Alsea School Board Meeting

Monday, October 13, 2025 6:00 PM
Staff Room, 301 S 3rd St, Alsea, OR 97324

1. **Call to Order**
   a. Flag Salute
   b. Approval of Agenda
2. **Move to Executive Session -**
3. **Executive Session**
   - **To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing., (ORS 192.660(2)(k))**
4. **Return to Regular Session -**
5. **Consent Agenda**
   a. Approval of Minutes - September 8, 2025

Alsea School Board Meeting
Monday, September 8, 2025
6:00 PM
Alsea School Staff Room

Alsea School District 7J
301 South 3rd Street
Alsea, OR 97324
(541) 487-4305

Board Members Present: Risteen Folllett, Jamie Olsen, George Laiblin, Russ Ceperich, Soren Rounds
Board Members Absent: None
Staff Present: Stacy Knudson, Lora Nickle
Present Online: Joe Harris, additional staff and patrons joined the meeting online.

1. **Call to Order – 6:00 PM**
   a. Flag Salute
   b. Approval of Agenda
      Agenda approved as presented.

2. **Consent Agenda -**
   a. Approval of Minutes
      i. August 11, 2025 - Regular School Board Meeting
         Jamie Olsen would like to have her request for the edit on July 22,2025 minutes to be placed under directly under the requested area instead of at the end of the Consent Agenda list to avoid confusion.
      ii. August 28, 2025 - Urgent School Board Meeting
   b. Hire:
      i. Josh Cleveland - Bus Driver / Kitchen Assistant
      ii. Dwain Price - Bus Driver
   c. Monthly Financial Checklist - August 2025
      Soren Rounds approved the consent agenda with the requested edits to August 11, 2025 minutes. Russ Ceperich seconded the motion. Motion carried 5-0.

3. **Patron Comments: None**

4. **Reports**
   a. Superintendent and K-12 Principal Reports
      Stacy Knudson presented her report to the Board. The documents are available online.
      i. Enrollment Report
      Lora Nickle updated the Board on the enrollment numbers as of September 1, 2025. At that time our total enrollment was 230. Don Staehely wanted to let the Board know that even though this is lower than in previous years the 2025-26 budget was for enrollment of 225.
   b. Athletics and Activities
      Joe Harris was present online to present his report to the Board. The document is available online.
   c. Business Manager Report
      Stacy Knudson let the Board know that Don Staehely could not be present for tonight's meeting. She let the Board know that if they have any questions or concerns they could ask her or please email Don.
   d. Seismic Report
      Chris and Nancy Giggy presented their report to the Board. The documents are available online. This will be their last report to the Board as the Bond and Seismic upgrade (phase 1) has been completed.
   e. Safety Committee Report
      Lora Nickle presented her report to the Board. She stated that due to the construction the

Committee has not held a Safety Committee meeting for this year. She did let them know that our playground was inspected by our WHA risk manager and the recommended addition of bark chips.

5. **New Business – None**

6. **Old Business -**

7. **First Reading *(Shaded words are new/strikethroughs are deleted)**
   a. JFCEB - Personal Electronic Devices
   b. JFCEB-AR - Request for Personal Electronic Devices Exception
   The Board discussed at length recommending preferred language and edits.

8. **Second Reading**
   a. GBC - Staff Ethics
   The Board discussed. Jamie Olsen motioned to adopt policy GBC - Staff Ethics with recommended formatting modifications and grammar correction. Soren Rounds seconded the motion. Motion carried 5-0.
   b. GBC-AR - Staff Ethics
   Stacy Knudson spoke to the Board about the attorney recommendations. The Board discussed. Jamie Olsen motioned to approve GBC-AR as presented. Russ Ceperich seconded the motion. Motion carried 5-0.

9. **Board Comments -**
   Russ Ceperich thanked Stacy Knudson for the heavy lifting she has done since stepping into the Interim Superintendent position.

10. **Future Agenda Items –**
    Risteen Follett recommends holding an Executive Session before the October Board Meeting to do a check-in with Stacy Knudson. She would also like to add under New Business in October the next steps in hiring a Superintendent.

11. **Key Dates**
    - September 8 - First day of school for students
    - September 8 - Regular School Board Meeting
    - September 9 - MS Fall sports pictures
    - September 10 - Picture Day
    - September 10 – Open House, 5:30-7:00 PM
    - September 11 – Strategic Planning Meeting, 4:15-6:00 PM
    - September 23 – School Board Work Session, 6:00 PM
    - October 1 – Vision Screening
    - October 8 – Picture Retakes
    - October 13 – Regular School Board Meeting, 6:00 PM

12. **Adjournment – 7:03 PM**

b. Monthly Financial Checklist - September 2025

MONTH END RECONCILIATIONS AND FINANCIAL REVIEW

REPORT Month: September, 2025

1. Payroll Processing – Reviewed and approved by Human Resources
   - ☑ Payroll reconciliation reports reviewed prior to processing.
   - ☑ Federal and state deposits have been made, as well if quarterly, federal and state reports have been reviewed and submitted
   - ☑ OEBB invoice been reconciled to payroll
   - ☑ Workers Compensation reconciled to payroll
   - ☑ Deduction payment reconciliation reviewed to ensure all liabilities have been processed

KH for RS
Roxie Smallwood, Human Resource — Date 10/7/25

2. Deposits, Checks, Vouchers
   - ☑ All transactions have been entered into the financial accounting system and processed for the month.
   - ☑ All vouchers for checks and direct deposits have been reviewed and approved by the Superintendent.

Brynn Campbell
Brynn Campbell, Accounts Payable/Receivable — Date 10/7/25

3. Bank Reconciliations – Completed and approved by Superintendent
   - ☑ Citizens bank account
   - ☑ Local Government Investment Pool

4. Federal and State reimbursement requests made during the month
   - ☑ Monthly claims made and approved by Superintendent
   - ☑ If applicable, quarterly claims and reports made and approved by Superintendent

5. Financial Statements
   - ☑ Prepared after all reconciliations have been completed
   - ☐ Any manipulation of general ledger transactions in preparing statements
     - ☑ None
     - ☐ Yes, list below:
       1. Accrued substitute payroll based on average cost per month by account code

6. Business Office Internal Controls – Any changes to current procedures?
   - ☐ Yes – submitted to Board for review
   - ☑ None

7. Other

☐ Business Office Internal Controls – Any changes to current procedures?

☐ Yes

☑ None

☐ Any new pronouncements that will impact financial statements or budget for 25-26 fiscal year.

☐ Yes, list below:

None

Other items that may have an impact on the financial statements of the district?

☑ None

☐ Yes, list below:

Donald Staehely, Business Manager — Date 10/7/25

Deposits, Checks, Vouchers

☑ Issued to Board of Directors after month-end reconciliations – created by Accounts Payable/Receivable and submitted to Superintendent for distribution

☐ Has the Board of Directors responded to any items?

☐ Yes, and were all Board Members provided with the response

☑ None

Stacy Knudson, Interim Superintendent — Date 10/8/2025

Revised 9/4/2025

6. **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.

7. **Reports**

a. Title III / ELD Annual Report

English Language Development Plan



2025-2026

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Section 1: District Demographics

1. The size of the district, including number of schools.

Alsea School District 7J is comprised of:

1 K - 12 Charter School, with a K - 6 online school component

2. The enrollment of the district, please include the data date (i.e., spring membership).

As of Fall 2025, enrollment is at 221.

3. The district's ethnic diversity (could be percent or number).

Ethnicity/Race	Percentage
White	74%
Hispanic	14%
Multi-Racial	9%
American Indian /Alaska Native	<1%

Ethnicity/Race	Percentage
African-American	<1%
Asian	<1%
Pacific Islander	<1%

4. The number of different languages represented in your EL population (a chart by language and number of speakers is recommended).

Language	# of Speakers in EL population
Spanish	5
Chinese	
Arabic	
Korean	
Japanese	
Tagalog	

Language	# of Speakers in EL population
Korean	
Russian	
Bambara	
Bulgarian	
Filipino	
Chuukese	1

Language	# of Speakers in EL population
Portuguese	
Thai	
Vietnamese	
Amharic	
French	
Panjabi	

5. The number of EL students enrolled in district (could include number per school).

School	# of ELs enrolled
Alsea Brick & Mortar	3
Learn at Home Oregon	2

6. The number of ELSWDs (have an IEP) – provide this information by primary disability. Include number of ELs with a 504 Plan.

Primary Disability	# of EL students
Specific Learning Disability	
Communication Disorder	
Autism Spectrum Disorder	
Hearing Impairment	
Orthopedic Impairment	

Primary Disability	# of EL students
Other Health Impairments	
504 Plan	
Mental Retardation	
Total ELSWD:	

7. The number of ELs enrolled in the Talented and Gifted program.

As of Spring 2023, there are no ELs enrolled in the Talented and Gifted program.

8. A list of the schools, identified by Title I-A Targeted Assisted, Title I School-Wide, Alternative Programs, Charter schools, CTE, etc. (districts could choose buildings with specific programs for ELs (i.e., bilingual, two-way, etc.).

Title I-A School-Wide Schools:

- **K - 12 Alsea Charter School**

9. The number and percentage of ELs showing growth on ELPA21 from 2022-23 to 2023-24 (disaggregate by all ELs, ELSWD, and ELs identified for 5 or more years).

Student Growth

Group	# of Students	% of Students Demonstrating Growth
All EL Students	3	100%
EL Students with Disabilities (ESLWD)		
ELs Identified 5 Years or More		

10. The number and percentage of ELs exiting as proficient in 2023-24 (disaggregate by all ELs, ELSWD).

Students Exiting as Proficient in 2023-24

Group	# of Students	% of Students
All EL Students	1	20%
EL Students with Disabilities (ESLWD)		

11. The number of students in monitoring year 1 status.
12. The number of students in monitoring year 2 status.
13. The number of students in monitoring year 3 status.

14. The number of students in monitoring year 4 status.
15. The number of former ELs (not in current EL or monitoring status).

Monitoring & Former ELs	Number of students
Monitor Year 1	1
Monitor Year 2	1
Monitor Year 3	0
Monitor Year 4	0
Former EL (not in current EL or monitoring status)	0

16. The number of students who have re-entered the ELD program after exiting for proficiency.

Number of students re-entered into ELD after exiting proficient: 0

17. The number and percentage of monitored students meeting/ exceeding state academic assessments for each of the four years of monitoring (disaggregated by each year of monitoring for all monitored students and for ELSWDs in monitor status).

The number and percentage of <u>all</u> monitored students meeting/exceeding state assessments:

	Monitor 1				Monitor Year 2			
	ELA Meet/Exceed		Math Meet/Exceed		ELA Meet/Exceed		Math Meet/Exceed	
Years:	# of All Students	% of All Students	# of All Students	% of All Students	# of All Students	% of All Students	# of All Students	% of All Students
19-20								
20-21								
21-22								
22-23								

	Monitor Year 3				Monitor Year 4			
	ELA Meet/Exceed		Math Meet/Exceed		ELA Meet/Exceed		Math Meet/Exceed	
Years:	# of All Students	% of All Students	# of All Students	% of All Students	# of All Students	% of All Students	# of All Students	% of All Students
19-20								
20-21								
21-22								
22-23								

The number and percentage of monitored ELSWD meeting/exceeding state assessments:

	Monitor Year 1				Monitor Year 2			
	ELA Meet/Exceed		Math Meet/Exceed		ELA Meet/Exceed		Math Meet/Exceed	
Monitor Year	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students
19-20								
20-21								
21-22								
22-23								
23 -24								

	Monitor Year 3				Monitor Year 4			
	ELA Meet/Exceed		Math Meet/Exceed		ELA Meet/Exceed		Math Meet/Exceed	
Monitor Year	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students	# of ELSWD Students	% of ELSWD Students
19-20								
20-21								
21-22								
22-23								
23-24								

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18. The number and percentage of ELs who have not reached English proficiency having been identified for 5 or more years (disaggregated by all ELs and ELSWD for each year 5, 6, 7, 8, 9, etc.).

ELs Not Proficient After 5 or More Years:

	All ELs		ELSWD	
# of Years Identified	Number of Students	Percentage of Students	Number of ELSWD	Percentage of ELSWD
5	0			
6	0			
7	0			
8	0			

9	0			

19. The number and percentage of the district ELs who have a waiver for ELD services.

EL students with a waiver/refusal for ELD services:

- Number of students: 2
- Percentage of students: 33%

Section 2: School District Information on Program Goals
Office of Civil Rights – Step 1

Alsea School District 7J is dedicated to ensuring an equitable education for all its students. To realize the district's mission statement, which emphasizes connecting every student to the community and empowering them to succeed, we offer English Language (ELD) students tailored programs that enable them to actively engage in standard classroom learning and have meaningful access to various educational opportunities.

20. Describe the district's educational approach(es) (ELD, Bilingual, etc.) for educating ELs. Include a description for each educational approach used within the district. This information could be placed in a chart listing each school and the educational approach(es) for English language acquisition and core content.

Alsea SD prioritizes a multifaceted approach to serve English Learners. We employ an English Language Development (ELD) program that focuses on language acquisition through dedicated language instruction. Our ELD teacher meets weekly with identified students to ensure that students have the support needed to confidently access topics and lessons that are relevant to their classroom.

	School	Educational Approach for English Language Acquisition	Educational Approach for Core Content
Elementary	Alsea Brick & Mortar Learn at Home Oregon	ELD Pull-Out	Content taught using sheltered instruction strategies.
Middle	Alsea Brick & Mortar	ELD Pull-Out	Content taught using sheltered instruction strategies.
High	Alsea Brick & Mortar	ELD Pull-Out ELD Monitored in Class	Content taught using sheltered instruction practices.

Description of ELD Programs:

ELD Pull-Out

- ELP standards taught through direct instruction. Students are grouped according to grade and/or language proficiency level, whenever possible.

ELD Monitored In-Class

- ELP standards taught through direct instruction. Students are monitored by General Education Teachers and IAs.

Description of Core Content Programs:

Sheltered Instruction is an approach to teaching English language learners by integrating language and content instruction. The dual goals of sheltered instruction are: to provide access

to mainstream, grade-level content, and to promote the development of English language proficiency. Research by: Freeman, D., & Freemand, Y. (1988). *Sheltered English Instruction*

Sheltered Instruction Models:

- General education teachers use sheltered instructional strategies to scaffold language demands in core academic areas, making content comprehensible to EL students. Research by Echevarria, Short & Powers
- GLAD: Guided Language Acquisition Design methods are incorporated in the general education classroom as part of the sheltered instruction strategy. Research by Deussen, Roccograndi, Hanita, Autio & Rodriguez (2014)

Immersion Model:

- Students' day is divided 20/80 or 50/50 with language and content instruction taught in English and either Spanish, French, Japanese, or Chinese, respectively.

Systematic ELD - Constructing Meaning:

- Constructing Meaning provides teachers with the process and tools for weaving explicit language instruction into content area teaching. Based on backward design and a gradual release of responsibility model, the Constructing Meaning process prompts teachers to:
    - understand the role language plays in content learning
    - decide what language knowledge students need to access content and express understanding
    - provide appropriate, explicit oral and written language instruction and practice
    - Constructing Meaning offers an accelerated approach to instruction that emphasizes both academic English and critical literacy skills, thereby supporting English learners in acquiring the analytic language necessary to meet the demands of the Common Core.
    - -E.L. Achieve - www.elchieve.org

21. Include the relevant research that supports each of the district's educational approach(es) for educating ELs. (NOTE: only citation for research is needed)

In Alsea School District, the educational approaches for ELs are grounded in robust research supporting their effectiveness. **English Language Development (ELD):** Our ELD program aligns with research emphasizing the importance of targeted language instruction. Studies by Thomas & Collier (2002) and Cummins (1981) highlight the necessity of explicit language development strategies to enhance ELs' language proficiency and academic success.

ELD Pull-Out and Class Period:

Saunders, W., Goldenberg, C., and Marcelletti, D. (2013). *American Educator*. https://www.aft.org/sites/default/files/periodicals/Saunders_Goldenberg_Marcelletti.pdf

Guided Language Acquisition Design (GLAD):

Deuseen, T., Roccograndi, A., Hanita, M., Autio, E., Rodriguez, C. (2014) *Presented at the Annual Meeting of the American Educational Research Association* https://www.sree.org/conferences/2014s/program/downloads/abstracts/1166.pdf

Sheltered Instruction:

Marcos, A. and Himmel, J. (2016) *Using Sheltered Instruction to Support English Learners* http://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf

Echevarría, J., Vogt, M., Powers, K. *The International Journal of Learning,* volume 12, Issue 11, pp. 41-50 http://ijb.cgpublisher.com/product/pub.30/prod.1562/index_html

Systematic ELD – Construction Meaning:

E.L. Achieve - www.elchieve.org

Constructing Meaning - http://www.elachieve.org/what-we-do/about-constructing-meaning.html

22. Describe the district's educational goal for English language proficiency. Please ensure this is a SMART goal that includes annual language proficiency expectations for each specific EL group of students enrolled in the school (elementary, secondary, SIFE, ELSWD, Recent Arrivers – elementary, Recent Arrivers – secondary).

Alsea School District's SMART goal for English language proficiency is to achieve measurable and targeted annual growth in language proficiency for each specific EL group: 1.**Elementary ELs:** Attain an average annual growth of one proficiency level on the ELPA language assessment. 2.**Secondary ELs:** Achieve an average annual growth of 1.5 proficiency levels on the ELPA language assessment. 3. **SIFE (Students with Interrupted Formal Education):** Demonstrate an average annual growth of two proficiency levels on the ELPA language assessment for SIFE students, recognizing their unique challenges and supporting accelerated language development. **ELSWD (English Learners with Disabilities):** Ensure a minimum annual growth of one proficiency level on the ELPA language assessment for ELs with disabilities, accommodating their specific learning needs. **Recent Arrivers- Elementary and Secondary:** Recent elementary and secondary arrivers will aim for accelerated growth by achieving growth of one proficiency level on the ELPA language assessment within their first year of enrollment.
The goal emphasizes individualized and targeted language development strategies aligned with students' unique needs, acknowledging the varying starting points and challenges within each EL subgroup. Tracking annual growth against these specific benchmarks enables us to tailor interventions and instructional approaches to foster continuous linguistic progress for all EL students.

23. Describe the district's educational goal for core content knowledge. Please break this down into elementary and secondary SMART goals specific to ELs enrolled in the district.

Alsea School District 7J's educational goal is to increase achievement for every student and close the achievement gap.

Elementary:

- Our goal is for all elementary ELs to increase their core content knowledge by one grade level, each academic year, as measured by formative, district and state assessments.

Secondary:

- Our goal is for all secondary ELs to increase their core content knowledge by one grade level, each academic year, to ensure they are on track for graduation and college/career paths, as measured by formative, district and state assessments.

Elementary Level- Specific:

- Ensure elementary ELs demonstrate measurable progress in core content knowledge. **Measurable Secondary Level- Specific:** Ensure secondary ELs exhibit measurable growth in core content knowledge across various subjects. **Measurable:** Achieve a minimum 75% mastery in core content areas (ELA, math, science, social studies) based on grade-level standards and assessments. **Achievable:** Implement differentiated instruction, content-based language strategies, and academic support to facilitate ELs' comprehension and application of core content. **Relevant:** Integrate language development into subject-specific instruction, emphasizing academic language and content vocabulary to enhance comprehension and expression. **Time-bound:** Regularly assess and monitor ELs' progress in core content knowledge through formative assessments, adjusting instructional strategies to meet their evolving needs. These goals emphasize not only language proficiency but also the acquisition and application of core content knowledge, ensuring that ELs at both elementary and secondary levels receive tailored support to excel academically across subject areas.

24. Describe how the district will measure the effectiveness of the program based on the goals stated in 22. What specific measure(s) will be used to determine the effectiveness of English language proficiency? This could include district formative assessments.

To measure the effectiveness of our ELD program in building student English language proficiency, our district will employ several specific measures: **Language Proficiency Assessments:** We will utilize standardized assessments such as the ELPA to gauge ELs' language proficiency levels at the beginning and end of each academic year. **Formative Assessments:** Implementing ongoing formative assessments aligned with language development objectives will allow for continuous monitoring of ELs' progress. These assessments, integrated into daily instruction, provide real-time feedback to inform instructional adjustments. **EL Progress Portfolios:** Maintain individual portfolios showcasing language artifacts and assessments, demonstrating EL's language growth overtime. These portfolios will include writing samples, speaking assessments, and other language-based artifacts to track progress. **Teacher Observations and Feedback:** Regular observations and feedback from our ELD teacher will contribute to evaluating

effectiveness of instructional strategies. Insights from educators regarding student engagement, participation, and language acquisition will inform program adjustments.

25. Describe how the district will measure the effectiveness of the program based on the goals stated in 23. What measure(s) will be used to determine the effectiveness of the core content knowledge goal? This could include district progress monitoring assessments.

Alsea School District 7J's educational goal is to increase achievement for every student and close the achievement gap.

At the **elementary** level, core program effectiveness is measured through systematic progress monitoring of all students' academic achievement, as demonstrated through various assessments which may include:

- Formative assessments aligned to Common Core standards.
- District benchmark and/or progress monitoring assessments
- Mandated State Assessments

At the **secondary** level, core program effectiveness is measured through systematic progress monitoring of all students' academic achievement, as demonstrated through various assessments which may include:

- Formative assessments aligned to Common Core standards.
- District benchmark and/or progress monitoring assessments
- Mandated State Assessments

To measure the effectiveness of our program in achieving core content knowledge goals among ELs, our district will employ specific measures: **Subject-Specific Assessments:** Utilize district-approved assessments aligned with grade-level standards in core content areas such as math, science, English language arts, and social studies. These assessments will gauge ELs' mastery of content knowledge throughout the academic year. **Formative Assessments:** Continue with regular formative assessments embedded within classroom instruction to monitor ELs' understanding of core content. **Performance-Based Tasks and Projects:** Implement performance based assessments and projects that require ELs to apply their core content knowledge in real world scenarios. These tasks will showcase students' application and understanding of learned concepts. **Teacher Observation and Rubrics:** Utilize teacher observations and rubrics to assess ELs' engagement, participation, and understanding of core content during classroom activities and discussions. **End of Year Summative Assessments:** Ensure EL students are able to access summative assessments aligned with grade-level standards to measure ELs' overall achievement and growth in core content areas.

26. Describe the frequency the district will progress monitor the established goals.

Student growth toward goals is monitored three times a year: fall, winter and spring.

Alsea School District 7J, recognizes the importance of consistent progress monitoring to ensure the effectiveness of our programs and the attainment of goals for ELs. The frequency of progress monitoring aligns with the dynamic nature of learning and the need for timely intervention. **Language Proficiency Goals (ELD Program):** Standardized language proficiency assessments will be administered at the start and end of each academic year to gauge overall growth in language proficiency. **Quarterly Formative Assessments:** Regular formative

assessments will occur quarterly to track ongoing progress and guide instructional adjustments. **Core Content Knowledge Goals:** Throughout the academic year, subject-specific assessments, formative assessments, and progress monitoring tools will be utilized to gauge ELs' understanding and growth in core content areas. **Ongoing Teacher Observations:** Teachers will continuously observe and assess ELs' progress in both language proficiency and core content knowledge during daily instruction, providing immediate feedback and adapting strategies as needed. **Annual Review and Analysis:** Annually, Alsea School District EL Coordinator and Teacher will conduct a comprehensive review and analysis of ELs' progress towards established goals, utilizing data from various assessments, teacher observations, and stakeholder feedback to inform program adjustments for the following academic year.

27. Describe how these goals compare to the district's educational goals for non-EL students. Be specific to include all EL groups of students enrolled in the district.

The goals of Alsea School District 7J are to:

- Promote growth and success for every student
- Support families so all students are ready to learn
- Provide personalized learning opportunities for every student

Alsea School District 7J has the same goals and expectations for all students, including English learners. In Alsea School District, the educational goals for ELs are aligned with the broader educational goals for non-ELL students. However, there are nuanced differences to accommodate the unique needs and language acquisition requirements of each EL subgroup. **Language Proficiency Goals:** For Non-ELs: Language proficiency may not be a primary focus as they already possess proficiency in the language of instruction. For ELs: Specific language proficiency goals are established to ensure accelerated language growth, ranging from general ELs to specialized groups like SIFE, ELSWD, and Recent Arrivers. These goals emphasize targeted language development alongside core content mastery. **Core Content Knowledge Goals:** For Non-ELs: Focus primarily on achieving grade-level proficiency and mastery in core content areas. For ELs: Similar content mastery goals exist but are scaffolded based on language proficiency levels and unique needs of EL subgroups. There's an emphasis on providing additional language support while ensuring academic achievement. **Progress Monitoring Frequency:** For Non-ELs: Progress monitoring might be consistent but may not be as frequent or specialized in language acquisition. For ELs: More frequent and targeted progress monitoring to track language growth in addition to core content mastery. Different EL subgroups are closely monitored based on their specific language acquisition needs. **Individualized Support:** For Non-ELs: Support may be more generalized without the specialized focus on language development. For ELs: Tailored instructional strategies, differentiated support, and interventions to address language barriers alongside content learning. While the overarching educational goals for both ELs and non-ELs often align in terms of content mastery and academic achievement, the goals for ELs are tailored to accommodate their diverse linguistic backgrounds, varying proficiency levels, and unique learning needs. This ensures that ELs receive targeted support for language acquisition alongside content learning to bridge the gap and achieve academic success.

28. Describe how these goals will prepare ELs to meet the district goals for its overall educational program, graduation, and the college/career ready standards.

Alsea School District 7J will prepare ELs to meet the district goals for timely graduation and college/career readiness by:

- Educational Excellence with Equitable Access and Outcomes for Every Student
- Multiple Pathways to Student Success
- Communication and Connection with Community
- Diverse World-Class Workforce
- Stable, Sustainable Stewardship

The goals set for ELs in our district are intricately connected to the broader district goals for the overall educational program, graduation, and college/career readiness standards: **Alignment with District Goals: 1. Overall Educational Program:** The goals for ELs are designed to ensure that they receive the necessary language support and content mastery to seamlessly integrate into the district's overall educational program. By focusing on language proficiency alongside core content knowledge, ELs are equipped to engage more effectively with the curriculum and participate fully in the educational program. **2. Graduation Readiness:** The goals set for ELs prepare them for successful progression through the educational system, ultimately leading to high school graduation. Language proficiency and content mastery goals ensure that ELs are on track to meet graduation requirements by acquiring necessary skills and knowledge across subject areas. **College/Career Readiness Standards:** The goals for ELs are aimed at aligning their language proficiency and core content knowledge with college and career readiness standards. By emphasizing language development alongside academic achievement, ELs are better prepared to meet the language demands of higher education or career pathways. **Preparation for Meeting District Goals: 1. Language Proficiency:** The emphasis on language development equips ELs with the necessary communication skills to engage in complex academic tasks, collaborate effectively, and comprehend and express ideas proficiently, aligning with the district's language standards. **2. Core Content Mastery:** Attainment of core content knowledge ensures that ELs are prepared to meet the district's academic standards across subjects. Mastery of these content areas allows ELs to progress through grade levels and successfully participate in advanced coursework. **3. Adaptability and Critical Thinking:** By addressing language barriers and providing support, ELs develop adaptability and critical thinking skills necessary for success in higher education and the workforce, aligning with the district's focus on 21st -century skills. The comprehensive approach to language development and academic achievement for ELs ensures they are equipped not only to meet the Alsea District's educational program goals but also to graduate on time and be well-prepared for the rigorous demands of college, careers, and life beyond academics.

Section 3: Identification

29. Describe the district's procedure which includes a step to administer the Language Use Survey to all students. Include the school year the district will begin using the state-approved Language Use Survey.

30. Describe the district's procedure to include a timeline for each step or the identification process and the name/title of the person responsible for each step.

As stated in ESEA, the U.S. Department of Education defines the term "English learner," as an individual who:

- Who is aged 3 through 21;
- Who is enrolled or preparing to enroll in an elementary or secondary school;
- Who was not born in the United States or whose native language is a language other than English;
    - who is a Native American or Alaska Native, or a native resident of the outlying areas; and
    - comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
    - who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- Whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual –
    - the ability to meet the challenging State academic standards
    - the ability to successfully achieve in classrooms where the language of instruction is English; or
    - the opportunity to participate fully in society

Alsea School District 7J uses this definition to identify EL students in the district. Students are identified for the program within 30 days of the beginning of the school year or within 10 days of enrollment during the school year. The steps for identification are outlined in the flowchart and described below:

ELD Student Identification Process



Initial Placement Process - LUS

- Beginning in fall of 2018 Alsea School District 7J began using the new Language Use Survey (LUS), developed collaboratively with multiple districts, stakeholders, and ODE.
- The Language Use Survey is included in enrollment materials provided by the school registrar as part of the district's enrollment process. The LUS is available through TransACT, and will be provided in the family's native language whenever possible.
    - Timeline: Within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
    - Person Responsible: School registrar

LUS indicates Potential EL

All Language Use Surveys with a language other than English, or indicate that the student is American Indian/Alaska Native, will be copied and given to the ELD teacher. The LUS is used to initiate the process for potential ELD eligibility.

A Potential EL is a student who upon enrollment has:

- A disability or suspected disability, and
- A Language Use Survey (LUS) that would lead the district to administer the ELPA screener; but
- The ELPA screener is not accessible to the student with any of the accessibility supports or domain exemptions,
- The IEP team determines the student is a Potential EL,
- Potential EL is noted on the IEP.

The accessibility of the ELPA screener is reviewed regularly to determine if the assessment is accessible to the student; if so, the student is administered the ELPA screener.

- Timeline: Within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
- Person Responsible: School registrar and ELD teacher/Coordinator

Potential EL Cum File Review

Upon receiving the LUS, indicating the student as a potential EL, the ELD teacher/Coordinator will review the cum file to check for previous ELD screening and/or identification from the student's former district(s). If the former cum file is not available the ELD Coordinator will contact the previous district and/or ODE to gather ELD history.

- Timeline: Within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
- Person Responsible: ELD teacher and/or ELD Coordinator

New to Oregon or US Schools

Any students new to the US, new to Oregon, or who have not previously been assessed for ELD, will be given the ELPA21 screener to determine program eligibility.

- Timeline: Immediately following file review, within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
- Person Responsible: ELD teacher and ELD Teacher/ Coordinator

Newly Qualified Students

Upon completion of the ELPA21 screener:

- Students who qualify will begin ELD services, and a parent notification letter will be sent home. The parent notification letter, indicating initial placement of ELD services, will be sent home in the parent's home language, when available, and kept in the student's permanent cum file.
- Notification of the student's EL status will be disseminated to district personnel including the: ELD office, building administrator, school staff, and classroom teacher(s). In addition, the ELL flag will be activated in Synergy.
    - Timeline: Immediately following receipt of the ELPA21 screener results
    - Person Responsible: ELD teacher/Coordinator

Initially Fluent Students

Documentation of ELPA21 screener results for all students who are initially fluent, "Too High to Qualify," for ELD services will be kept in the student's permanent cum file. In addition, parent notification will be sent home in the parent's home language, when available.

- Timeline: Immediately following receipt of the ELPA21 screener results
- Person Responsible: ELD teacher and ELD Coordinator

Continuing EL Students

Any student served by the district's ELD Program during the previous school year, or enrolled with an active LEP flag from another Oregon district, will begin ELD services. A parent letter, indicating continuation of ELD services, will be sent home in the parent's home language, when available, and kept in the student's permanent cum file.
Notification of the student's EL status will be disseminated to district personnel including the: ELD office, building administrator, school staff, and classroom teacher(s). In addition, the ELL flag will be activated in Synergy, the SIS system.
Students will continue to be served until they meet exit requirements.

- Timeline: Immediately following file review, within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
- Person Responsible: ELD teacher and ELD Coordinator

Misidentified Students

Schools, parents and students (age 18+) who believe a student may have been misidentified as an EL or non-EL may request that the ELL identification process be reviewed.

This process may be utilized for students who:

- Have a language use survey with a language other than English or
- Have a language use survey with English and are Native American/Alaska Native and:
- Are ELs or Non-Els

- Timeline: Parents, schools and adult students have 45 calendar days to submit a written request to review the results of the EL identification determination
- Person Responsible: A student's parent/guardian, teacher (if the teacher's request includes written consent from the parent or guardian), or a student of 18 years of age

Review of written request

- Timeline: Within 10 school days, unless the student has IEP/504 in which case the special education team must be consulted and review completed within 20 school days
- Person Responsible: ELD Coordinator, ELD teacher and special education team, if applicable
- Documents: will be kept in the student's permanent cum folder

Process for reviewing initial identification:

- School receives letter requesting review
- School contacts ELD teacher, who notifies the district ELD Coordinator
- ELD Coordinator reviews all documents:
  - Language Use Survey
  - Cum folder
  - Initial identification assessment – if given
  - Student work-samples in English
  - Student work-samples in home language, if appropriate

Students not on IEP/504 the ELD Coordinator will decide:

Was the student a potential EL and given the screener appropriately?

- Yes, but the student was initially fluent
- If student work-samples and cum folder provide additional information that the student needs support in learning English then the student status is changed in Synergy and parents are notified.
- Yes, student is initially an EL
- If student work-samples and cum folder provide additional information that the student demonstrates English proficiency the student status is changed in Synergy to 3-H initially fluent.

If the student is a potential EL that was not given the EL screener, then the ELPA21 screener is administered and EL status follows screener results.

- Timeline: Within 10 school days from receipt of written request
- Person Responsible: ELD Coordinator, ELD teacher
- Documents: will be kept in the student's permanent cum folder

Students with an IEP/504:

- ELD Coordinator and ELD Teacher consults with the special education team regarding whether the student has a disability or is suspected of having a disability that may impact his/her ability to read, write, speak or listen to English.
- A records review of the same documents is conducted.
    - Timeline: Within 20 school days from receipt of written request
    - Person Responsible: The team of special education and EL staff decides how to proceed forward with the student
    - Documents: will be kept in the student's permanent cum folder

Monitoring

- Any student initially identified as an EL, but then determined to be fluent through final identification will be included in the district's monitoring process.

Follow-Up – Check In

- Within 3-6 months following each initial-final identification process a review of the steps taken and the student's current academic/linguistic progress will be conducted**.**

<u>Refusal of Services</u>

- Every effort is made to ensure that parents have the information they need to make a well-informed educational decision about the participation of their child in the district's ELD Program and other service options, which may be available.

Information is available for parents through

- A phone call or in-person meeting with the school's ELD teacher
- Meeting with district's ELD Coordinator, teacher, and bilingual liaison if needed
- Interpreter and district communication in parent's home language will be provided

Should parents decline ELD services for their child

- The ELD teacher notifies the ELD Coordinator of the parents' wishes
- The ELD Coordinator asks the parents to fill out a "Refusal of English Language Development Services" form
- Parents are informed that:
    - Their student will be given the ELPA21 each year, with scores sent home, until English proficiency is reached
    - ELD services may be resumed at any time, per parent request

Process

- **Timeline:** Immediately following receipt of the signed "Refusal of English Language Development Services" form
- **Person Responsible:** Parent, ELD teacher and ELD Coordinator
- **Documents:** will be kept in the student's permanent cum folder
- **Monitoring:** The ELD teacher will keep the ELL files of students in monitoring status until the end of the 4-year monitoring period. ELL files for students whose parents have waived services or special education/ELL students who were

determined to require a suspension of ELD services will be kept with the ELD teacher for as long as the student remains at the school.

31. Describe the district's procedure to include a process to identify Native American students who may be ELs.

Procedure for Identifying Native Students as Potential EL

All Language Use Surveys indicating the student identifies with Tribal/Heritage/Native Language (i.e. languages spoken by AI/AN tribal citizens, Native Hawaiians, and citizens of U.S. Territories) are collected by the school registrar

A copy of the LUS is given to the ELD teacher who initiates the process for potential ELD eligibility

- Timeline: Within 30 days at the beginning of the school year or within 10 days of enrollment during the school year
- Person Responsible: School registrar and ELD teacher/ Coordinator
- Documents: The LUS is stored in the student's permanent file

Note: As recommendations regarding this process are provided by ODE these procedures will be modified to reflect the most current guidance. The state-approved Language Use Survey includes specific questions for students and families to identify as both Native American and home use of another language which will help identify Native American EL students.

32. Describe the district's procedure for identifying potential ELs with a disability (i.e., interpreter, special education, refugee, etc.).

When screening a student with a disability for potential EL qualification, Alsea School District 7J will use the following procedure:

Special Education and/or Family Service Plan

- Team convenes to determine potential supports the student may need to be able to successfully access the ELPA21 language screener. Team may include:
  - ELD teacher and/or ELD Coordinator
  - SPED teacher and/or administrator
  - Counselor
  - Occupational, Speech
  - Principal
  - Parent
- Screener will be administered, within the required window, aligned with student's support needs
- ELD teacher will follow protocol for student's placement in the ELD program, taking into account service delivery recommendations from the team
- Notes regarding ELD program placement and ELPA21 assessment recommendations will be documented on the student's IEP

Interpreters

- District staff use interpreters throughout the identification and eligibility process, as needed.

Special Considerations

- Students and families with special circumstances, such as: refugee, SIFE, Migrant or Recent Arriver status, will be supported throughout the identification process.

33. Describe the district's plan using one of the State's approved assessments for identifying ELs; include what sections are used to ensure all domains of the English language are assessed. Include the agreement to use the state approved fluency scores at each grade level.

Starting Fall 2018, the district began using the ELPA21 screener and followed the identification process outlined in the Executive Numbered Memo 005-2017-18 Identification of ELs under ESEA. We agree to use the state approved fluency scores at each grade level once established.

34. Describe the district's plan for having students assessed by a trained assessor.

All staff administering the ELPA21 screener will participate in ODE approved training and will have documentation on file. The training will be provided annually each fall or as needed.

35. Describe the district's plan to include the procedures for collecting the assessment data, and sharing the results with teachers.

Intake Assessment:

Once ELPA21 Screener scores are received the results are:

- Reviewed by the ELD teacher and ELD Coordinator
- The ELD Coordinator will notify the school registrar and classroom teacher(s) of the results
- The ELD Coordinator will enter the screener results in Synergy.
  - LEP Start Date and program code(s) for eligible students will be entered in Synergy
  - Scores and codes for initially fluent students will be entered in Synergy
- A copy of ELPA21 screener results will be placed in the student's permanent cum file

ELPA21 Assessment:

Once ELPA21 assessment scores are received the results are:

- Reviewed by the ELD teacher and ELD Coordinator
- In the spring, the ELD teacher will share the results with the student's current teacher(s)
- In the fall, ELPA21 results and descriptors will be shared with student's new teacher(s)
- School registrars will be notified by the ELD office and through Synergy of all students needing to be enrolled in an ELD program
- The ELD Coordinator and/or assistant will update ELD Program codes in Synergy
- A copy of ELPA21 results will be placed in the student's permanent cum file

36. Describe the district's plan to include a description of where and how the assessment data will be stored.

The ELD teacher places copies of all ELPA21 screener and ELPA21 assessment scores in the student's permanent cum file.

37. Describe the district's plan to include a timeline, person responsible, and template for the required parent notification letters for eligibility as an EL or initially fluent students.

Initial Placement Letter:

Timeline: Within the established window of 30 or 14 calendar days, respectively, based on the date of enrollment.

Person Responsible: ELD teacher and ELD Coordinator

Continuing Placement Letter:

Timeline: Within 14 calendar days of documented ELD program eligibility (ELPA21 scores, or information from previous district).

Person Responsible: ELD teacher and ELD Coordinator

Initially Fluent Letter:

Timeline: Within the established window of 30 or 14 calendar days, respectively, based on the date of enrollment.

Person Responsible: ELD teacher

38. Include the process for ensuring parent notification letters are provided in a language parents can understand.

Alsea School District 7J use independent translators or TransACT to ensure parent notification letters are provided in a language parents can understand.

39. Describe where the original language use survey, identification screener results, and original parent identification communication will be stored.

The following list of items will be maintained in the cum folder as outlined in OAR 116-400-0060-(10), (12), (26):

- Language Use Survey
- ELPA21 Screener results
- Initial EL Program Placement Letter, if applicable
- Initially fluent letter, if applicable
- Waiver/Refusal of Service letter signed by parent or guardian, if applicable
- ELPA/ELPA21 annual assessment results
- Exit as Proficient letter, when student has reached English proficiency
- Annual Monitoring documents, collected during the four years of monitoring status
- Re-entry into EL Program During Monitoring letter, if applicable

Section 4: Program of Service for English Learners
Office of Civil Rights – Step 4

40. Describe the district program of services for ELs. Include how and where the services will be provided and by whom for each program of language instruction available to ELs in the district. Consider putting this information in a chart – by school, grade, grade level; include all EL programs for all groups of ELs (SIFE, Recent Arriver, ELSWD, etc.).

School	Grade Level	Person Responsible	Program Type	Frequency
Alsea Brick & Mortar Elementary Learn at Home Oregon	K-5	ESOL Endorsed Teacher	Pull-Out	20-25 minutes 2 times a week* **Based on Language Proficiency Level*
Alsea Brick & Mortar Middle School	7-8	ESOL Endorsed Teacher	Pull-Out	20-25 minutes daily 2 times a week* **Based on Language Proficiency Level*
Alsea Brick & Mortar High School	9-12	ESOL Endorsed Teacher	Pull-Out Monitored	20-25 minutes daily 2 times a week* **Based on Language Proficiency Level*

ELD Service Delivery

- All ELD classes are taught by an ESOL endorsed teacher
- **All identified ELs participate in one of the following programs, including:**
  - Traditional ELs
  - Students with Interrupted Formal Education (SIFE)
  - English Learners with Disabilities (ELSWD)

Program Delivery Models:

- **K-5 Pull-Out:** Small group instruction is provided by grade and proficiency level, schedule permitting, in the ELD classroom
- **7-8 Middle School:** Students are grouped by grade and proficiency level, schedule permitting, during a regular class period.
- **9-12 High School:** Students are grouped by grade and proficiency level, schedule permitting, during a regular class period, 20-25 minutes, daily. Additional option based on proficiency level is: student is monitored by General Education Teachers in coordination with ELD Teacher.

ELD students in this program also receive targeted ELD instruction through either a Pull-Out or Push-In delivery mode

Program of Language Instruction	**How Services are Provided**	**Where Services are Provided**	**By Whom**
English Language Development (ELD) Program	Targeted language instruction focusing on language acquisition strategies and vocabulary development	In person and online for Learn at Home Oregon students.	EL Teacher (Sandra Pinion)
Sheltered Instruction	Content-based language instruction with scaffolding for ELs	In person and online for Learn at Home Oregon students.	EL Teacher (Sandra Pinion) Subject/Gen Ed. Teachers
Recent Arrivers Program (Elementary and Secondary)	Accelerated language support and acclimation to new educational environment	In person and online for Learn at Home Oregon students.	EL Teacher (Sandra Pinion)
ELSWD Program	Individualized language and content instruction for ELs with disabilities	In person and online for Learn at Home Oregon students.	EL Teacher (Sandra Pinion) and Special Education Teacher (Leslie Boser).

41. Describe the methods and services the district will use to teach English language. Break this out by each different English language program.

Alsea School District 7J offers English Language Development through the following programs:

- Pull-Out
- Push-In

Each of these programs incorporates methods that explicitly address the English Language Proficiency Standards by providing direct instruction in the areas of: reading, writing, listening and speaking. Content Area CCSS are integrated throughout instruction.

Elementary Level ELD

- Classes are taught by certified, endorsed ESOL teachers, trained in standards-based ELD instruction
- **ELD Classes:**
    - Are designed for targeted, differentiated, small-group instruction
    - Incorporate researched-based strategies for effective English language acquisition
    - Students are grouped by grade and proficiency levels, schedule permitting, to best meet the diverse needs of all learners

Secondary Level ELD Classes

- Classes are taught by certified, endorsed ESOL teachers, trained in standards-based ELD instruction
- **ELD Classes:**
    - Are designed for targeted and differentiated instruction
    - Incorporate researched-based strategies for effective English language acquisition, with a focus on academic and content vocabulary
    - Students are grouped by grade and proficiency levels to best meet the diverse needs of all learners

42. Describe the methods and services the district will use to ensure that ELs can meaningfully participate in core instruction and special programs (music, career, technical, etc.). Include all groups of ELs (SIFE, Recent Arrivers, ELSWD, etc.).

English learners are not pulled from core content or special programs in order to receive ELD services. To ensure meaningful access to core instruction and special programs, the following measures are in place for every student qualifying for ELD (including: SIFE, Recent Arrivers and ELSWD):

At the elementary level:

- ELD instruction takes place during the designated intervention times, schedule permitting
- All elementary EL students participate in school wide music, PE, library and computer classes
- The ELD Coordinator works with the ELD teacher to ensure ELs are not missing core classes and can participate in special programs
- Building master schedules and ELD class schedules are shared with the ELD Coordinator and teacher

At the secondary level:

- The ELD Coordinator works with the ELD teachers to ensure ELs are not missing core content and can participate in special programs
- Building master schedules are shared with the ELD Coordinator and schedules are reviewed each new quarter at the secondary level by the ELD teacher and ELD Coordinator

43. Describe the professional development support for core content teachers that ensure ELs' ability to participate meaningfully in core instruction. Include how the district will measure the effectiveness of this professional development.

<u>The following professional development opportunities are available to core content teachers:</u>

Regional Trainings

- **Effective Strategies for ELs and Struggling Readers**
  - Open to all Alsea School District 7J staff through Linn Benton Lincoln ESD
- **Linn Benton Lincoln Education Service District:**
  - Core content teachers are encouraged to attend the ongoing professional development opportunities through Linn Benton Lincoln ESD.

District Trainings

- **Supporting EL Learners in the Classroom**
  - Sandra Pinion will begin to hold SIOP training sessions during staff meetings and district professional development days.
  - Alsea SD staff will be using the SIOP Model Text.
  - Colorin Colorado provides on demand training, resources, and support to teachers.

The district will measure the effectiveness of the professional development programs by:

Regional, district and building trainings:

- Following each training, participants are asked to complete a workshop evaluation, which includes an assessment of the usefulness of the training and elicits staff needs for future sessions
- Depending on the nature of the training participants may:
  - Work in collaborative teams to apply new knowledge to future lessons
  - Demonstrate use of new skills through lesson planning, self-reflection, or observation by instructional coaches or administrators
  - Share techniques learned during the training with colleagues

44. Describe the standards and/or criteria the district uses to determine the amount and type of language development services provided. Include the process to determine the appropriate amount and type of services. Include how the district will measure the effectiveness of these services.

Alsea School District 7J uses the following standards and/or criteria to determine the amount and type of language development services that will be provided:

Elementary:

- **Criteria**: Program placement is based upon student's language proficiency level, as determined by the intake assessment and/or ELPA21 scores
- **Type of service**: ELD Pull-Out, ELD Push-In
- **Amount of service**: 20-25 minutes, 2 times a week
  - Refer to table in question 40

Measure of effectiveness: Program effectiveness is measured by growth data collected from a variety of assessments, which may include: curriculum assessments, district benchmark and/or progress monitoring assessments, and state assessments (OSAS, I-Ready, ELPA21)

Secondary:

Criteria: Program placement is based upon student's language proficiency level, as determined by the intake assessment and/or ELPA21 scores

Type of service: ELD Pull-Out, ELD Push-In, ELD Monitor by General Education Teacher

Amount of service: 1 class periods, depending on program of service

- Refer to table in question 40

Measure of effectiveness:

- Program effectiveness is measured by growth data collected from a variety of assessments, which may include: curriculum assessments, district benchmark and/or progress monitoring assessments, and state assessments (OSAS, I-Ready, ELPA21).
- Graduation rates of subgroups as compared to non-EL

45. Describe the district's plan to address the language and content needs for each of the following groups of students: ELSWD – with significant cognitive disabilities, ELSWD – emotional disability, ELSWD – behavioral disability, ELSWD – deaf/hard of hearing, ELSWD – blind/vision impaired, Recent Arriver/SIFE. Include the program options, how the district will determine the program for both elementary and secondary students. Consider making a chart. Ensure the program of service both EL and access to content includes a plan for timely graduation.

Language and Content Needs by Subgroups					
		Language Needs	Content Needs	Teachers Responsible	Graduation Path
ELSWD Significant Cognitive, Emotional and/or Behavioral Disability	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class	General Ed Class Special Ed Class *Content supported in ELD Class*	Gen Ed ELD RTI SPED SLP	Targeted interventions to build pre-graduation skills. On track to graduate progress check at grade 3.
	Secondary	Content Area Class ELD Class ELD Newcomer Special Ed Class Speech Class	General Ed Class Special Ed Class *Content supported in ELD Class*	Gen Ed ELD SPED SLP	Progress monitored at grades 6 and 9 with supports increasing as needed, via online high school courses and credit recovery programs.
ELSWD Deaf and Hard of Hearing	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class D/HH	General Ed Class Special Ed Class *Content supported in ELD Class*	Gen Ed ELD RTI SPED ASL Interpreter SLP	Targeted interventions to build pre-graduation skills. On track to graduate progress check at grade 3.
	Secondary	General Ed Class ELD Class ELD Newcomer Special Ed Class Speech Class D/HH		Gen Ed ELD SPED ASL Interpreter SLP	Progress monitored at grades 6 and 9 with supports increasing as needed, via online high school courses and credit recovery programs.
ELSWD Blind Visually Impaired	Elementary	Services are provided through the Oregon School for the Blind			
	Secondary	Services are provided through the Oregon School for the Blind			

ELSWD – Recent Arrivers/ SIFE	Elementary	General Ed Class ELD Class Reading Intervention Special Ed Class Speech Class		Gen Ed ELD SPED Bilingual EA SLP	Targeted interventions to build pre-graduation skills. On track to graduate progress check at grade 3.
	Secondary	General Ed Class ELD Class Special Ed Class Speech Class		Gen Ed ELD SPED Bilingual EA SLP	Progress monitored at grades 6 and 9 with supports increasing as needed, via online high school courses and credit recovery programs.

Language Support for ELSWD

- **General Education Class (Elementary):** Language objectives, visual supports for vocabulary, sentence frames, literacy
- **Content Classes (Secondary):** Language supports provided through sheltered instruction of core content areas.
- **Pull Out Model:** Direct instruction of ELP standards, utilizing research based instructional practices for language acquisition.
- **Reading Intervention:** Target instruction focusing on: phonemic awareness, phonics, vocabulary, comprehension and fluency strategies.
- **Special Education Class:** Direct instruction targeting language goals per IEP (if applicable).

Content Support for ELSWD

- **General Education Class (Elementary):** Content objectives, visual aids to support content acquisition, sentence frames, content vocabulary word wall/anchor charts.
- **Content Classes (Secondary):** Core content provided through sheltered instruction.
- **ELD Class:** Content focused instruction of ELP standards, utilizing research based instructional practices for language acquisition
- **RTI:** Target instruction focusing on: phonemic awareness, phonics, vocabulary, comprehension and fluency strategies
- **Special Education Class:** Direct instruction targeting academic learning goals per IEP (if applicable)

Section 5: Staffing and Resources
Office of Civil Rights – Section 5

46. Describe the number and categories of instructional staff implementing the district's language development program. This information could be included in a chart – name of school, program, number and type of staff (include all programs that support ELs).

Alsea School District 7J's ELD Program currently employs:

- 0.1 FTE ELD Coordinator
- 0.1 ELD Teacher

School	Program	Certified Staff	Classified Staff
Alsea School District K-6	K-6 Pull-Out	1 Teacher - 0.1 FTE	n/a
Learn at Home Oregon	K-5 Pull-Out	1 Teacher – 0.1 FTE	n/a
Alsea School District Secondary	Pull-Out	1 Teacher – 0.1 FTE	n/a

47. Describe the qualifications used by the district to assign instructional staff to the district's language development program (include teacher, instructional assistant, etc.). Include how the instructional staff meets the requirements of Oregon's OARs.

Alsea School District 7J assigns instructional staff to the ELD program based on the following qualifications:

- **Certified Teacher/Coordinator**
  - ESOL Endorsed
  - Bilingual skills preferred
- **Educational Assistant**
  - Associate's degree or
  - Two years of college/university
- **ELD Program Assistant**
  - Bilingual skills preferred
  - An associate's degree or
  - Two years of college/ university

Instructional staff are chosen based on her or his strengths in the following areas which is based on OAR 584-420-0010 English Language Learner(ELL): Program Standards:
The ELL Knowledge, Skills, Abilities and Dispositions:
- Language: Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support English Language Learners (ELL) and bilingual students' language and literacy development and content area achievement.

Candidates:
(A) Understand concepts related to academic versus social language, oracy versus literacy, and grammatical forms and linguistic functions;
(B) Are familiar with characteristics of students at different stages of second language acquisition and English Language Proficiency (ELP) levels;
(C) Recognize the role of first language (L1) in learning the second language (L2); and
(D) Are aware of personal, affective and social variables influencing second language acquisition.
- Culture: Candidates know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL students' cultural identities, language and literacy development, and content area achievement.
Candidates:
(A) Understand the impact of culture on language learning;
(B) Recognize and combat deficit perspectives and views on second language learner students;
(C) Understand that learners' skills, knowledge and experiences should be used as resources for learning; and
(D) Understand how one's own culture impacts one's teaching practice.
-Planning, Implementing, and Managing Instruction: Candidates know and understand the use of standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.
Candidates:
(A) Are familiar with different ELL program models for language acquisition English Language Development (ELD) and content pedagogy (sheltered & bilingual models);
(B) Incorporate basic sheltered strategies (e.g., visuals, grouping strategies, frontloading, and explicit vocabulary) appropriate to learners at different levels of English language proficiency within a gradual release of responsibility model;
(C) Are familiar with state-adopted English Language Proficiencies standards, and are able to develop lessons that include both content and language objectives related to those standards; and
(D) Incorporate primary language support within instruction.
-Assessment: Candidates understand issues of assessment and use standards-based assessment measures with ELL and bilingual learners of all ages.
Candidates:
(A) Understand the role of language in content assessments; and
(B) Implement multiple and varied assessments that allow learners to demonstrate knowledge of content regardless of language proficiency level.
-Professionalism: Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELL and bilingual students and their families and work collaboratively to improve the learning environment.
Candidates:
(A) Understand the importance of fostering family and school partnerships; and
(B) Understand the importance of collaborating and consulting with English Language Development Coordinator.

-Technology: Candidates use information technology to enhance learning and to enhance personal and professional productivity.
Candidates:
(A) Demonstrate knowledge of current technologies and application of technology with ELL students;
(B) Design, develop, and implement student learning activities that integrate information technology; and
(C) Use technologies to communicate, network, locate resources, and enhance continuing professional development.
(Source: OAR 584-420-0010)

48. Describe what methods and criteria the district will use to determine the qualifications of instructional staff assigned to the language development program.

The district's Human Resource Department follows Oregon's Teachers Standards and Practices Commission's guidelines for hiring instructional staff assigned to the ELD program. Openings in ELD instructional staff will be available to candidates to apply based on the criteria stated in response #47.

49. Describe the contingency plan for addressing staffing issues for the EL program (include all specialized programs supporting ELs). Include a plan for training, a schedule of training, a plan for recruiting qualified staff, and a schedule to have qualified staff in place.

The contingency plan for addressing staffing issues for the EL program is to hire ESOL endorsed substitutes or retired ELD teachers, whenever possible.

- **Training**
    - The district's ELD Coordinator mentors the ELD teacher to ensure that they receive the necessary training and coaching
    - Temporary ELD staff will attend all professional development opportunities, including SIOP training
- **Recruitment**
    - Alsea School District 7J works closely with the local universities to recruit and hire qualified staff
    - Alsea School District 7J posts open positions on the district website
- **Schedule/Timeline**
    - Alsea School District 7J hires qualified staff to fill vacancies as soon as possible

50. Describe the district's selected core ELP instructional materials and supplies available for the district's language development program.

Alsea School District 7J is in the process of adopting the use of I-Ready materials to support the needs of our identified students. The use of I-Ready will maximize student learning as they are

utilizing I-Ready within their general education classes. This will increase relevancy and reduce overwhelm as students are navigating many different educational platforms.

Instructional Materials

- I-Ready: K-5
- I-Ready: 6-8
- I-Ready: 9-12

Supplementary Materials

- Rosetta Stone
- IXL

Instructional Supplies

- Chromebooks
- Doc Cams
- SmartBoards

51. Describe the district's plan for regular and on-going review of district ELP materials and the timeline associated with the review. Include all instructional materials for all programs supporting ELs.

In the Fall, the Principals, Superintendent, ELD Coordinator, ELD teacher will meet to review the district ELD plan and determine how best to support the ELD program. Additionally, all materials and resources (curriculum, staffing, etc.) and will determine if additional materials or training is needed to implement the program.
In the spring, the ELD teacher and Coordinator review instructional materials and identify resources needed for the following school year. The ELD Coordinator will work with the district to renew ELD instructional materials per the adoption schedule set by the ODE.

52. Describe the district's contingency plan when the district does not currently have the core ELP instructional materials, resources, and supplies necessary to implement the district language development program(s) and the plan for obtaining necessary items.

Alsea School District 7J's core ELP instructional materials will be fully implemented in ELD classrooms the 2023-2024 school year.
If core ELD instructional materials, resources, and supplies necessary to implement the program are not available, the district will immediately reach out to the local ESD for support and materials. If a long waiting period for additional materials occurs, the district will contact the publishers of the materials and request permission to produce minimal replications needed until materials arrive.

Section 6: Transition from English Language Development Program
Office of Civil Rights – Step 6

53. Describe the district's criteria used to determine that an EL is proficient. Include any special considerations used for ELSWD students, SIFE students, Recently Arrived ELs, etc.

All English Learners, including ELSWD, SIFE and recently arrived students, who demonstrate English proficiency through ELPA21 by scoring 4s or 5s in all domains will be exited from ELD services.

54. Describe the district's procedure for promoting ELs who did not score Proficient on ELPA21, and the procedure for those ELs that the district does not have an ELPA21 score. Include considerations for ELSWD, SIFE, and Recently Arrived ELs.

Alsea School District 7J uses the following alternative criteria to determine language proficiency for ELs who did not score Proficient on ELPA21, or who do not have an ELPA21 score:

Promoting with Evidence:

Criteria: Any EL student, including ELSWD, SIFE and recently arrived, who scores 4 or 5 in three of the ELPA21 domains: reading, writing, listening and speaking.

Team:

- ELD Coordinator
- ELD teacher
- General/content teacher(s)
- Building administrator
- Parent/guardian (interpreter provided if needed)
- Other team members if applicable:
  - Special education staff
  - RTI teacher
  - Counselor
  - Additional school staff

Evidence: An ELD Exit portfolio may include:

- Length and time student has been in an ELD program
- Documentation of any interventions student has received, including feedback from intervention specialist(s)
- Special Education IEP goals
- District and state assessment data
- Classroom work samples & assessments
- Rubrics and checklists that emphasize linguistic abilities
- Classroom/content area teacher observation form

- Anecdotal records
- Parent Input

Process:

- The ELD teacher compiles documentation of evidence supporting the referral for promoting with evidence
- ELD teacher and/or ELD Coordinator will review and compose a written summary of findings
- The school team convenes to make a determination about the potential early promotion recommendation:
  - Team **supports** decision to promote with evidence:
    - Promotion Form is signed by team members
    - Students who are promoted during the school year take ELPA21 during the testing window
    - All promoted students are coded 1C – Exited on the LEP Report by the ELD assistant
    - The ELD teacher places a copy of the parent notification letter in the student's ELD cum file
    - The ELD exit portfolio cover pages are stored in the student's permanent cum file and a copy is kept in the District Office
  - Team **denies** request for promoting with evidence:
    - Student continues in ELD program
    - Reasons for denial of early promotion are documented, signed by the team and stored in student's permanent cum file

55. Describe the staff responsible and their role in the exiting process.

Staff responsible and their role in the exiting process:

	Exit via ELPA21	Exit via Promoting with Evidence
ELD Coordinator	• Ensures fidelity of the process for exiting with ELPA21 Proficiency. • Answers questions from parents and school staff, if needed.	• Ensures fidelity of the process for Promoting with Evidence • Reviews portfolio • Participates in team meeting • Ensures all documentation is collected and stored
ELD Teacher	• Notification of ELPA21 proficiency sent home to families in English and home language • Informs school staff of student's ELPA21 Proficiency • Answers questions from parents and school staff, if needed	• Initiates process for Promoting with Evidence • Notifies parent(s) that process for Promoting with Evidence has been initiated • Gathers evidence for portfolio • Schedules team meeting and invites all participants • Participates in team meeting

		• Notifies parent(s) of decision to Promote with Evidence, if parent is not present during team meeting • Stores documents in student's permanent file
ELD Teacher	• Enters LEP Exit Date and codes current year as exit year	• Enters LEP exit date and codes current year as exit year
General Ed Teacher(s) Building administrator Special education staff	• Acknowledges student's ELPA21 proficiency • Contacts ELD Coordinator or ELD teacher with questions or concerns, if needed	• Assist with gathering evidence for portfolio • Participates in team meeting • Acknowledges student's exiting ELD via Promotion with Evidence • Contacts ELD Coordinator or ELD teacher with questions or concerns, if needed
Parent/guardian (interpreter provided if needed)	• Receives notification of their child's ELPA21 proficiency • Contacts ELD Coordinator or ELD teacher with questions or concerns, if needed	• Participates in team meeting • Receives notification of their child's exiting ELD via Promotion with Evidence • Contacts ELD Coordinator or ELD teacher with questions or concerns, if needed

56. Describe how and where the documentation of the district's exiting procedures will be maintained, and who is responsible for maintaining the documentation.

Copies of exiting documents are placed in the student's permanent cum file by the ELD teacher.

57. Describe how parents are included in exiting decisions, and how the district communicates with parents that their student has obtained English proficiency or not.

Parents participate in exiting decisions as follows:

Exit via ELPA21

- Receives notification of child's English proficiency
- May contact ELD Coordinator or ELD teacher with any questions or concerns

Exit via Promotion with Evidence

- Receives notification that process for Promoting with Evidence has been initiated
- Provides input that is included in portfolio of evidence
- Attends team meeting and participates in decision making process
- Receives notification of child's English proficiency or continued placement in ELD program
- May contact ELD Coordinator or ELD teacher with any questions or concern

58. Describe the district's monitoring plan for each of the four years a student is in monitored status (who is responsible, what is the frequency, is the frequency different

depending on the student's academic progress or monitoring year, what documentation is reviewed, how and where is the documentation collected and stored).

Alsea School District 7J will adhere to the following monitoring procedures:

Each fall the ELD teacher and Coordinator will review the list of all students on monitoring status at their building. They will disseminate this information to building administrators and staff, as appropriate. In addition, monitored students are flagged in Synergy, indicating their monitoring year status. Parents will be notified annually of any concerns identified during the monitoring process. If, at any time during the four-year monitoring period, teacher recommendations, parent requests, test scores, or student performance indicate a need, a student can be re-entered into the ELD Program. A team of classroom teachers, parents, and ELD Program staff will meet to decide if re-admittance is appropriate, using linguistic samples, rubrics, or checklists. As part of our RTI program, all students are regularly assessed on reading performance. Monitored students scoring low receive additional support through reading intervention groups. If they do not show adequate improvement, staff will consider re-admitting them into the ELL program.

Elementary:

Monitor Year 1 & Monitor Year 2

- Twice a year, following fall and winter benchmark testing, classroom teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress.
    - ELD teacher will send survey
    - Classroom teachers will provide feedback
    - ELD teacher and/or ELD Coordinator will review surveys
        - If data indicates academic concern, either the ELD teacher and/or ELD Coordinator will notify the school support team
    - Survey will be stored in student's permanent cum file by ELD team

Monitor Year 3 & Monitor Year 4

- Once a year, following fall benchmark testing, classroom teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress.
    - ELD teacher will send survey
    - Classroom teachers will provide feedback
    - ELD teacher and/or ELD Coordinator will review survey
        - If data indicates academic concern, the school support team will be notified by either the ELD teacher and/or ELD Coordinator
    - Survey will be stored in student's permanent cum file by ELD team

Secondary:

Monitor Year 1 & Monitor Year 2

- Twice a year, October and March, content teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress.
    - ELD teacher will send survey
    - Content teachers will provide feedback
    - ELD teacher and/or ELD Coordinator will review survey
        - Surveys indicating academic concern will be flagged for further review in conjunction with midterm grades
    - Survey will be stored in student's permanent cum file by ELD team
- Twice a year, November and March, progress and attendance reports will be reviewed by ELD Coordinator
    - Grade and attendance reports will be reviewed in conjunction with feedback from content teacher surveys
        - If data indicates academic concern, the school support team will be notified by either the ELD teacher and/or ELD Coordinator

Monitor Year 3 & Monitor Year 4

- Once a year, in October, content teachers will receive an electronic survey seeking feedback regarding monitored students' academic progress
    - ELD teacher will send survey
    - Content teachers will provide feedback
    - ELD teacher and/or ELD Coordinator will review survey
        - Surveys indicating academic concern will be flagged for further review in conjunction with midterm grades
    - Survey will be stored in student's permanent cum file by ELD team
- Once a year, in November, progress and attendance reports will be reviewed by ELD Coordinator
    - Grade and attendance reports will be reviewed in conjunction with feedback from content teacher surveys
        - If data indicates academic concern, the school support team will be notified by either the ELD teacher and/or ELD Coordinator

59. Describe the district's procedures for determining whether a lack of student success is due to academic needs or language needs when considering returning an EL to the district ELD program for the monitored students in each of the four years.

Monitored students with academic concerns will be brought to the school support team. The school support team will analyze data according to the Instructional Intervention Progress Monitoring process to determine if a student's lack of success is due to language or content needs.

60. Describe the district's plan to provide additional academic and/or language support for monitored students not succeeding in core instruction. This support addresses monitored student's academic needs, not to determine to re-enter the student in the EL program.

Monitored students who are not succeeding in core instruction will be brought to the school support team. The school support team will analyze data and appropriate interventions will be initiated.

61. Describe the district's plan for monitoring the academic and linguistic progress of EL students with a waiver for service. Include how the district notifies parents of ELs with waivers for services about their student's progress and opportunities for support through the ELD program.

In the fall, parents of English learners with a waiver on file receive a letter from the ELD program stating that their student continues to qualify for ELD support and may return to the program at any time. English learners with a waiver for service will be included in the district's four-year monitoring process. Waived students participate in all building, district and state assessments, including ELPA21. Parents receive progress reports and state assessment results throughout the year.

62. Describe the district's communication with parents of monitored ELs during all four years of monitoring, when the district is considering re-entering the student in the EL program, when the student has completed monitoring, and when the student needs additional academic support to be successful during monitoring.

During the four years of monitoring status, parents receive a letter from the ELD program stating that their student will continue to receive monitoring services. After four years, parents are notified that their student has successfully completed the monitoring process.

If a former EL student who has completed monitoring does not improve with RTI interventions used to support struggling students, the ELPA21 Screener will be administered. A team will then convene to determine if re-entry into the ELD Program is appropriate.

The team will:

- Review data detailing the student's academic progress, including performance assessments, rubrics or checklists from core content classes, and portfolio assessments based on current research and best practices.

- Notify parents in writing and hold a conference to inform them of the recommendation for re-entry into the ELD Program, explaining the supporting evidence.
- Consider parent input before making a final decision.
- Keep a copy of the written notice in the student's cumulative file.

Section 7: Equal Access to Other School District Programs

Office of Civil Rights – Step 7

63. Describe the district's procedures for identifying ELs as having additional academic needs (pre-referral and IEP process). Include the steps, assessments, timeline, and person(s) responsible.

Alsea School District 7J will follow a Response to Intervention process for identifying ELs who may have additional academic needs. The following is the process for identifying ELs.

Step 1 - **Review all current student data and performance.**

School data team meets quarterly to review student progress and determine next steps

Assessments: formative classroom, curricular, district progress monitoring and benchmark, state testing results, EL screener, and ELPA history

Timeline: throughout the year, school data teams meet to review student progress quarterly.

Person(s) Responsible: Process may be initiated by any of the following: ELD teacher/Coordinator, classroom teacher, parent or administrator

Step 2 – **Administer Diagnostic Assessment.**

Schools will gather additional data on Strategic/Intensive students. The following information will be gathered to determine if the EL student is in need of intervention

Assessments:

- Work samples
- Classroom Functioning and Academic Skills Checklist
- Diagnostic Assessments
- Behavioral data and attendance
- Standardized test scores

Timeline: Gather information within 6 weeks of being initiated

Person(s) Responsible: ELD teacher/Coordinator acts as case manager and gathers information from classroom teacher, and parent(s)

Process Step 3 - Review Progress Monitoring data, Group Interventions:

School-based Student Success teams convene monthly to evaluate the progress of the students participating in group interventions

Assessments: Formative, curricular, and district progress monitoring

Timeline: Process monitoring takes place every two weeks

Person(s) Responsible: ELD teacher/Coordinator acts as case manager and reviews data from classroom teacher.

Process Step 4 - Individualized Intervention

If the EL student has not made sufficient progress after receiving 3 blocks of targeted intervention, the student will move to the Individual Student Supports Process

Assessments/Documentation:

- ELD Educational Developmental History Parts I & II
- Summary of Important Factors for EL students

Timeline: 4-6 weeks following Step 3

Person(s) Responsible: ELD teacher/Coordinator acts as case manager, in coordination with team members, which may include: classroom teacher(s), administrator, counselor, special education teacher, speech language pathologist

Decision - Special Education Determination

Depending upon the student's response to intervention the special education evaluation process may be initiated

An individual education plan is created for ELSWD, based assessment data.

Timeline: follows Special Education timeline protocols

Person(s) Responsible: Role of case manager transitions from ELD teacher/Coordinator to a member of the special education team

64. Describe how ELD teachers are included in the IEP process during pre-referral and IEP team meetings for ELSWD.

The ELD teacher/Coordinator actively participates in all stages of the pre-referral and IEP process.

65. Describe the process for determining the best ELD educational program is selected for each ELSWD.

The team uses the least restrictive environment guidelines when placing students in educational programs, which includes having ELSWD fully participate in the school's ELD educational program, whenever possible.

66. Describe the district's process for ensuring any IEP meeting and IEP documents are accessible for parents of ELs in a language parents can understand.

Alsea School District 7J uses independent translators or TransACT to ensure parent correspondences regarding the IEP process are provided in a language parents can understand, whenever possible.

67. Describe the district's procedures for identifying ELs as Talented and Gifted. Include the steps, assessments, timeline, and person(s) responsible.

We follow the districts procedure for identifying Talented and Gifted students:

Steps:

- Referral is initiated

- Data is collected and reviewed, TAG Services are provided for:
  - Student's scoring at the 97% percentile on one or more of the following:
    - Standardized test of intelligence
    - Statewide assessment of math and/or English language arts
    - District benchmark data

Assessment: An important goal of the district is to ensure that students who are culturally and linguistically diverse are considered for potential TAG services. EL students are included in the district general screening and referral process, and are administered a standardized assessment which is free from language and cultural biases.

Timeline: Formal assessments for TAG identification are administered twice a year

Person(s) Responsible: Students may be referred by the classroom teacher(s), ELD teacher, administrator, or parent

68. Describe the district's plan for ensuring all ELs have equal access to the core instructional program offered by the district for all students. Include person(s) responsible if appropriate.

ELD services take place outside of core content instruction; ensuring English learners have equal access to all core instructional programs.

69. Describe the district's procedures for identifying ELs who also qualify for support from Title I-A (targeted assisted programs).

ELs have equal access to all RTI services, as outlined in the district's identification process.

70. Describe the district's plan for EL graduation (4-year, 5-year timelines) for each of the EL groups (SIFE, Recently Arrived, and ELSWD – include plans by disability)

The vision of Alsea School District 7J is that every student is connected to the community and empowered to succeed. The district is committed to timely graduation for all students, including ELs, SIFE, Recently Arrived and ELSWD, by:

- Closely monitoring the On-Track-to-Graduate data of all 9th graders
- Providing high school students with a full class schedule
- Expanding opportunities for students to stay on track for graduation, including:
  - Timely opportunities to repeat failed classes
  - Remediation and intervention supports
  - Access to: credit recovery programs, online classes and/or night school
  - Alternative high school pathways

Strengthening opportunities for students to earn a diploma beyond 4 years.

Providing bilingual students with opportunities to take Biliteracy Seal qualifying assessments

Investing in quality teaching and professional development opportunities for K-12 educators

Section 8: Parent and Community Involvement

71. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of the parent program placement letters (both initial and continuing letters).

Initial and continuing program placement letters are disseminated to parents by the ELD teacher within the established window of 30 or 14 calendar days, respectively.

72. Describe the district's methods used to notify parents and students of available programs and services, including but not limited to: bilingual programs, alternative schools, charter schools, magnet schools, after-school supports, etc.

Alsea School District 7J will notify parents and students of available programs and services in their language of origin, whenever possible. Information will be broadcast across multiple venues, which may include:

- **Building Communications**
- Flyers sent home with students
- Bulletin boards
- Marquis
- PTO announcements and information sessions
- Building eNewsletters
- School website

- **District Communications**
- District website
- Auto-dialer messages
- Social media
- Mailers

- **Local Media**
- Television
- Newspaper
- Radio

73. Describe the district's methods used to notify parents of ELs regarding school activities communicated in a language parents can understand (i.e., progress reports, parent-teacher conferences, handbooks, fund raising, extracurricular activities, etc.). What is the process the district uses to determine which documents need to be translated? How does the district provide interpreters for parent to be able to participate in their student's education?

The district will provide translation for all standard documents, (i.e. progress reports, handbooks, permissions slips, etc.) by the use of independent translators or TransACT. The district makes every effort to provide district and building messaging in a language parents can understand. All translation/interpretation requests come through the district's Translation/Interpretation Specialist. For languages where interpretation is not available locally, the Language Link telephone system is utilized.

74. Describe the district's procedure, timeline, and the person(s) responsible for the dissemination of information regarding Title III to local private schools?

N/A

75. Describe the district's procedure, timeline, and person(s) responsible for the dissemination of information of Recent Arrivers to private schools as required by Title III.

Alsea School District 7J communicates annually with the local private schools to determine services. This communication comes from the Office of the Assistant Superintendent. The private school will contact 7J with any new Recent Arrivers that require the English language screener.

At this time, there are no identified private schools in proximity to Alsea School District.

76. Describe the progress in sharing the ODE EL Legislative Report with parents, School Board members, community members, and staff annually.

Alsea School District 7J shares the ODE EL Legislative Report with parents, school board, community, and staff members. The report is read by the ELD Coordinator and shared with the Title III Director. The director distributes the report to the superintendent and school board. Meanwhile, the ELD teacher and Coordinator will disseminate the report to ELD staff and parents annually. Information is also posted on the district website.

77. Describe the district's procedure in recruiting parents of ELs to participate in school leadership roles. Include how the district will make these positions accessible for parents.

The district will actively recruit parents of ELs to participate in school leadership roles by extending invitations to parents through a variety of media, in their language of origin, whenever possible.

Section 9: Program implementation Evaluation

78. Describe the district's program evaluation process of the implementation of the district's EL Plan.
Include whether the district has followed the established plan; met the applicable procedural and service requirements – including frequency, timeliness, and documentation; does the information sources and methods for gathering information:
Include whether the evaluation determines if staff have followed applicable procedures and service requirements, including procedural and service requirements (frequency, timeliness, and documentation).
Include the list of reviewed items: file and record review, staff interviews and surveys, input from parents/students or focus groups, and grievances/ complaints made to the district regarding district program implementation or service delivery.

Alsea District 7J will follow the EL Plan with fidelity. The comprehensive assessment of the EL Program confirms that the EL Plan is actively underway, supported by various indicators such as file and record examinations, input from staff and parents, and a dedicated approach to addressing grievances and complaints with documented evidence on record.

79. Include the evaluation of the district's identification process. Did the district meet the timelines for each step of the district's identification process?

Alsea School District 7J has followed and met the timelines for each step of the district's identification process.

80. Include the evaluation of the student initial identification assessment process. Did the district administer the identification screener timely?

Alsea School District 7J will administer the EL identification screeners within the allowable time frame.

81. Include the evaluation of placement in EL program services to all students with identified language needs.

Alsea School District 7J has accurately placed all students who qualify for ELD services into the appropriate programs.

82. Include the evaluation of adequate staff and materials that is consistent with the district's EL program of service.

Alsea School District has adequately staffed the ELD program with certified and classified employees who meet the state qualifications. The ELD instructional materials are consistent with the program goals.

83. Include the evaluation of the district's exiting/reclassification process for students transitioning from the EL program.

Alsea School District 7J will accurately follow the process for exiting/reclassifying EL students who demonstrate English language proficiency.

84. Include the evaluation of the district's monitoring practices for students who have transitioned from the EL program for each year of monitoring.

Alsea School District 7J will accurately follow the monitoring process for EL students who transitioned from the EL program.

85. Include the evaluation of EL parent participation in school/district decision making groups and the district's recruitment practices.

Alsea School District 7J will have an established process for involving parents of EL students in school and district decision-making and recruitment work groups. Communication and collaboration with parents is a key component of the process.

Student Performance Evaluation – English Language

86. Describe the district's rate of ELs acquiring English language skills. Is the pace consistent with the district's EL program goals or expectations?

	2020-21	2021-22	Growth 2022-23	District Goal for 2023-24
AMAO 1: *Percentage of students on track to attain English language as measured by number and percent of students with individual growth percentiles equal to or greater than their individual growth target.*				
AMAO 2A: *Percentage of students exiting as proficient with fewer than 5 years identified as English learner*				
AMAO 2B: *Percentage of students exiting as proficient with 5 or more years identified as an English learner.*				

87. Describe the district's rate of language development progress compatible with the district's objectives for academic (core content) progress.

88. Describe how the ELs are performing in English language skills compared to the district's goals and standards.

89. Describe how the district's ELs are progressing in English language skills so they will be able to successfully handle regular coursework?

90. Describe how the monitored ELs continue to demonstrate English language skills that enable them to successfully handle regular coursework.

91. Describe how the former (not monitored nor current) ELs continue to demonstrate English language skills that enable them to successfully handle coursework.

87. The district's rate of language development progress is aligned with its objectives for academic core content progress. EL students are advancing in language proficiency at a pace that supports their success in core content areas. This synchronized progress ensures that language development is integrated with academic learning, fostering comprehensive growth across all subject areas.

88. ELs are performing in English language skills in accordance with the district's goals standards. Their proficiency in English is systematically assessed against predefined benchmarks, ensuring that they are equipped with the language skills necessary to excel academically and communicate effectively in various contexts.

89. The district's ELs are progressing steadily in English language skills to enable them to successfully handle regular coursework. Through targeted language development initiatives and tailored support services, EL students will be equipped with the linguistic competence needed to comprehend and engage with academic material across different subjects.

90. Monitored ELs continue to demonstrate English language skills that empower them to successfully navigate regular coursework. Through ongoing monitoring and support mechanisms, these students receive personalized assistance as needed, ensuring that they are equipped with the language proficiency required to excel in their academic work.

91. Former ELs who are no longer monitored or current participants in language support programs, continue to exhibit English language skills that enable them to effectively handle coursework. Their sustained proficiency reflects the success of the district's language development initiatives, as these students seamlessly integrate into mainstream academic settings, demonstrating linguistic competence and academic readiness.

The following table illustrates the correlations between English language skills and the English learner's success in academic core content areas based on OSAS assessment data.

	ELA Meet/Exceed				Math Meet/Exceed			
Students	**All 7J**	**Active ELs**	**Monitored ELs**	**Former ELs**	**All 7J**	**Active ELs**	**Monitored ELs**	**Former ELs**
3rd								
4th								
5th								
6th								
7th								
8th								
11th								

Student Performance Evaluation – Academic Performance

92. Describe how the EL students, who are currently receiving English language development services, are progressing academically relative to program goals or expectations for core content knowledge.

93. Describe how the current EL, monitored EL, and former EL students are doing, over time, as compared to the academic performance of all other students.

94. Describe what measures are being used to assess the overall performance of EL students in meeting the goals the district has established for its EL program.

92. Currently, EL students who are receiving English language development services are making steady progress academically, aligned with the program goals for core content knowledge. Their advancements are measured against predetermined expectations, ensuring that they are on track to achieve proficiency in both English language skills and core subject areas.

93. Over time, the academic performance of current EL, monitored EL, and former EL students is continually monitored and compared to that of all students. This comparative analysis provides valuable insights into the effectiveness of the EL program. Trends in academic achievement among EL students, both while they are receiving language instruction and support and after they transition out of the program, are carefully tracked to ensure equitable educational outcomes.

94. To gauge the overall performance of EL students in meeting the district's established goals, various measures are employed. These may include ELPA, content-area assessments, progress monitoring tools, and periodic evaluations of language acquisition and growth. Additionally, qualitative feedback from teachers, parents, and students themselves is considered to provide a holistic understanding of EL students' progress and any areas requiring further support or intervention.

Program Improvement/Modifications

95. List any identified concern(s) based on this evaluation.
96. Describe how the district will address the concern(s).

The following areas have been identified as needing additional improvement or modification:

Area of Concern	Description of Concern	District will Address the Concern by:
LUS Form	Identifying all students in a timely manner whose parents have completed the LUS form during registration.	ELD Coordinator and teacher will review all LUS forms submitted and ensure that potential ELD students are identified.
TAG	Lack of EL representation in the identified TAG population.	District will provide PD on recognizing indicators of TAG traits in ELs.
Monitoring and Communication	Consistent communication with teachers regarding proficiency status of ELD students.	ELD Coordinator and ELD Teacher will work together to create a tracking system for communication and monitoring of students.
Parent Involvement	Lack of involvement of EL families within Alsea School District 7J.	District will improve outreach to EL families through utilizing the services of our Family Resource and Welcome Centers.
ELs underperforming in content areas	ELs are performing below non-ELs on state assessments.	District will provide PD and coaching on effective strategies for EL students.
Graduation Rates	ELs are not graduating at the same rates as their non-EL peers.	District has committed to increasing graduate rates of vulnerable populations, such as ELs.

b. Superintendent and K-12 Principal Reports

Alsea School District
October 2025 Board Meeting Board Report
Stacy Knudson, Interim Superintendent/K-12 Principal,
Food Service Director + Special Education Director

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1. Facilities - Seismic

1. Final meetings and punch list items are being completed. A team meeting is being held early this week to schedule these. The new seismic grant application is open and closes January 2026. We will begin working through this process.

2. Schedules and Systems

- ☐ PLC team meetings and Intervention team meetings are in session on a routine basis. PLC teams at the K-6 meet once a month as an ELA team and once a month as a Math team. The Intervention team meets the first Thursday of each month at a minimum and discusses resources to address behavioral issues, patterns, attendance and social/emotional concerns among students. Our district book study, Personal and Authentic, is also underway this month and staff will meet on the 29th for a collaborative session/discussion of book content and how this relates to and impacts our work here at Alsea SD.
- ☐ Sept. 30th Assemblies were a hit! Tom Gilles, world record holder, visited our MS/HS students with a message about choice, hope, and the power of decision making in all directions. That afternoon we celebrated our K-12 student body success for the month of September's focus on Respect, Responsibility and Initiative. October turns to Kindness, Empathy and Organization. Friday drawings for Blue Bucks winners are on fire with energy, especially in the elementary level.
- ☐ I attended the Wide Open Spaces conference in Bend last Sunday through Tuesday with leaders from all over rural Oregon as well as leaders from ODE. Our trainers were educators from George Fox College of Education and Dr. Jen Schwamke, author and administrator of schools in Ohio. Networking, discussions around fiscal responsibility and impacts of the economic climate on schools, AI, Instructional Leadership, curriculum targets from the 4 C's, assessed curriculum and learning environments and the need for collective efficacy were the focus of our work.
    - ☐ "Hopeless students borrow hope from hopeful teachers. Hopeless teachers borrow hope from hopeful leaders."
    - ☐ Where do leaders get their hope? We dove into this concept to address what happens when hopelessness shows up on our doorstep. How to avoid anger, apathy and despair.
- ☐ Oct. 10th is Statewide Inservice: Boys' Basketball coaching will attend a training session, math teachers will attend an ST Math training, leaders will attend a QPR training and teams will work on Essential skills in alignment with their Instructional non-negotiables for reading and math. This is an ongoing work, but the beginnings will take place this afternoon.
- ☐ I will be attending the SpEd Director's workshop on the afternoon of the 15th and 16th in Eugene. SpEd reporting is updated and in compliance with ODE requirements.

- ☐ Instructional Rounds are beginning next week with the focus on student talk v. teacher talk. Teams will meet to review criteria, observe 6 rooms and debrief on findings as well as develop a plan of action.
- ☐ Goals (1 student-centered and 1 professional for all staff) due Oct. 15th. Observations to follow.
- ☐ Our instructional coach, through grant funding, has been actively supporting our new and veteran teachers this month.
- ☐ Core Phonics assessments are underway and data is used as the basis for designing our High Dosage Tutoring system.
- ☐ Diagnostic data from round 1 is complete. Centers in ELA and Math are utilized to provide necessary interventions through core curriculum and supplementals. See data below:
- ☐ Safety Drills practices and review have been underway. ODE will be training staff on 10/14 after they conduct the site assessment.
- ☐ Staff were given the opportunity to provide feedback on our Strategic Plan. Feedback is highly positive and in alignment with staff ideals. Appreciation of the inclusion was also shared.
- ☐ The Superintendent's Advisory Team had its first meeting. Students and staff/parents are excited to tackle the discipline matrix/protocols for student situations. Our next meeting will be held on Oct. 24th during advisory.
- ☐ Operational budgets have been updated for all Grants.
- ☐ CRC renewal training is underway. I have completed the foundational training and there are three modules to complete this year as the Civil Rights Coordinator for the district.
- ☐ MAC training with the staff is taking place this week with our coordinator from LBLESD. I am working on developing the cost pool for ASD and showcasing/collaborating with team members on goals for these funds.
- ☐ Lead in Water testing and reporting updates are underway in collaboration with ODE. All fixtures have a special ID with coding according to ODE's guidelines, test dates and reports are being uploaded, messaging to families has been posted and a baseline test for every water outlet is being tested this week. Those details will be posted to our website in our newly designed spreadsheet as required for compliance in Division 22 - ODE.
- ☐ Business Manager interviews are underway.

- ☐ **Community Engagement**

    a. Homecoming events have been highly attended by students, staff and families. A traditional dinner will be served 10/10 in the gym before the football game. Proceeds will fund the leadership team.
    b. Conferences will be held Oct. 30th from 12:30 - 7:00.
    c. Senior night will be held Oct. 31 right before the 7:00 pm game.
    d. We are partnering with the Alsea Public Library to showcase our Art creations in October, November and December. K-12 art and industrial arts work will be on display. We are planning to host an art show in early December where families can view pieces, enjoy snacks and connect.

e. Missoula Children's Theater is coming to town! Red Riding Hood will be the production and up to 50 students can be part of this week-long production in mid-November. Art classes will also assist in the production of backdrops and props. More details will be shared soon.
f. Newsletters, blurbs and social media blasts are gaining momentum. We are encouraging fun and exciting posts weekly across all levels and content areas. This is an area to work on and enhance as we move forward.
g. October 30th is a half-day. Our family liaison is hosting a morning Fall Harvest Hour for our students before we release for Fall Conferences. We will celebrate Halloween that day with a fun parade and small carnival as well as core work in the classroom the first half of the morning.

i. Enrollment Report

ENROLLMENT															
Grade	**In building/ LaHO**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
As of 9/8/25	In building	7	4	7	12	12	15	21	14	13	15	13	18	11	**162**
As of 9/8/25	Learn at Home	5	5	3	13	20	9	6	**0**	**0**	**0**	**0**	**0**	**0**	**61**
As of 9/8/25	**TOTAL**	**12**	**9**	**10**	**25**	**32**	**24**	**27**	**14**	**13**	**15**	**13**	**18**	**11**	**223**
As of 10/1/25	In building	7	4	7	12	12	15	20	14	13	15	13	18	11	**161**
As of 10/1/25	Learn at Home	5	5	3	14	20	9	5	**0**	**0**	**0**	**0**	**0**	**0**	**61**
As of 10/1/25	**TOTAL**	**12**	**9**	**10**	**26**	**32**	**24**	**25**	**14**	**13**	**15**	**13**	**18**	**11**	**222**
As of 11/1/25	In building														**0**
As of 11/1/25	Learn at Home								**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 11/1/25	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 12/1/25	In building														**0**
As of 12/1/25	Learn at Home								**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 12/1/25	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 01/01/26	In building														**0**
As of 01/01/26	Learn at Home								**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 01/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 02/1/26	In building														**0**
As of 02/1/26	Learn at Home								**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 02/1/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 03/01/26	In building														**0**
As of 03/01/26	Learn at Home								**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 03/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 04/01/26	In building														**0**
As of 04/01/26	Learn at Home								**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 04/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 05/01/26	In building														**0**
As of 05/01/26	Learn at Home								**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 05/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 06/01/26	In building														**0**
As of 06/01/26	Learn at Home								**0**	**0**	**0**	**0**	**0**	**0**	**0**
As of 06/01/26	**TOTAL**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Grade Level	2025-2026 SY										2024-2025 SY									
	9/8	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	12	12									13	14	12	13	13	14	13	14	14	14
1st	9	9									13	13	13	12	12	13	12	12	12	12
2nd	10	10									32	33	33	33	33	32	30	30	31	31
3rd	25	26									32	32	31	31	31	31	31	31	31	30
4th	32	32									24	24	22	23	22	23	24	25	27	26
5th	24	24									25	26	26	28	27	30	29	28	28	28
6th	25	25									17	17	17	16	16	17	17	18	17	16
7th	14	14									17	17	17	17	17	16	16	16	16	16
8th	13	13									15	15	15	15	16	16	16	15	15	15
9th	15	15									11	11	10	10	10	10	10	9	9	9
10th	13	13									16	13	16	16	16	16	16	17	17	17
11th	18	18									11	10	10	10	10	10	10	10	10	10
12th	11	11									11	11	11	11	11	11	11	11	11	11
Total ADM	221	222	0	0	0	0	0	0	0	0	237	236	233	235	234	239	235	236	238	235

	2023-2024 SY										2022-2023 SY									
	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	19	18	18	16	16	16	17	17	16	16	58	62	60	61	60	56	55	53	50	49
1st	35	42	39	39	39	40	40	39	39	39	56	66	64	66	64	60	60	58	54	53
2nd	35	36	36	37	37	37	37	37	37	35	42	41	41	45	43	38	36	35	32	30
3rd	28	32	30	29	29	28	28	27	25	26	43	50	54	53	51	46	46	46	45	44
4th	24	25	26	25	25	25	24	24	24	24	37	41	47	47	47	43	42	40	39	39
5th	23	24	26	25	25	24	21	21	18	18	29	32	36	36	36	29	29	26	24	23
6th	13	13	12	12	12	12	13	13	15	15	35	45	49	49	46	43	37	34	34	33
7th	18	20	19	19	18	17	17	17	17	17	44	59	59	61	59	56	56	52	48	41
8th	13	13	13	13	13	13	13	13	13	12	41	51	53	52	50	44	42	42	41	39
9th	20	22	22	23	23	22	20	17	16	16	14	14	13	13	12	12	12	12	13	12
10th	12	12	12	12	12	12	12	12	11	11	17	16	16	16	16	15	15	14	14	13
11th	13	14	13	14	14	14	13	13	13	13	21	21	21	22	20	20	20	19	17	17
12th	13	11	10	10	10	10	10	8	8	8	25	24	22	22	21	20	20	15	14	14
Total ADM	266	282	276	274	273	270	265	258	252	250	462	522	535	543	525	482	470	446	425	407

ii. Regular Attenders

REGULAR ATTENDERS

>90% Positive Attendance

Grade Level	Enrollment #	01-Oct	Enrollment #	01-Nov	Enrollment #	01-Dec	Enrollment #	01-Jan	Enrollment #	01-Feb	Enrollment #	01-Mar	Enrollment #	01-Apr	Enrollment #	01-May	Enrollment #	01-Jun
KG	14	64.29%	12	83.33%	13	61.53%	13	61.53%	14	64.28%	13	53.84%	14	50.00%	14	50.00%	14	57.14%
1st	13	92.31%	13	61.53%	12	50.00%	12	41.66%	13	38.46%	12	41.67%	12	41.67%	12	41.67%	12	41.67%
2nd	33	78.78%	33	78.78%	33	69.69%	33	69.69%	32	75.00%	30	83.33%	30	70.00%	31	70.97%	31	70.97%
3rd	32	81.25%	31	80.64%	31	74.19%	31	74.19%	31	70.97%	31	74.19%	31	77.42%	31	77.42%	30	83.33%
4th	24	62.50%	22	63.63%	23	60.86%	22	50.00%	23	69.57%	24	58.33%	25	60.00%	27	59.26%	26	61.54%
5th	26	73.07%	26	80.76%	28	67.85%	27	62.96%	30	60.00%	29	51.72%	28	57.14%	28	64.29%	28	75.00%
6th	17	70.59%	17	58.82%	16	43.75%	16	37.50%	17	35.29%	17	41.18%	18	44.44%	17	47.06%	16	43.75%
7th	17	82.35%	17	76.47%	17	70.58%	17	64.71%	16	62.50%	16	62.50%	16	62.50%	16	68.75%	16	68.75%
8th	15	80.00%	15	80.00%	15	80.00%	16	62.50%	16	81.25%	16	68.75%	15	80.00%	15	80.00%	15	80.00%
9th	11	54.54%	10	50.00%	10	50.00%	10	50.00%	10	60.00%	10	50.00%	9	55.55%	9	55.56%	9	44.44%
10th	16	93.75%	16	81.25%	16	81.25%	16	75.00%	16	68.75%	16	68.75%	17	70.59%	17	76.47%	17	70.59%
11th	10	70.00%	10	70.00%	10	60.00%	10	60.00%	10	60.00%	10	60.00%	10	50.00%	10	50.00%	10	50.00%
12th	11	36.36%	11	45.45%	11	36.36%	11	36.36%	11	36.36%	11	45.45%	11	36.36%	11	36.36%	11	36.36%
Schoolwide	**239**	**72.29%**	**233**	**70.05%**	**235**	**62.00%**	**234**	**57.39%**	**239**	**60.19%**	**235**	**58.44%**	**236**	**58.13%**	**238**	**59.83%**	**235**	**60.27%**

c. K-5 LaHO Principal Report

ALSEA SCHOOL DISTRICT BOARD REPORT

Name: Heather Shunk **Position:** Principal

BOARD MEETING DATE: October 13, 2025



First Assembly of the Year - Celebrations for birthdays, attendance, meeting new friends. Students and staff shared summer memories and wishes for a wonderful year for their students. Parents shared their words of encouragement and excitement, which has become a very special part of our monthly assemblies. We unveiled our themes of Dream Big! and Curiosity is our Compass! Students used a QR code during the assembly to share what Dream Big means to them, which was turned into a word cloud.

[Link for September Assembly Slides]

[Link for October School Newsletter]









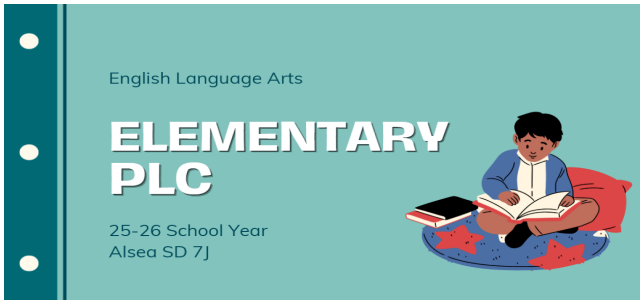


Strong Routines and Student Engagement

Learn at Home Oregon is thriving this fall as students settle into their learning routines, show curiosity, and grow in confidence each week. Our teachers are doing an outstanding job establishing clear expectations that allow for safe and effective small-group learning. These routines make it possible for teachers to work individually with students or in targeted small groups while others remain focused and engaged in independent work.

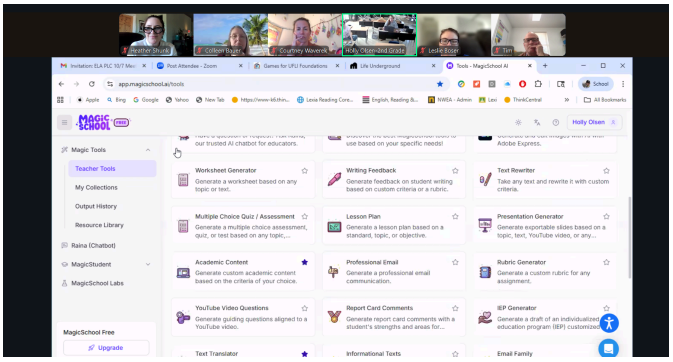
This level of structure takes significant planning and modeling. Teachers intentionally teach expectations for respectful collaboration in breakout rooms, ensuring that every student knows how to work safely, responsibly, and productively in online spaces. The result is a strong sense of community and accountability that mirrors an effective in-person classroom environment.

ELA PLC Collaboration and Literacy Focus



Our ELA Professional Learning Community continues to strengthen this year. Teachers from both the online and the B&M campus collaborate regularly to align instructional routines, analyze data, and strengthen literacy instruction.

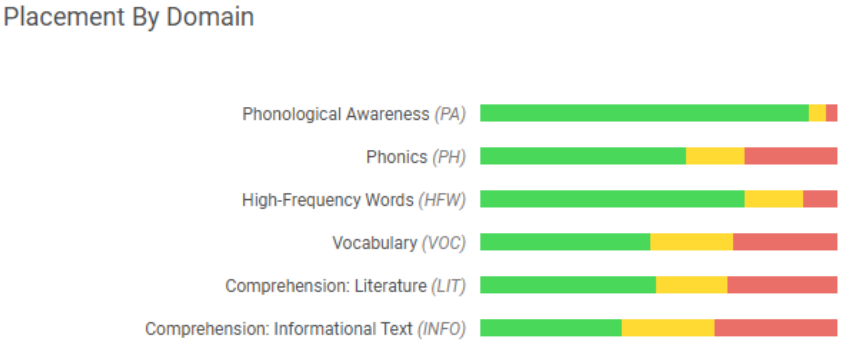
The district's draft literacy focus of *strengthening independent reading and comprehension for every student through consistent, intentional practice and identifying those who need targeted foundational support so no one falls through the cracks* is central to our work together.



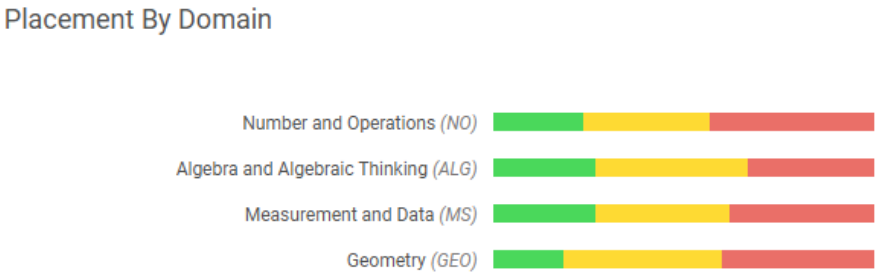
High Dosage Tutoring will begin again soon. Based on the Core Phonics Assessment, B&M teachers will gain insight into students who could benefit from 1:1 tutoring provided by LaHO teachers. Results from last year overwhelmingly showed that this tutoring program was effective for ALL students who participated in it.

Link for October PLC Meeting Slides

Whole School: IReady Diagnostic Data - Reading - Beginning of the Year (BOY)



Whole School: IReady Diagnostic Data - Math - Beginning of the Year (BOY)



Looking Ahead:

- WestEd Walkthrough at B&M and LaHO - Literacy Focus
- Informal LaHO Fall family meet-ups at Bose Family Farm (Albany) 10/10 and Pheasant Fields Farm (Medford) 10/18.
- Spirit Week 10/20 - 10/23
- Student, Teacher, Parent conferences - October 29 & 30
- Dress Up Party Assembly 10/30

d. Athletics and Activities

Athletics and Activities

Board Report – 9/8/25

Summary:

HS Football updates:

Currently ranked #10 in the state for 1A 6-man

HS Volleyball updates:

Currently ranked #36 in the state in 1A. District tournament will be held at Harrisburg on Oct. 25 starting at 9am.

MS VB will have their league finale on October 24 starting at 9am at Mohawk. This will be a round robin event.

MS FB will finish their season on the road @ Siletz on October 22.

HS Basketball will begin practices on November 17 and the first contests will begin on Dec. 3

e. Business Manager Report

Financial Summary – September 30, 2025

All staff agreements, extra duty positions, and benefits have been encumbered for the fiscal year. Stacy and I have been working on the grants to ensure all staff are coded correctly.

General Fund Resources

- State School Support – We received notice that the final adjustments will not be available until April 2026. Until that time, we will be monitoring the factors that make up the allocation so there are no surprises in April. Regarding the 25-26 SSF, the district received an update and the total estimate declined by only $482. This is strictly due to the allocation percentage, which is impacted by all districts.
- 1510 - Earnings on investments – The district is still receiving approximately $31K, with the interest rate, 4.60%. These funds are distributed among the other funds, which have positive balances. The general fund is earning around $28K per month.
- The unaudited beginning fund balance is approximately $6.47 million, which is due to the loss of SSF funds.
- All other revenues are estimated on the amount the district received in 24-25.

General Fund Expenditures

- As shared earlier, all salaries and associated costs have been encumbered.

Special Revenue

- All claims have been made for grants ending on September 30. Last month, it was shared that Title I, II, and IV can be carried forward through September 30, 2026. However, the district has spent these funds and there are no carry forward funds. This eliminates the request, budgeting and reporting to the ODE on these funds before they can be spent.
- Pre-Employment Transition Program (207) – the grant goes through September 30. The final invoice has been sent to DHS for approval. This grant is not available in the upcoming fiscal year.
- Food Service – the financial statements are a projection strictly based on participation in September and projecting non salary expenditures on 24-25 final figures. The agreement with Corvallis has increased by $14,000, but this is offset by reduced hours and salary costs to the food service program. The participation for breakfast and lunch are similar to last fiscal year.
  .

Debt Service

- No change in the Debt Service – Projected ending balance is estimated at approximately $34,000.

Capital Projects

- 400 – Capital Projects - reflects interest received on monies at the LGIP and a beginning cash balance of $375k. Expenditures represent an upgrade to the fire alarm system. Available funds are approximately $226 K. The General Fund has an appropriation to transfer $200,000 to this fund after the Board's approval and resolution.
- 410 - Bond 2021 and OSCIM Grant – All these funds will be expended.
- 430 – Seismic Rehabilitation – The beginning cash is approximately $514 K. Presently, the district is showing a $72K available balance. However, some items may not be encumbered yet and the report from IMS will be more accurate.

Unemployment Reserve

- As shared last month, The reserve will have sufficient funds to cover claims during the 25-26 fiscal year. No payroll costs will be charged during the 25-26 fiscal year for this cost. Most classified 10-month employees have filed for unemployment for the summer break period. The district has not received the 3rd quarter billing yet but will provide a good figure to estimate future unemployment requirements. The savings to the various funds for not charging a rate this fiscal year is $75,000, which will offset a portion of the SSF reduction.

PERS Reserve

- No change.

GENERAL FUND
STATEMENT OF RESOURCES
FOR THE FISCAL YEAR 2025-26
As of September 30, 2025

LINE		SOURCE	BUDGET	Y-T-D 9/30/2025	PROJECTED	TOTAL 9/30/2025	BALANCE OVER/(UNDER)
		STATE SCHOOL SUPPORT FORMULA					
1	1111	CURRENT YEAR'S TAXES	**$ 540,000.00**	$ -	540,000.00	**$ 540,000.00**	**$ -**
2	1112	PRIOR YEAR'S TAXES	**4,000.00**	1,060.73	2,939.27	**4,000.00**	**-**
3	1114	OTHER TAXES	**-**	6.26	-	**6.26**	**6.26**
4	1190	INTEREST ON TAX COLLECTIONS	**1,000.00**	2.95	997.05	**1,000.00**	**-**
5	2101	COUNTY SCHOOL FUND	**-**	-		**-**	**-**
6	3103	COMMON SCHOOL FUND	**32,225.00**	-	32,223.00	**32,223.00**	**(2.00)**
7	3101	STATE SCHOOL SUPPORT FUND	**4,306,158.00**	1,360,036.00	2,720,033.74	**4,080,069.74**	**(226,088.26)**
8	4801	FEDERAL FOREST FEES	**-**	-	-	**-**	**-**
9		**TOTAL 2024-25 SSSF SOURCES (Line 1 - Line 8)**	**4,883,383.00**	**1,361,105.94**	**3,296,193.06**	**4,657,299.00**	**(226,084.00)**
		STATE SCHOOL SUPPORT FORMULA (Prior Yr Adjustments)					
10		STATE SCHOOL SUPPORT FUND 24-25			**49,029.00**	**49,029.00**	**49,029.00**
11		HIGH COST GRANT				**-**	**-**
12		**TOTAL SSSF PRIOR YR ADJ (Line 10 - Line 11)**	**-**	**-**	**49,029.00**	**49,029.00**	**49,029.00**
13		**TOTAL SSSF SOURCES (Line 9 + Line 12)**	**4,883,383.00**	**1,361,105.94**	**3,345,222.06**	**4,706,328.00**	**(177,055.00)**
		NON STATE SCHOOL SUPPORT FORMULA SOURCES					
		LOCAL SOURCES					
14	1312	TUITION FROM OTHER DISTRICTS	**-**	-	23,152.95	**23,152.95**	**23,152.95**
15	1510	EARNINGS ON INVESTMENTS	**250,000.00**	81,577.82	218,422.18	**300,000.00**	**50,000.00**
16	1710	ADMISSIONS - GATE FEES	**7,500.00**	243.50	2,956.50	**3,200.00**	**(4,300.00)**
17	1760	FUND RAISING	**-**	-	-	**-**	**-**
18	1910	RENTAL INCOME	**5,484.00**	1,425.00	4,059.00	**5,484.00**	**-**
19	1943	SERVICES PROVIDED CHARTER SCHOOLS	**76,128.00**	-	68,000.00	**68,000.00**	**(8,128.00)**
20	1960	RECOVER PRIOR YEAR'S EXPENDITURES	**-**	-	-	**-**	**-**
21	1920	DONATIONS	**-**	-	-	**-**	**-**
22	1980	FEES CHARGED OTHER GRANTS	**-**	-	-	**-**	**-**
23	1990	MISCELLANEOUS REVENUE	**24,800.00**	-	24,800.00	**24,800.00**	**-**
24		**TOTAL LOCAL SOURCES (Line 14 - Line 23)**	**363,912.00**	**83,246.32**	**341,390.63**	**424,636.95**	**60,724.95**
		OTHER SOURCES					
25	2102	REVENUE THROUGH ESD	**7,100.00**	-	7,100.00	**7,100.00**	**-**
26	2199	OTHER INTERMEDIATE SOURCES	**-**	-	-	**-**	**-**
27	3203	SPECIAL EDUCATION PROGRAMS	**-**	-	-	**-**	**-**
28	5300	INSURANCE REIMBURSEMENT	**-**	-	-	**-**	**-**
29	5400	BEGINNING CASH	**6,700,000.00**	6,465,780.69		**6,465,780.69**	**(234,219.31)**
30		**TOTAL OTHER SOURCES (Line 25 - Line 29)**	**6,707,100.00**	**6,465,780.69**	**7,100.00**	**6,472,880.69**	**(234,219.31)**
31		**TOTAL NON SSSF SOURCES (Line 24 + Line 30)**	**7,071,012.00**	**6,549,027.01**	**348,490.63**	**6,897,517.64**	**(173,494.36)**
32		**TOTAL RESOURCES (Line 13 + Line 31)**	**$ 11,954,395.00**	**$ 7,910,132.95**	**$ 3,693,712.69**	**$ 11,603,845.64**	**$ (350,549.36)**

GENERAL FUND
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2025-26
As of September 30, 2025

		BUDGET	ACTUAL Y-T-D 9/30/2025	ENCUMBERED	TOTAL 9/30/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
INSTRUCTION							
1111	Elementary, K-5	$ 1,325,301.00	$ 82,387.86	$ 959,097.76	$ 1,041,485.62	$ 283,815.38	
1113	Elementary Extra-curricular	3,808.00	-	-	-	3,808.00	
1121	Middle/Junior High Programs	298,438.00	31,757.33	311,910.87	343,668.20	(45,230.20)	
1122	Middle/Junior High School Extra-curricular	51,539.00	4,116.60	18,260.41	22,377.01	29,161.99	
1131	High School Programs	477,973.00	30,606.45	312,296.37	342,902.82	135,070.18	
1132	High School Extra-curricular	141,006.00	19,738.91	58,045.39	77,784.30	63,221.70	
1250	Less Restrictive Programs: Students w/ Disability	452,386.00	34,303.74	327,295.17	361,598.91	90,787.09	
1291	English Second Language Programs	4,679.00	142.28	1,253.31	1,395.59	3,283.41	
	TOTAL INSTRUCTION	2,755,130.00	203,053.17	1,988,159.28	2,191,212.45	563,917.55	79.53%
SUPPORT SERVICES							
2113	Social Work Services	4,963.00	509.31	4,692.96	5,202.27	(239.27)	
2114	Student Accounting Services	28,784.00	7,016.61	21,338.27	28,354.88	429.12	
2134	Nurse Services	12,000.00	5,119.40	4,800.00	9,919.40	2,080.60	
2142	Psychological Testing Services	50,200.00	-	2,109.00	2,109.00	48,091.00	
2152	Speech Pathology Services	50,450.00	-	-	-	50,450.00	
2160	Other Student Treatment Services	45,500.00	-	-	-	45,500.00	
2190	Service Direction, Student Support Services	83,946.00	13,015.26	63,382.81	76,398.07	7,547.93	
2210	Improvement of Instruction Services	-	-	-	-	-	
2222	Library/Media Center	1,250.00	-	-	-	1,250.00	
2230	Assessment and Testing	4,288.00	696.24	3,481.09	4,177.33	110.67	
2240	Instructional Staff Development	26,000.00	-	-	-	26,000.00	
2310	Board of Education Services	159,731.00	15,629.88	4,476.20	20,106.08	139,624.92	

GENERAL FUND
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2025-26
As of September 30, 2025

			BUDGET	ACTUAL Y-T-D 9/30/2025	ENCUMBERED	TOTAL 9/30/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
2321		Office of the Superintendent Services	246,266.00	60,129.50	153,563.67	213,693.17	32,572.83	
2410		Office of the Principal Services	544,864.00	94,568.46	393,710.58	488,279.04	56,584.96	
2520		Fiscal Services	334,305.00	57,721.79	190,642.52	248,364.31	85,940.69	
2540		Operation and Maintenance of Plant Services	615,454.00	150,234.12	264,476.49	414,710.61	200,743.39	
2550		Student Transportation Services	1,017,695.00	136,591.04	568,757.71	705,348.75	312,346.25	
2660		Technology Services	93,751.00	31,026.76	34,031.31	65,058.07	28,692.93	
2700		Supplemental Retirement Program	-	-	-	-	-	
		TOTAL SUPPORT SERVICES	3,319,447.00	572,258.37	1,709,462.61	2,281,720.98	1,037,726.02	68.74%
OTHER REQUIREMENTS								
5200		Transfers of Funds						
5200	790	Food Service	100,000.00	-	50,802.65	50,802.65	49,197.35	
5200	792	Bus Fund	112,601.00	-	112,601.00	112,601.00	-	
5200	794	Capital Projects	200,000.00	-		-	200,000.00	
6110		Operating Contingency	500,000.00	-		-	500,000.00	
7000		Unappropriated Ending Fund Balance	4,967,217.00	-		-	4,967,217.00	
		TOTAL OTHER REQUIREMENTS	5,879,818.00	-	163,403.65	163,403.65	5,716,414.35	2.78%
		TOTAL EXPENDITURES	$ 11,954,395.00	$ 775,311.54	$ 3,861,025.54	$ 4,636,337.08	$ 7,318,057.92	38.78%

SPECIAL REVENUE FUNDS

STATEMENT OF GRANTS AND OTHER SPECIAL REVENUE FUNDS

					REVENUE				EXPENDITURES			
#	Fund Title	End Date	Grant Amount	Beginning Cash	Y-T-D	PROJECTED	Transfer from General Fund	TOTAL	Y-T-D	Encumbered	TOTAL	Balance
200	Donations			$ 2,730.15	$ -	1,219.85		$ 3,950.00	$ -	$ 3,950.00	$ 3,950.00	$ -
203	Title I-A	9/30/2025	6,265.62	-		6,265.62		6,265.62	6,265.62		6,265.62	-
203	Title I-A	9/30/2026	50,057.00		-	50,057.00		50,057.00	241.76	3,400.00	3,641.76	46,657.00
203	**Total Title I**		**56,322.62**		-	56,322.62		56,322.62	6,507.38	3,400.00	9,907.38	46,415.24
205	Small Rural School Achievement (SRSA)	9/30/2026	31,898.00	-	-	31,898.00		31,898.00	-	6,507.56	6,507.56	25,390.44
207	Preemployment Transition Program	9/30/2025	17,066.03		-	17,066.03		17,066.03	17,066.03	-	17,066.03	-
206	Title III-A Immigrant Grant		-	-	-	-		-	-	-	-	-
208	E-Rate Funds			150.31	-			150.31	-	-	-	150.31
210	IDEA Part B 611	9/30/2026	3,322.18	-		3,322.18		3,322.18	3,322.18		3,322.18	-
210	IDEA Part B 611	9/30/2027	61,244.12		-	61,244.12		61,244.12	866.77	46,067.91	46,934.68	14,309.44
210	**Total IDEA Part B 611**		**64,566.30**		-	64,566.30		64,566.30	4,188.95	46,067.91	50,256.86	14,309.44
216	IDEA Part B 619 FFY24	9/30/2026	401.15		-	401.15		401.15	-	-	-	401.15
220	Title II-A - Teacher Quality 24-25	9/30/2025	6,082.89	-		6,082.89		6,082.89	6,082.89	-	6,082.89	-
220	Title II-A - Teacher Quality 25-26	9/30/2026	6,191.00	-		6,191.00		6,191.00	120.34		120.34	6,070.66
220	Title IV-A - Student Support and Academic Enrichment 24-25	9/30/2025	10,981.00	-		10,981.00		10,981.00	10,981.00		10,981.00	-
220	Title IV-A - Student Support and Academic Enrichment 25-26	9/30/2026	10,000.00		-	10,000.00		10,000.00		-	-	10,000.00
220	**Title V- B REAP**		**33,254.89**		-	33,254.89		33,254.89	17,184.23	-	17,184.23	16,070.66
227	Early Literacy Grant	3/31/2026	61,481.10	-	-	61,481.10		61,481.10	5,490.91	44,388.22	49,879.13	11,601.97
228	After School Programs	6/30/2025		-	-	-		-	-	-	-	-
	Integrated Guidance											
226	Early Indicator Intervention	6/30/2026	$ 699.00	$ -	$ -	$ 699.00		$ 699.00	$ -	$ -	$ -	699.00
248	Federal School Improvement Funds to CSI & TSI Schools 22-23	9/30/2026	36,263.75	-	-	36,263.75		36,263.75	3,564.73	32,699.02	36,263.75	-
251	Student Investment Account - Y1	6/30/2026	329,307.09	-	131,948.03	197,359.06		329,307.09	34,760.97	243,362.24	278,123.21	51,183.88
252	High School Success M98 - Y1	6/30/2026	71,199.76			71,199.76		71,199.76	8,976.72	62,223.04	71,199.76	-
	Total Integrated Guidance		**437,469.60**		131,948.03	305,521.57	-	437,469.60	47,302.42	338,284.30	385,586.72	51,882.88
257	Baseball/Softball Program		-	3,706.92	-			3,706.92	-	-	-	3,706.92
256	Carl Perkins		3,430.15	-	-	3,430.15		3,430.15	3,430.15	-	3,430.15	-
259	Student Activity Funds		-	52,184.49	3,199.11			55,383.60	6,198.54	2,923.72	9,122.26	46,261.34
263	Outdoor School	6/30/2026	10,000.00	-	-	10,000.00		10,000.00	278.57	2,506.69	2,785.26	7,214.74

SPECIAL REVENUE FUNDS

STATEMENT OF GRANTS AND OTHER SPECIAL REVENUE FUNDS

					REVENUE				EXPENDITURES			
#	Fund Title	End Date	Grant Amount	Beginning Cash	Y-T-D	PROJECTED	Transfer from General Fund	TOTAL	Y-T-D	Encumbered	TOTAL	Balance
290	Bus Replacement Fund		-	162,159.31	38,698.10		112,601.00	313,458.41	27,452.00	63,776.00	91,228.00	222,230.41
298	Nutrition Services Grants											
127	Fresh Fruit and Vegetable Program	9/30/2026	7,265.00	-	-	7,265.00		7,265.00	-	-	-	7,265.00
299	Nutrition Services		-	-	21.50	124,794.64	50,802.65	175,618.79	9,329.35	166,289.44	175,618.79	-
	TOTAL			220,931.18	173,866.74	717,221.30	163,403.65	1,275,422.87	144,428.53	678,093.84	822,522.37	452,900.50

25-26 Financial Projection - Food Service Program
As of September 30, 2025

Account	Description	Budget	YTD	Projected	Total
Revenue					
299.0000.1610.000.000.000	Daily Sales -Adult Sales	$ 1,900.00	$ 21.50	$ 193.50	$ 215.00
299.0000.3102.000.000.000	State School Fund - School Lunch Match	-	-	895.00	$ 895.00
299.0000.3299.000.000.121	State: Breakfast	2,700.00	-	2,308.86	2,308.86
299.0000.3299.000.000.122	State: Lunch	3,700.00	-	3,698.24	3,698.24
299.0000.4500.000.000.000	NSLP USDA Entitlement	9,700.00	-		$ -
299.0000.4500.000.000.123	SNP: Breakfast	52,000.00	-	42,379.14	42,379.14
299.0000.4500.000.000.124	SNP: Lunch	73,201.00	-	66,319.90	66,319.90
299.0000.4500.000.000.124	Supply Chain				-
299.0000.4910.000.000.000	Federal Commodities	10,000.00	-	9,000.00	9,000.00
	Total Revenue	$ 153,201.00	$ 21.50	$ 124,794.64	$ 124,816.14
Expenditures		**Budget**	**YTD**	**Encumbered**	**Total**
299.3100.0112.000.000.000	Classified Salaries	$ 51,038.00	$ 2,607.94	$ 31,644.98	$ 34,252.92
299.3100.0122.000.000.000	Substitutes - Classified	-	60.36	-	60.36
299.3100.0132.000.000.000	Additional Salary - Classified	1,200.00	-	-	-
299.3100.0211.000.000.000	Employer Contrib PERS	13,853.00	527.87	6,851.94	7,379.81
299.3100.0212.000.000.000	Employee Contribution Pick-Up	3,134.00	127.51	1,655.05	1,782.56
299.3100.0220.000.000.000	Social Sec/Medicare	3,997.00	204.12	2,420.88	2,625.00
299.3100.0231.000.000.000	Worker's Compensation	1,207.00	65.10	758.10	823.20
299.3100.0232.000.000.000	Unemployment Compensation	2,576.00	-	-	-
299.3100.0233.000.000.000	PFMLI	209.00	10.68	126.61	137.29
299.3100.0242.000.000.000	Group Health Insurance	33,600.00	922.46	12,861.73	13,784.19
299.3100.0342.000.000.000	Travel, Out of District	-	1,486.43	-	1,486.43
299.3100.0380.000.000.000	Non-instructional Professional and Technical Servi	2,000.00	288.00	-	288.00
299.3100.0410.000.000.000	Consumable Supplies and Materials	1,000.00	134.89	-	134.89
299.3100.0413.000.000.000	Freight for Commodities	-	-	-	-
299.3100.0450.000.000.000	FOOD	83,387.00	-	52,700.15	52,700.15
299.3100.0451.000.000.000	Federal Commodities	10,000.00	-	9,000.00	9,000.00
299.3100.0460.000.000.000	Non-consumable Items	1,000.00	1,701.99	-	1,701.99
299.3100.0470.000.000.000	Computer Software (Meal Time)	-	1,192.00	-	1,192.00
299.3100.0541.000.000.000	Initial and Additional Equipment Purchase	5,000.00	-	-	-
299.3100.0640.000.000.000	Dues and Fees (Corvallis/MealTime)	40,000.00	-	48,270.00	48,270.00
	Total Expenses	253,201.00	9,329.35	166,289.44	175,618.79
	Net Profit/Loss	(100,000.00)	(9,307.85)	(41,494.80)	(50,802.65)
Other Income					
299.0000.5200.000.000.000	Interfund Transfers	100,000.00	-	50,802.65	50,802.65
299.0000.5400.000.000.000	Resources - Beginning Fund Balance	-	-	-	-
	Total Other Uses	100,000.00	-	50,802.65	50,802.65
	Ending Fund Balance	**$ -**	**$ (9,307.85)**	**$ 9,307.85**	**$ 0.00**

299 - Food Service Program

Analysis per Meal

	Meals Served	Total	Costs per Meal	%
State Reimb per meal				
Adult Sales	51	$ 215.00	$ 4.22	
Breakfast	15,200	44,688.00	$ 2.94	
Lunch	14,860	70,018.14	4.71	
Other Sources		$ 895.00		
Federal Commodities		9,000.00		
Total Revenue	30,111	$ 124,816.14	$ 4.15	
Payroll Costs		$ 60,845.33	$ 2.02	34.7%
Food Costs		52,700.15	1.75	30.0%
Federal Commodities		9,000.00	0.30	5.2%
Fees		48,270.00	1.60	27.4%
Other		4,803.31	0.16	2.7%
Total Costs		$ 175,618.79	$ 5.83	100%
Net Loss		**$ (50,802.65)**	**$ (1.68)**	

Participation

Month	Days Service	Eligible Students	Participation		Avg per Day		Participation Percentage	
			Breakfast	Lunch	Breakfast	Lunch	Breakfast	Lunch
Aug								
Sept	15	169	1520	1486	101.33	99.07	60.0%	58.6%
Oct	18				0	-		
Nov	13				0	-		
Dec	16				0	-		
Jan	16				0	-		
Feb	16				0	-		
Mar	14				0	-		
April	18				0	-		
May	12				0	-		
June	11				0	-		
Total/Average	15	169	1,520	1,486	101.33	99.07	60.0%	58.6%

DEBT SERVICE
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2025-26
As of September 30, 2025

			BUDGET	ACTUAL Y-T-D 9/30/2025	ENCUMBERED	TOTAL 9/30/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES								
1111		CURRENT YEAR'S TAXES	**$ 97,760.00**	$ -	**97,760.00**	**97,760.00**	**-**	
1112		PRIOR YEAR'S TAXES	**500.00**	206.00	**294.00**	**500.00**	**-**	
1114		OTHER TAXES	**-**	1.16	**-**	**1.16**	**1.16**	
1190		INTEREST ON TAX COLLECTIONS	**100.00**	0.58	**99.42**	**100.00**	**-**	
1510		INTEREST EARNINGS	**1,000.00**	404.30		**404.30**	**(595.70)**	
5400		BEGINNING FUND BALANCE	**30,261.00**	34,838.36		**34,838.36**	**4,577.36**	
		TOTAL INSTRUCTION	**129,621.00**	**35,450.40**	**98,153.42**	**133,603.82**	**3,982.82**	
EXPENDITURES								
5110		Long-Term Debt Service						
5110	610	Redemption of Principal	**40,000.00**	**-**	**40,000.00**	**40,000.00**	**-**	
5110	621	Regular Interest	**60,000.00**	**-**	**60,000.00**	**60,000.00**	**-**	
7000		Unappropriated Ending Fund Balance	**29,621.00**	**-**	**-**	**-**	**29,621.00**	
		TOTAL EXPENDITURES	**129,621.00**	**-**	**100,000.00**	**100,000.00**	**29,621.00**	**77.15%**
PROJECTED ENDING FUND BALANCE			**$ -**	**$ 35,450.40**	**$ (1,846.58)**	**$ 33,603.82**	**$ 33,603.82**	

CAPITAL PROJECTS (400)
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2025-26
As of September 30, 2025

		BUDGET	ACTUAL Y-T-D 9/30/2025	ENCUMBERED	TOTAL 9/30/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	**$ -**	$ 4,121.83		**4,121.83**	**(4,121.83)**	
5200	Transfer from General Fund	**200,000.00**	-		**-**	**200,000.00**	
5400	Beginning Fund Balance	**780,000.00**	376,601.00		**376,601.00**	**403,399.00**	
	TOTAL INSTRUCTION	**980,000.00**	**380,722.83**	**-**	**380,722.83**	**599,277.17**	
EXPENDITURES							
4150	Building Improvement	**980,000.00**	**5,359.60**	**148,937.61**	**154,297.21**	**825,702.79**	
7000	Unappropriated Ending Fund Balance	**-**	**-**	**-**	**-**	**-**	
	TOTAL EXPENDITURES	**980,000.00**	**5,359.60**	**148,937.61**	**154,297.21**	**825,702.79**	**15.74%**
PROJECTED ENDING FUND BALANCE		**$ -**	**$ 375,363.23**	**$ (148,937.61)**	**$ 226,425.62**	**$ 226,425.62**	

BOND 2021 AND OSCIM GRANT (410)
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2025-26
As of September 30, 2025

		BUDGET	ACTUAL Y-T-D 9/30/2025	ENCUMBERED	TOTAL 9/30/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	$ -	$ -		-	-	
5400	Beginning Fund Balance	60,000.00	50,935.61		50,935.61	(9,064.39)	
	TOTAL INSTRUCTION	60,000.00	50,935.61	-	50,935.61	(9,064.39)	
EXPENDITURES							
4150	Building Improvement	60,000.00	-	50,737.39	50,737.39	9,262.61	
7000	Unappropriated Ending Fund Balance	-	-	-	-	-	
	TOTAL EXPENDITURES	60,000.00	-	50,737.39	50,737.39	9,262.61	84.56%
PROJECTED ENDING FUND BALANCE		$ -	$ 50,935.61	$ (50,737.39)	$ 198.22	$ 198.22	

SEISMIC REHABILITATION GRANT (430)
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2025-26
As of September 30, 2025

		BUDGET	ACTUAL Y-T-D 9/30/2025	ENCUMBERED	TOTAL 9/30/2025	BALANCE FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	$ -	$ -		-	-	
3299	State Grant	2,000,000.00	-	1,851,945.00	1,851,945.00	(148,055.00)	
5400	Beginning Fund Balance	-	514,425.32		514,425.32	514,425.32	
	TOTAL INSTRUCTION	2,000,000.00	514,425.32	1,851,945.00	2,366,370.32	366,370.32	
EXPENDITURES							
4150	Building Improvement	2,000,000.00	1,911,135.95	382,356.47	2,293,492.42	(293,492.42)	
7000	Unappropriated Ending Fund Balance	-	-	-	-	-	
	TOTAL EXPENDITURES	2,000,000.00	1,911,135.95	382,356.47	2,293,492.42	(293,492.42)	114.67%
PROJECTED ENDING FUND BALANCE		$ -	$ (1,396,710.63)	$ 1,469,588.53	$ 72,877.90	$ 72,877.90	

INTERNAL SERVICES
STATEMENT OF EXPENDITUES COMPARED TO BUDGET
FOR THE FISCAL YEAR 2025-26
As of September 30, 2025

UNEMPLOYMENT RESERVE

UNEMPLOYMENT RESERVE		BUDGET	ACTUAL 9/30/2025	ENCUMBERED	TOTAL	FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	**$ 3,000.00**	$ 2,108.60		**2,108.60**	**(891.40)**	
1970	Services Provided Other Funds	**87,192.00**	-		**-**	**(87,192.00)**	
5400	Beginning Fund Balance	**150,000.00**	181,160.52		**181,160.52**	**31,160.52**	
	TOTAL INSTRUCTION	**240,192.00**	**183,269.12**	**-**	**183,269.12**	**(56,922.88)**	
EXPENDITURES							
2640	Unemployment	**240,192.00**	**-**	**-**	**-**	**240,192.00**	
7000	Unappropriated Ending Fund Balance	**-**	**-**	**-**	**-**	**-**	
	TOTAL EXPENDITURES	**240,192.00**	**-**	**-**	**-**	**240,192.00**	
PROJECTED ENDING FUND BALANCE		**$ -**	**$ 183,269.12**	**$ -**	**$ 183,269.12**	**$ 183,269.12**	

PERS RESERVE

		BUDGET	ACTUAL 9/30/2025	ENCUMBERED	TOTAL	FAVORABLE/ (UNFAVORABLE)	--%-- COMMITTED
RESOURCES							
1510	Interest Earnings	**$ 500.00**	$ 383.87		**383.87**	**(116.13)**	
1970	Services Provided Other Funds	**-**	-		**-**	**-**	
5400	Beginning Fund Balance	**31,500.00**	32,980.53		**32,980.53**	**1,480.53**	
	TOTAL INSTRUCTION	**32,000.00**	**33,364.40**	**-**	**33,364.40**	**1,364.40**	
EXPENDITURES							
2640	PERS	**-**	**-**	**-**	**-**	**-**	
7000	Unappropriated Ending Fund Balance	**-**	**-**	**-**	**-**	**-**	
	TOTAL EXPENDITURES	**-**	**-**	**-**	**-**	**-**	
PROJECTED ENDING FUND BALANCE		**$ 32,000.00**	**$ 33,364.40**	**$ -**	**$ 33,364.40**	**$ 1,364.40**	

f. Safety Committee Report

Alsea School District
Safety Committee meeting
October 7, 2025 3:30 PM

Committee Members Present: Mary O'Brien, Joe Harris, Lora Nickle
Committee Members Absent: Sara Littlefield, Keenan Elbers, Stacy Knudson

1. Staff Concerns
   a. Playground – No issues reported
   b. Unsecured wires in common areas – on the stage (left from the seismic construction)
      There are still wires hanging down on the stage that are within student reach. These need to be removed or reconnected.
   c. HVAC does not work in the HS offices.
   d. Locker room doors – unable to lock
   e. Evans' hallway door – does not lock
   f. Pass through outside door - does not close securely
   g. Front gate, back parking log gates – latching is inconsistent
   h. Gate to secure HS parking lot? – can a locking gate be installed?
   i. Ramp rails – going to the library and gym both entrances
      The committee discussed each area of concern. The list has been given to the maintenance department and superintendent.

2. PACE
   a. Quarterly walk through, 2nd due in November

3. Next Emergency Drill
   a. Scheduled for October 16th – Earthquake / Fire drill

8. **New Business**

a. 2024-25 Integrated Programs Annual Report

24-25 Integrated Programs Annual Report Presentation

Alsea School District 7J

Annual Reporting Requirements

- ODE's annual report consists of two narrative questions (Optional inclusion of Progress Markers)

- Throughout the year, grant recipients have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

Annual Report Narrative #1

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Discuss at least one Outcome where you have seen progress in implementation.

The progress marker PM12 focuses on financial stewardship. With our change in leadership our team, moving forward, plans to align all expenses directly to our strategic plan to ensure resources are used with maximum impact. To accomplish this, we will establish clear RTI systems within the master schedule to better manage inventory and staffing, while also providing professional development that equips staff with the skills and tools needed to deliver on these priorities.

Annual Report Narrative #2

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

Our district's 9th grade on-track success is lower than expected. We will continue supporting an academic advisor position with strategic family engagement. The advisor currently provides frequent check-ins, planning meetings, and multiple family outreach events, building strong accountability and home–school partnerships. Through tracking systems, success planning, and intentional engagement, students will receive early interventions and individualized pathways toward success. Families will be more engaged and informed, and students will build confidence in navigating high school expectations. Moving forward, the district will expand partnerships with the family support liaison, ESD behavior consultants, and community engagement initiatives to sustain and grow this success.

Annual Report Narrative #3

2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

Our district's 4-year graduation completion rate fell short of the 52% goal, with an actual rate of 35%, due in large part to high turnover at the leadership level, limited alignment across systems, and the absence of a common vision among staff and community. In response, we are engaging in a strategic planning process with the Board, community, staff, and students to establish a shared, aligned vision for student success and to strengthen systems that will support improved outcomes for all learners.

Progress Markers (Optional to Share)

	Progr... Marker Ident... #	Progress Marker	3 Progress (1/1/24-3/31/24)	2023-24 Q4 Progress (4/1/24-6/30/24)	2024-25 Q1 Progress (7/1/24-9/30/24)	2024-25 Q2 Progress (10/1/24-12/31/24)	2024-25 Q3/Q4 Progress (1/1/25-6/30/25)
1		**Start to See: Early signs of progress (3-6 months)**					
2	PM1	Community engagement is authentic, consistent, and ongoing. The strengths that educators, students, families, focal groups, and tribal communities bring to the educational experience informs school and district practices and planning.		No observable change	Medium	Medium	Medium
3	PM2	Equity tools are utilized in continuous improvement cycles, including the ongoing use of an equity lens or decision-tool that impacts policies, procedures, people/students, resource allocation, and practices that may impact grading, discipline, and attendance.		No observable change	No observable change	Medium	Medium
4	PM3	Data teams are formed and provided time to meet regularly to review disaggregated student data in multiple categories (grade bands, content areas, attendance, discipline, mental health, participation in advanced coursework, formative assessment data, etc.). These teams have open access to timely student data and as a result decisions are made that positively impact district/school-wide systems and focal populations.		No observable change	No observable change	Medium	No observable change
5	PM4	Schools and districts have an accurate inventory of literacy assessments, tools, and curriculum being used, including digital resources, to support literacy (reading, writing, listening, and speaking). The inventory includes a review of what resources and professional development are		No observable change	High	High	No observable change

	Gaining Traction: Intermediate Changes (6-18 months)					
PM5	Two-way communication practices are in place, with attention to mobile students and primary family languages. Families understand approaches to engagement and attendance, literacy strategy, math vision, what "9th grade on-track" means, graduation requirements, access to advanced/college-level courses and CTE experiences, and approaches to supporting student well-being and well-rounded education.		No observable change	Medium	Medium	No observable change
PM6	Student agency and voice is elevated. Educators use student-centered approaches and instructional practices that shift processes and policies that actualize student and family ideas and priorities.	le change	No observable change	Medium	Medium	No observable change
PM7	Action research, professional learning, data teams, and strengths-based intervention systems are supported by school leaders and are working in concert to identify policies, practices, or procedures informed by staff feedback to meet student needs, including addressing systemic barriers, the root-causes of chronic absenteeism, academic disparity, and student well-being. These changes and supports are monitored and adjusted as needed.		No observable change	No observable change	Medium	No observable change
PM8	Comprehensive, evidence-informed, culturally responsive literacy plans, including professional development for educators, are documented and communicated to staff, students (developmentally		No observable change	Medium	Medium	No observable change

	Profound Progress: Substantial and Significant Changes (18 months+)					
PM11	Schools strengthen partnerships with active community organizations and partners, including local public health, mental health, colleges, workforce development boards, employers, labor partners, faith communities, Tribal nations, and other education partners in order to collaboratively support students' growth and well-being. Characteristics of strong partnerships include mutual trust and respect, strengths-based and collaborative approaches, clear communication around roles, and shared responsibilities and decision-making power.		No observable change	High	High	No observable change
PM12	Financial stewardship reflects high-quality spending with accurate and transparent use of state and federal funds in relationship to a comprehensive needs assessment, disaggregated data, and the priorities expressed by students, families, communities, business, and Tribal partners in resource allocation and review.		No observable change	High	High	Medium
PM13	Students and educators experience a well-rounded and balanced use of assessment systems that help them identify student learning in the areas of the Oregon State Standards. Educators understand how to assess emerging multilingual students' assets to inform gauging progress.		No observable change	Medium	Medium	No observable change
PM14	Policies, practices, and learning communities address systemic barriers. Schools and districts		No observable change	No observable change	Medium	No observable change

Questions?

b. Superintendent Hiring Process
c. Division 22 Report

Alsea School District

Report on Compliance with Public School Standards

2024-25 School Year

By November 1 of each year, school district superintendents are required by OAR 581-022-2305: District Assurances of Compliance with Public School Standards to report to their community on the district's status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of **Alsea** School District's compliance with each of the requirements of Oregon's administrative rules found in DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS during the 2024-25 school year. For each rule reported as out of compliance, **Alsea** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

What are the requirements of the standards? For a general overview of what each rule/standard requires, consult this high-level Rules at a Glance summary. For specific, comprehensive requirements, use the links below for each individual rule.

Category: High-Quality Learning Experiences for All Students

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2020 Certificate of Attendance	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2355 Instructional Materials Adoption	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2505 Alternative Education Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2025 Credit Options	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2030 District Curriculum	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2100 Administration of State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
Skills: Local Performance Assessment Requirement			
581-022-2120 Essential Skill Assessments for English Language Learners	**Waived through the end of 2027-28 school year**	Not applicable	Not applicable
581-022-2250 District Improvement Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2260 Records and Reports	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2300 Standardization	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2315 Special Education for Children with Disabilities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
and Intellectually Gifted Students			
581-022-2335 Daily Class Size	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2005 Veterans Diploma	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2330 Rights of Parents of TAG Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2370 Complaint Procedures	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2045 Substance Use Prevention and Intervention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2205 Policies on Reporting of Child Abuse	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	**Implementing approved corrective action**	The district has met all of the requirements for this rule.	Updating ODE provided water testing template with fixture ID, testing dates and lab results to be posted to our website along with our HASS report and Pest Mgt. report October 2025.

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2225 Emergency Plans and Safety Programs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	**Implementing approved corrective action**	The district has met all of the requirements for this rule.	Asbestos Mgt. plan is being updated and posted to the website Oct. 2025.
581-022-2267 Annual Report on Restraint and Seclusion	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2308 Agreements Entered Into with Voluntary Organizations	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2515 Menstrual Dignity for Students	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2405 Personnel Policies	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2415 Core Teaching Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	**In compliance**	The district has met all of the requirements for this rule.	Not applicable

d. Senior Trip Proposal - June 8-11

Senior trip to Sunriver, OR
Proposed date: June 8-11, 2026

Rental house-
https://www.airbnb.com/rooms/42564675?check_in=2026-06-01&check_out=2026-06-04&guests=1&adults=14&s=67&unique_share_id=255d6b5a-e36b-44d7-80d7-cc2764f1f2ab

Chaparones-
Nathan Roberts- teacher/senior advisor
TBD- senior parent (Angela Jacobsen?)

Current Senior class funds (as of 9/25/25)- $5,973.85

9. **Old Business**
10. **First Reading *(Shaded words are new/strikethroughs are deleted)**

a. DBEA - Budget Committee, Version 1

Alsea School District 7J

Code: **DBEA**
Adopted: 5/12/15
Revised/Readopted: 2/09/23
Orig. Code: DBEA

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. [The term ~~Terms~~ of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one -third of the members end each year. At least one member of the budget committee must be a member of the district's educational equity advisory committee.[1]. The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

~~No budget committee member may receive any type of compensation from the district. They may not be an officer, agent or employee of the district.~~

A majority of the constituted committee is required for passing an action item. Majority for a 10-member budget committee is 6. Therefore, if only 6 members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.

2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

[1] {Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.}

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

ORS 174.130
ORS 192.610 - 192.695
ORS 294.305 - 294.565
ORS 328.542
ORS 329.711
ORS 433.835 - 433.875
OAR 581-022-2307

b. DID - Property Inventories

Alsea School District 7J

Code: **DID**
Adopted: 10/21/15
Revised/Readopted: 2/09/23
Orig. Code: DID

Property Inventories

The district ~~will~~ shall maintain inventory records of all fixed assets in accordance with government accounting standards. ASD's records shall be updated annually to include disposals and newly purchased property which occur during the school year. ~~a complete property inventory which lists all school sites, buildings, equipment and supplies with a value greater than $1,000. This inventory will be updated as necessary. The Board may authorize the employment of an appraisal company to assist with the inventory procedure.~~

Fixed asset records shall include all ASD-owned property such as land, buildings, improvements to property other than buildings, and equipment with a value greater than $5000. Any other district-owned computers and related electronic information devices as identified by ASD, regardless of value, will be inventoried annually. ~~To update these records, the district will keep current records of equipment disposed of and purchased.~~

END OF POLICY

Legal Reference(s):

ORS 332.155

OR. DEP'T OF EDUC, PROGRAM BUDGET AND ACCOUNTING MANUAL.

Cross Reference(s):

DN - Disposal of District Property

c. IF - Curriculum Development (version 2) - DELETE

Alsea School District 7J

Code: **IF**
Adopted: 1/13/16
Revised/Readopted: 4/13/23
Orig. Code: IF

Curriculum Development

The Board believes it is necessary to continually develop and modify the district's curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the Board on needed curriculum changes. [Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures[, surveys of parent perceptions] and professional staff recommendations.]~~periodically and to advise the Board on needed curriculum changes.~~

The Board or a committee or administrator responsible for making a decision for regarding the use of textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

Legal Reference(s):

ORS 243.650
ORS 332.075(1)
ORS 336.035
ORS 336.067
ORS 337.260
ORS 659.850
OAR 581-021-0045
OAR 581-021-0046
OAR 581-022-2000
OAR 581-022-2030
OAR 581-022-2250
OAR 581-022-2300
OAR 581-022-2305
OAR 581-022-2310
OAR 581-022-2315

Senate Bill 1098 (2025)

d. IGBAB/JO-AR - Education Records/Records of Students with Disabilities

Alsea School District 7J

Code: **IGBAB/JO-AR**
Adopted: 7/12/16
Revised/Readopted: 4/13/23

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of ~~their~~ status as a student, are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of post-secondary education, that are:

(1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a~~their~~ professional capacity or assisting in a paraprofessional capacity;
(2) Made, maintained or used only in connection with treatment of the student; and
(3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after the individual is~~they are~~ no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of educational agency or institution;
b. Full legal name of the student;
c. Student's~~Student~~ birth date~~ and place of birth~~;
d. Name~~Names~~ of parents/guardians;
e. Date of entry into the~~in~~ school;

f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance; and
k. Date of withdrawal from school.~~; and~~
~~l. Such additional information as the district may prescribe.~~

The district may ~~also~~ request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request~~. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence 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.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of post-secondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing[1];
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose~~have those records reviewed by~~ a physician or other appropriate professional and have those records reviewed.~~of their choice.~~

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student~~s~~ education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal~~superintendent~~ or designee] shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their~~his or her~~ professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;

(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

g. The disclosure is to accrediting organizations to carry out their accrediting functions;
h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
n. The disclosure is to officials of another school, school system, institution of post-secondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is

not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;

o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;

p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

6. Record-Keeping Requirements

a. The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

b. The party or parties who have requested or received personally identifiable information from the education records; and

c. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

d. The parent(s) or an eligible student;

e. The school official or assistants who are responsible for the custody of the records;

f. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s)~~they~~ may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a~~their~~ right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at ~~their~~ own expense, choose~~be assisted or represented by~~ one or more individuals to assist or represent them~~of their own choice~~, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement~~they disagree~~ with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

d. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
e. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

f. Amend the record accordingly; and
g. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting 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, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

e. IKF - Graduation Requirements**

Alsea School District 7J

Code: IKF
Adopted: 4/13/23
Revised/Readopted: 2/10/25

Graduation Requirements**

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

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

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

1. In foster care[1];

2. Experiencing houselessness[2];

3. A runaway;

4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;

5. A child of a migrant worker;

6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or

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

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

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[1] "Foster child" is defined in ORS 30.297.

[2] {ORS 329.451(2) and OAR 581-022-use the term "homeless."}. See OAR 581-022-2000 for additional information.

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

[4] "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long -term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of {[5]}24~~25~~ credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

2. Four credits in language arts[6] (shall include the equivalent of one unit in written composition);

3. Three credits in science;

4. Three credits in social sciences (shall include 0.5 unit of US civics[7] credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and [8]financial literacy);

5. [9]One-half credit of higher education and career path skills;

6. [10]One-half credit of personal financial education;

7. One credit in health education;

8. One credit in physical education; and

9. Three credits in career and technical education, the arts or world languages[11] (units shall be earned in any one or a combination).

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

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[5] {If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list.} ~~.~~

[6] "Language arts" includes reading, writing and other communications in any language, including English.

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

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

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

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

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

[{[12]}A student completing the International Baccalaureate Organization's (IB) Diploma Programme curriculum or the IB Career-related Programme curriculum will be considered to have completed the credit requirements listed above. The district shall ensure students in the IB programs complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses. The district shall develop a curriculum plan that ensures students in an IB program receive inclusive instruction aligned to the adopted standards in Civics and Health.]

To receive a diploma, in addition to credit requirements outlined above, a student must:

1. [13]Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;

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

3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and

4. Participate in career-related learning experiences.

Modified Diploma

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

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

2. The student has a documented history of a medical condition that creates a barrier to achievement.

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

1. Three credits in language arts;

2. Two credits in mathematics;

3. Two credits in science;

4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

5. [14]One-half credit in personal financial education;

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[12] {Adopt this language only if the district offers an International Baccalaureate program for high school students. Waivers for the Personal Finance and Higher Education and Career-path Skills can be requested by the district.}

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

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

6. [15]One-half credit in higher education and career path skills;

7. One credit in health education;

8. One credit in physical education; and

9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

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

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

1. [16]Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;

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

3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in the achievement level, construct, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

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

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

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

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

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

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

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and

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

[17]Essential Skills

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

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

Essential Skills Appeal

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

Extended Diploma

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

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:

    a. Two credits in mathematics;
    b. Two credits in language arts;
    c. Two credits in science;
    d. Three credits in history, geography, economics or civics;
    e. One credit in health;
    f. One credit in physical education; and
    g. One credit in the arts or a world language; and

2. Have a documented history of:

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

a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
b. A medical condition that creates a barrier to achievement; or
c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for such diplomas; and

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

Certificate of Attendance

A [18]certificate of attendance[19] will be awarded to students who:

1. Have maintained regular full-time attendance20 for at least four years beginning in grade nine;

2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and

3. Have a documented history[21].

For students with a documented history[22], the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for the diplomas; and

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

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

[19] A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

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

[21] "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

[22] "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

Other District Responsibilities

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

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

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

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

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

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

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

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form[23] and submitting the form to the district.

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

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

END OF POLICY

Legal Reference(s):

ORS 329.007
ORS 329.045
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
ORS 336.585
ORS 336.590
ORS 339.115
ORS 339.505
ORS 343.295

OAR 581-021-0009
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2005
OAR 581-022-2010
OAR 581-022-2015
OAR 581-022-2020
OAR 581-022-2025
OAR 581-022-2030
OAR 581-022-2115
OAR 581-022-2120
OAR 581-022-2505

[23] Oregon Department of Education page for: 30-day notice and opt-out form

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

f. JFCEB - Personal Electronic Devices and Social Media** (version 1) - DELETE

Alsea School District 7J

Code: **JFCEB**
Adopted: 6/08/16
Revised/Readopted: 4/13/23
Orig. Code(s): JFCEB

Personal Electronic Devices and Social Media**

(Student may possess a personal electronic device with certain restrictions)

Student possession or use of personal electronic devices on district property, in district facilities during the school day and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent.

A "personal electronic device" is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

"Independent communication" means communication that does not require assistance or interpretation by an individual who is not part of the communication but that may require the use or assistance of an electronic device.

Personal electronic devices shall be turned off during instructional or class time or at any other time where such use of the device would cause a disruption of school activities. 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 student is engaged in district-sponsored activities, unless as expressly authorized in advance by the principal or designee. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities and independent communications.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices, for curriculum.

A process for responding to a student's request to use a personal electronic device, including an appeal process if the request is denied, will be provided.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

Students may not use district equipment to access social media websites, while on district property or at district-sponsored activities unless the access is approved by a district representative. The district will not be liable for information or comments posted by students on social media websites.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student's individualized education program (IEP).

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 this policy[1]. A referral to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student's parent or property owner, as appropriate.

The superintendent shall ensure that the Board's policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy and that pertinent provisions of policy and school rules are communicated to staff, students and parents through building handbooks and other means.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 336.840

DELETE

[1] 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 will be reported to law enforcement and/or other appropriate state or federal agencies.

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



g. JFCEB-AR - Personal Electronic Devices and Social Media - DELETE

Alsea School District 7J

Code: **JFCEB-AR**
Revised/Reviewed: 6/08/16; 4/13/23
Orig. Code(s): JFCEB-AR

Personal Electronic Devices and Social Media

Students may use and possess personal electronic devices on district grounds subject to the following:

1. Personal electronic devices shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policy, administrative regulation or school rules;[1]

2. Personal electronic 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 at district-sponsored events unless as expressly authorized in advance by the principal or designee;

3. The district shall not be responsible for loss, theft or damage to personal electronic devices brought to district property or district-sponsored events;

4. Personal electronic devices may be used as electronic study aids during the school day if provided as a part of a student's individualized education program (IEP) or if permission is received from the student's teacher;

5. The use of personal electronic devices in any way to send or receive messages, data or information that would pose a threat to academic integrity, contribute to or constitute academic dishonesty is strictly prohibited;

6. The use of personal electronic devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited;

7. Students shall comply with any additional school rules as established by the principal and classroom rules as approved by the principal concerning the appropriate use of personal electronic devices;

8. Personal electronic devices used in violation of law, Board policy, administrative regulation or approved school rules will be confiscated, turned in to the school office and returned to the student or parent following parent notification, conference, detention, suspension, expulsion and/or referral to law enforcement officials as appropriate;

9. Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

[1] 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 will be reported to law enforcement and/or other appropriate state or federal agencies.

h. JO/IGBAB-AR - Education Records/Records of Students with Disabilities

Alsea School District 7J

Code: **JO/IGBAB-AR**
Adopted: 7/12/16
Revised/Readopted: 4/13/23
Orig. Code(s): JO/IGBAB-AR

Education Records/Records of Students with Disabilities Management

1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of ~~their~~ status as a student, are education records and are not excepted under this section;
d. Records on a student who is 18 years of age or older, or is attending an institution of post-secondary education, that are:

(1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a~~their~~ professional capacity or assisting in a paraprofessional capacity;
(2) Made, maintained or used only in connection with treatment of the student; and
(3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.

e. Records that only contain information relating to activities in which an individual engaged after the individual is~~they are~~ no longer a student at the district;
f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

a. Name and address of educational agency or institution;
b. Full legal name of the student;
c. Student's~~Student~~ birth date~~ and place of birth~~;
d. Name~~Names~~ of parents/guardians;

e. Date of entry into the~~in~~ school;
f. Name of school previously attended;
g. Courses of study and marks received;
h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
i. Credits earned;
j. Attendance; and
k. Date of withdrawal from school~~; and~~
~~l. Such additional information as the district may prescribe.~~

The district may ~~also~~ request the social security number of the student ~~and will include the social security number on the permanent record only if the eligible student or parent complies with the request~~. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records

a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

a. Inspect and review the student's education records;
b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.
If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence 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.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of post-secondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

a. Within a reasonable period of time and without unnecessary delay;
b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing[1];
c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

a. Provide a written, dated request to inspect a student's education record; and
b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

[1] Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose~~have those records reviewed by~~ a physician or other appropriate professional and have those records reviewed.~~of their choice.~~

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student~~'s~~ education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal~~superintendent~~ or designee] shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their~~his or her~~ professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:

(1) Determine eligibility for the aid;
(2) Determine the amount of the aid;
(3) Determine the conditions for the aid; or
(4) Enforce the terms and condition of the aid.

As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:

(1) Develop, validate or administer predictive tests;
(2) Administer student aid programs; or
(3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

(1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
(2) Limits the organization to using the personally identifiable information only for the purpose of the study;
(3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
(4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations.

f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:

(1) Designates the individual or entity as an authorized representative;
(2) Specifies the personally identifiable information being disclosed;
(3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
(4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
(5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
(6) Identifies the time period in which the personally identifiable information must be destroyed; and
(7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.

g. The disclosure is to accrediting organizations to carry out their accrediting functions;
h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

   In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;
l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;

n. The disclosure is to officials of another school, school system, institution of post-secondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;

o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;

p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

6. Record-Keeping Requirements

a. The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

b. The party or parties who have requested or received personally identifiable information from the education records; and

c. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

d. The parent(s) or an eligible student;

e. The school official or assistants who are responsible for the custody of the records;

f. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s)~~they~~ may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a~~their~~ right to appeal the decision by requesting a hearing.

8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

a. The principal or designee;
b. A member chosen by the eligible student or student's parent(s); and
c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at ~~their~~ own expense, choose~~be assisted or represented by~~ one or more individuals to assist or represent them~~of their own choice~~, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement~~they disagree~~ with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and

b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

c. Amend the record accordingly; and
d. Inform the eligible student or the student's parent(s) of the amendment in writing.

9. Duties and Responsibilities When Requesting 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, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

a. The student's permanent records, for one year;
b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Disclosure Statement

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

> "Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described."

On the back of the same form, or attached to it, the following statement shall appear:

> "OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace."

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

> The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

i. JOA - Directory Information**

Alsea School District 7J

Code: **JOA**
Adopted: 7/12/16
Revised/Readopted: 4/13/23
Orig. Code: JOA

Directory Information**

"Directory information" means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. Directory ~~The following categories are designated as directory information. The following directory~~ information may be released ~~to the public~~ through appropriate procedures and includes:

1. Student's name;

2. Student's photograph;

3. Major field of study;

4. Participation in officially recognized ~~sports and~~ activities and sports;

5. Weight and height of members of athletic teams ~~team members~~;

6. Dates of attendance; and

~~7.~~ Degrees and ~~Grade level;~~

~~8. Diploma, honors or~~ awards received~~;~~

~~9.~~7. ~~Most recent previous school or program attended~~.

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names[, identifier, institutional email address in a class in which the student is enrolled] or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

ORS 30.864
ORS 107.154
ORS 180.805
ORS 326.565
ORS 326.575
ORS 336.187
OAR 581-021-0220 - 021-0430
OAR 581-022-2060

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).
Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).

j. LBEA - Denial for Virtual Public Charter School Student Enrollment**

Alsea School District 7J

Code: **LBEA**
Adopted: 7/12/16
Revised/Readopted: 4/13/23; 10/16/23
Orig. Code(s): LBEA

Resident Student Denial for Virtual Public Charter School Attendance**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will semiannually, by [October 1 and April 1], calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the calculated~~established~~ percentage is more than three percent, the district will not approve a student's~~additional students~~ enrollment to such a virtual public charter school.

A parent[1] must give notice to the district in which the parent resides of their~~of~~ intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

If the calculated percentage is more than three percent and the desired virtual public charter school is not ~~not~~ sponsored by the district, the district will issue a denial notice[2] ~~before enrolling their student in such a school and notice of actual enrollment.~~

~~If the district is not approving the enrollment, the district must respond with a decision to not give approval~~ within 10 calendar days of receiving~~receipt of the~~ notice ~~of intent~~ from a~~the~~ parent and~~. Such decision~~ must include:

1. The notice the student is denied for enrollment to the virtual public charter school;

2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculation at the time the intent to enroll was received by the district~~recent calculations~~;

~~3. The right to appeal the decision to the State Board of Education;~~

~~4.~~3. A list of two or more other online options available to the student; and

~~5.~~4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

When calculating the percentage, the~~The~~ district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

---

[1] "Parent" means parent, legal guardian or person in parental relationship as defined in ORS 339.133.

[2] If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

1. The number of students residing in the district enrolled in the schools within the district;

2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;

3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;

4. The number of home-schooled students residing~~who reside~~ in the district and who have registered with an~~the~~ educational service district; and

5. The number of students residing~~who reside~~ in the district enrolled in private schools located within the ~~school~~ district.

A parent may appeal the district's denial for~~a decision of a district to not approve a~~ student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 338.125

OAR 581-026-0305
OAR 581-026-0310

11. **Second Reading**

a. JFCEB - Personal Electronic Devices*/**

Alsea School District 7J

Code: JFCEB
Adopted:

Personal Electronic Devices */**

Student use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below[1].

Except as otherwise provided in this policy, "personal electronic device" means any portable, electrically powered device that is capable of making and/or receiving calls and/or text messages and/or accessing the internet independently from the school's network infrastructure.[2] This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student's medical provider's order for the care and treatment of a medical condition;[3]

2. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);[4]

3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within 10 school days.[5]

Personal electronic devices may be kept by students in lockers and/or backpacks, but personal electronic devices are not to be stored on the student's person or in the student's clothing during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include detention, a change to storage requirements, etc[6]. However, if

[1] If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

[2] ODE's guidance, *Fostering Student Learning, Well-Being, and Belonging* provides "This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities."

[3] JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

[4] If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

[5] JFCEB-AR must be submitted to the building administrator.

[6] Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.

the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.[7] Steps may include:

1. First Instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;

2. Second Instance of Noncompliance: the device will be temporarily confiscated and held at the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;

3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;

4. Beyond Third Instance of Noncompliance: If noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning.[8]

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices[9] that support academic activities and independent communications[10], except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Requests for exceptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent.

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,

[7] For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

[8] From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.

[9] The use of "personal electronic device" in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn't necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

[10] "Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

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 will be reported to law enforcement and/or other appropriate state or federal agencies.

END OF POLICY

Legal Reference(s):

ORS 332.107 ORS 336.840

Oregon Executive Order 25-09

PROPOSED

b. JFCEB-AR - Request for Personal Electronic Devices Exception

Alsea School District 7J

Code: JFCEB-AR
Revised/Reviewed:

Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the assistant principal or principal:

Name of student: _____ Grade: _____

School: _____

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- ☐ In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- ☐ Accommodate the individual circumstances of the student;
- ☐ Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

_____

_____

_____

Duration for requested exemption: _____[1]

Signed: _____ Date: _____

Parent or guardian name: _____

Parent or guardian phone: _____ Email: _____

For Completion by School Administration

Request: ☐ Granted Expiration of exemption: _____
☐ Denied Reason for denial: _____

☐ More information needed. Please submit by [date] for reconsideration.

[1] The maximum duration of an exemption is the end of the current school year.

Signed: _____ Date: _____

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within [10] school days of receipt and can be appealed to the superintendent within 10 days of issuance. The superintendent's decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.

PROPOSED

12. **Board Comments**
13. **Future Agenda Items**
14. **Key Dates**
    - **October 16, Great ShakeOut Earthquake Drill**
    - **October 24, Grading Day - No School**
    - **October 30, P/T Conferences - Early Release**
    - **November 7, Make-Up Day - School in Session**
    - **November 10, Regular School Board Meeting, 6:00 PM**
    - **November 11, Veteran's Day - No School**