor assigned to School District or any candidate submitted by Contractor to School District. School District agrees that if School District breaches this no solicitation covenant, direct and indirect damages may be assessed and recovered by Contractor, and Contractor shall be entitled to seek and obtain specific performance.

CONFIDENTIALITY: School District agrees not to provide any information pertaining to the contents of this Agreement to any individual or any entity that may be considered a competitor of the Contractor. School District further agrees not to discuss or disclose any information pertaining to the contents of this Agreement, including but not limited to fees/costs, duration and terms, etc. to the Contractor's employee assigned to provide services to the School District. Disclosure of such information to the Contractor's employee will be considered a breach of this Agreement.

Both parties may receive information that is proprietary to or confidential to the other party or its affiliated companies and their clients in connection with the parties' performance of services under this Agreement. Both parties agree to hold such information in strict confidence and not to disclose such information to third parties or to use such information for any purpose whatsoever other than performing under this Agreement or as required by law. No knowledge, possession, or use of School District's confidential information will be imputed to Contractor as a result of any of Contractor's employees having access to such information. The provisions set forth in the foregoing paragraph and this paragraph shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

Contractor agrees that it is subject to, and shall comply with, all federal and state laws and School District policies relating to the confidentiality of student information, including, without limitation, compliance with the Family Educational Rights and Privacy Act (FERPA).

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COOPERATION: School District agrees to cooperate fully and to provide assistance to Contractor in the investigation and resolution of any complaints, claims, actions, or proceedings that may be brought by or that may involve any employees of Contractor.

TERMINATION: This Agreement will end on July 31, 2024 and may continue beyond this point by mutual consent. School District agrees not to terminate the Agreement until the end of the Term unless (a) Contractor's employee assigned to School District as a whole is deficient in performance of the services hereunder or (b) any employee of Contractor assigned to School District commits an act of professional or ethical misconduct or (c) School District is able to secure a direct hire employee in place of Contractor assigned to School District. School District agrees to notify Contractor of any deficiencies in services, direct hire replacement or possible unethical or unprofessional conduct as soon as School District becomes aware of such deficiencies or replacement or misconduct and further agrees to permit Contractor the opportunity to cure any deficiency or misconduct within thirty (30) days of Contractor's receipt of such notice prior to School District delivering notice of termination of this Agreement. If School District is able to secure a direct hire replacement in place of Contractor assigned to School District, School District agrees to give thirty (30) days' notice to Contractor. Contractor may terminate this Agreement (i) if School District discontinues operations or (ii) if School District fails to make any payments as required by this Agreement.

NONDISCRIMINATION: Contractor represents and warrants that it does not discriminate in hiring and employment practices regarding race, color, religion, disability, sex, age, national origin, ancestry, marital status, pregnancy, or sexual orientation.

INDEMNIFICATION AND LIMITATION OF LIABILITY: To the extent permitted by law, Contractor will defend, indemnify, and hold School District and its equity holders, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from Contractor's breach of this Agreement; its failure to discharge its duties and responsibilities under this Agreement; or the gross negligence or willful misconduct of Contractor or Contractor's officers, employees, or authorized agents in the discharge of those duties and responsibilities under this Agreement.

To the extent permitted by law, School District will defend, indemnify, and hold Contractor and its parents, subsidiaries, directors, officers, agents, representatives, and employees harmless from all claims, losses, and liabilities (including reasonable attorneys' fees) to the extent caused by or arising from School District's breach of this Agreement; its failure to discharge its duties and responsibilities under this Agreement; or the gross negligence or willful misconduct of School District or School District's officers, employees, or authorized agents in the discharge of those duties and responsibilities under this Agreement.

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Except as expressly set forth herein, neither party shall be liable for or be required to indemnify the other party for any incidental, consequential,exemplary, special, punitive, or lost profit damages that arise in connection with this Agreement, regardlessof the form of action (whether in contract, tort, negligence, strict liability, or otherwise) and regardless of how characterized, even if such party has been advised of the possibility of such damages.

As a condition precedent to indemnification, the party seeking indemnification will inform the other party within ten (10) business days after it receives notice of any claim, loss, liability, or demand for which it seeks indemnification from the other party; and the party seeking indemnification will cooperate in the investigation and defense of any such matter.

The provisions in this section of the Agreement constitute the complete agreement between the parties with respect to indemnification, and each party waives its right to assert any common-law indemnification or contribution claim against the other party.

NOTICES: Notices to Contractor shall be sent to:

The Stepping Stones Group
123 N Wacker Drive, STE 1150
Chicago, IL 60606

AND

K12ops.contracts@ssg-healthcare.com

Notices to School District shall be sent to:

Alsea Public Schools
301 South 3rd Street
Alsea, OR 97324

JURISDICTION: This agreement shall be governed by, construed, and is enforceable in accordance with the laws of the State of Oregon. Any action or proceeding relating to or arising out of this Agreement shallbe commenced and heard in the State or Federal Court sitting in Oregon. Both parties hereby consent to the jurisdiction and venue of such courts.

GENERAL: No provision of this Agreement may be amended or waived unless agreed to in writing and signed by the parties. The provisions of this Agreement will inure to the benefit of and be binding on the parties and their respective representatives, successors, and assigns.

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BILLING DETAILS FOR SCHOOL DISTRICT:

Billing Contact Name/Title: _____

Billing Email/Phone: _____

Mailing Address (for invoice): _____

_____

Special Billing Instructions: _____

_____

Signed for Contractor:	Signed for School District:
Signature: 	Signature: _____
Name: Allison Mitcham	Name: _____
Title: Client Services Manager	Title: _____
Date: August 16, 2023	Date: _____

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Appendix A

The services that may be provided under this Agreement and the corresponding hourly bill rates for each service for the are listed below:

Specialty	**Hourly Rate**
Special Education Teacher	$85/hr

8. **Old Business**
9. **First Reading**
    a. **JEBA-AR Early Entrance**

Alsea School District 7J

Code: JEBA-AR
Revised/Reviewed: 4/13/23

Early Entrance**

If a request for early admission to kindergarten or first grade is received by the district, the following guidelines will be used:

1. Parents will be ~~[given a copy of Board policy JEBA - Early Entrance** and this administrative regulation and]~~ notified about testing/evaluation requirements, [and expense].

2. Testing/Evaluation by a qualified agency is required. The agency [and appropriate testing/evaluation] will be one approved by the [~~director of special services~~] [superintendent or designee]. The cost of this testing/evaluation will be paid by the [parents] ~~[district].~~

   Three areas that must be tested/evaluated include:

   a. Cognitive (intelligence);
   b. Affective (social/emotional); and
   c. Academic Readiness

3. Parents must submit the completed Request for Early Entrance form [with a formal evaluation] to the ~~[director of special services]~~ [superintendent or designee]. ~~[to activate the early entry committee].~~ All required information must be submitted to the ~~[director of special services]~~ [Superintendent or designee] during business hours [through the ~~[school]~~ [district] office] on or before ~~[August 1]~~ [June 1].

   ~~[Members of that committee are: [kindergarten or first-grade teachers, the speech and language therapist, building principal(s)] and the [director of special services];]~~

4. The submitted materials will be reviewed by the building principal, kindergarten teacher, and if applicable, the school guidance counselor. Test scores should be in the top 95% of students entering kindergarten, unless there is a recommendation otherwise by the licensed professional staff.;

   ~~[The early entry committee will review the submitted materials.] [The submitted materials will be reviewed by the district's [designated staff].] [If a child is to be considered for early entrance, the child will also be required to participate in a one-day screening/observation conducted by the [district] [during the second week of [August]].] [Test scores should be in the top quartile for entering the requested grade level]~~

5. Following the review~~[, and screening/observation if applicable,]~~ the ~~[screening committee]~~ [building principal] will make recommendation to the [superintendent] and will issue a decision to parents [in writing] ~~by [the end of the third week in August]~~ within three weeks after the receipt of the results.

6. If parents are dissatisfied with the decision, a written appeal can be made by the parents to the superintendent, who may affirm, reverse or modify ~~the [early entry committee's]~~ [building principal's] decision. The superintendent's decision is final.

REQUEST FOR EARLY ENTRANCE

(This form and required evaluation must be received by the district during business hours on or before [~~August 1~~] [June 1].)

Date _____

Child Name _____

I request that my child be reviewed for early admission to:
(Check one) ☐ Kindergarten ☐ First grade

I [have had] [~~will have~~] _____ (Child name) evaluated [at my expense] in the following areas:

1. Cognitive (intelligence);

2. Affective (social/emotional);

3. Academic Readiness.

[Such evaluation is attached.] I understand the test scores must equal or surpass the established norms for the requested attendance grade level in all areas of assessment. I understand I will receive a written decision from the district concerning my request [within three weeks].

_____ _____

Parent Signature Date

10. **Second Reading**
11. **Board Comments**
12. **Correspondence**
13. **Future Agenda Items**
14. **Key Dates**

August 11 - 13, 2023 - OSBA Summer Conference, Salem OR
August 21 - 23, 2023 - Staff in-service week
August 24, 2023 - Teacher's work day
August 28, 2023 -1st Day of School
November 9 - 11, 2023 OSBA Annual Convention