



401 N Canyon City Blvd Canyon City, OR 97820-6111
Phone: (541)575-1280 FAX: (541)575-3614

Board Meeting Agenda

Wednesday 2/19/2025 | 7:00PM

ZOOM IN BY USING THE FOLLOWING ACCESS CREDENTIALS:

<https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMmhoT1VtS0wvbk1MZz09>

Meeting ID: 259 524 5851 | Passcode: HelloGSD3

[* = supplement enclosed]

1) **PRELIMINARY BUSINESS:**

- 1.1 Call to order
 - 1.1.1 Board Attendance: ___ of 7
- 1.2 Pledge of Allegiance
- 1.3 Agenda Review
 - 1.3.1 Motion: _____; Second: _____; Unanimous: _____

2) **PUBLIC COMMENTS | 3-MINUTE LIMIT:**

- 2.1 Public Forum:
 - 2.1.1 1)
 - 2.1.2 2)
 - 2.1.3 3)

3) **STUDENT BODY REPORT(S):**

- 3.1 GU FFA Update

4) **BOARD RECOGNITION FROM ELEMENTARY STUDENTS**

5) **REPORTS:**

- 5.1 Financial/Business Manager/ MJE *
 - 5.1.1 See: Board Meeting Packet – Addendum | Financial Report – January 2025
- 5.2 Current Enrollment | Average Daily Membership (ADM) Reporting) as of last day of previous month/ MW*
- 5.3 Current Staffing/JY/MW
 - 5.3.1 GU = 39
 - 5.3.2 HES = 45
 - 5.3.3 SES = 5
 - 5.3.4 HCCC = 5
 - 5.3.5 DO = 2
 - 5.3.6 Transportation = 8 **Total = 103**
- 5.4 Administrator’s Reports | Previous Month:
 - 5.4.1 Interim Principal, Shanna Northway | Vice Principal, Andy Lusco | GU *

Board of Directors:

Kris Beal | M.T. Anderson | Amy Charette, Vice Chair | Chris Labhart | Zac Bailey | Will Blood, Chair | Jake Taylor
Superintendent: Mark W. Witty | Website: <https://www.grantschooldistrict.org/>



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- 5.4.2 SpEd Director, Shanna Northway | GU/HES *
- 5.4.3 Principal, Janine Attlesperger | Humbolt (HES)*
- 5.4.4 Head Teacher, Carrie Sullivan | Seneca (SES) *
- 5.4.5 Director, Trina Fell | Humbolt Child Care Center (HCCC) *

5.5 Superintendent's Report/ Superintendent Mark Witty

- 5.5.1 Graduation Planning – board volunteers needed
- 5.5.2 Early Learning Center Update
- 5.5.3 Legislative Update *
- 5.5.4 Superintendent Evaluation
- 5.5.5 Naming of Fields & Facilities to Honor a person – board volunteers needed for committee
- 5.5.6 Licensed Negotiations Update
- 5.5.7 RFP Insurance Representative – one volunteer needed *
- 5.5.8 5 Year Facility Plan
- 5.5.9 OSBA Training – Public Meetings *
- 5.5.10 IDEA Fiscal Monitoring Completion *
- 5.5.11 Human Resource Promotional Video

5.6 Construction/Capital Projects Update MW

5.7 Transportation Report – Gary Vanderstelt

- 5.7.1 Communication Upgrades
- 5.7.2 Cancellation protocols

6) **CONSENT AGENDA:**

- 6.1 Recommend Approving 1/15/2025 Board Meeting Minutes
 - 6.1.1 1/15/25 Work Session
 - 6.1.2 1/15/25 Regular Meeting
- 6.2 Recommend Accepting New Hires:
 - 6.2.1 Brandon Culley | GU Assistant Softball Coach
 - 6.2.2 Sheree Thomas | Humbolt Childcare Center
- 6.3 Recommend Accepting Employment Role Transfer:
 - 6.3.1 Alesa Smith | Head Cook to Cook Assistant
 - 6.3.2 KoRina Jones | Cook Assistant to Head Cook
 - 6.3.3 Emelie Hall | Child Care Aide to Infant Child Care Teacher
- 6.4 Recommend Accepting Employment Role Addition:
- 6.5 Recommend Accepting Employment Resignations:
 - 6.5.1 JJ Collier | Drama Club
- 6.6 Recommend Accepting First Reading of Policies
 - 6.6.1 January Policy to be Updated
- 6.7 Recommend Accepting Second Reading of Policies
 - 6.7.1 November Policies to be Deleted
 - 6.7.2 November Policies to be Updated
 - 6.7.2.1 Information on Title IX recommendation from OSBA

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- 6.7.3 November Policies to be Added
- 6.7.4 December Policies to be Updated
- 6.7.5 December Policies to be Added
- 6.8 Approval Consent Agenda (Entire Section): Motion: ___; Second: ___; Unanimous: ___

7) **NEW BUSINESS:**

- 7.1 Protocol for Naming a Facility of Field in Honor of a Person *
- 7.2 Resolution #25-16 – Revising Authorized Signers on Grant Union High School Student Body Account *
- 7.3 Approve ESD Local Service Plan 2025-26 *
- 7.4 Approve Counseling Service Contract 2025-26 - Grant ESD *

8) **FUTURE CALENDAR DATES | 2024 | ALL Meetings are held at District Office, unless otherwise specified:**

- 8.1.1 3/20 – Board Meeting | 7:00PM
- 8.1.2

9) **BOARD REPORTS:**

- 9.1 **KB:**
- 9.2 **M.T. A:**
- 9.3 **AC:**
- 9.4 **CL:**
- 9.5 **ZB:**
- 9.6 **WB:**
- 9.7 **JT:**

[Board Packet posted on district web site at:
https://grantsd3.schoolinsites.com/](https://grantsd3.schoolinsites.com/)

Grant School District No.3 does not discriminate in employment, educational programs and activities, on the basis of race, national origin, color, creed, religion, gender, gender identification, sexual orientation or associational preference, age, disability, veteran status. The District also affirms its commitment to providing equal opportunities and equal access to its facilities. For additional information or assistance contact the District office at: (541)575-1280 | 401 N Canyon City Blvd,

10) **TOTAL IN ATTENDANCE:**

- 10.1 In Person: ___
- 10.2 Via Zoom: ___

11) **ADJOURNED: PM**

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District Mission Statement

Our Prospector Promise: A place for every student to feel support, achieve success, and learn respect.

District Vision Statement

A Place Where Every Prospector is Known, Empowered, and Ready for the World!

To: Mr. Mark Witty and Grant School District #3 Board of Directors

From: Shanna Northway, GU Principal/Special Programs Director

Strategic Goal #1: Recruit, Train, and Retain Staff to Implement, Adjust, and Achieve Excellence

- **MAC Survey Training** – All staff members have successfully completed their MAC survey training and are now cleared to participate in the next survey cycle. This ensures compliance with reporting requirements and maximizes funding opportunities, directly supporting district programs and initiatives.
- **Executive Functioning Training** – The administration team participated in executive functioning training with BrainTracks, equipping them with strategies to enhance students' organizational and cognitive skills. Janine and Shanna are developing executive functioning rubric cards to support targeted observations during classroom walkthroughs, ensuring students receive the necessary support to build essential life skills.
- **Strategic Planning Leadership Training** – The strategic planning leadership team engaged in a comprehensive four-hour training session with Studer Education, focusing on strengthening leadership skills, advancing the strategic plan, and improving customer service within the district. This training reinforces our commitment to fostering a culture of continuous improvement.
- **CTE Training and Program Development** – Tonia Seebart has received specialized training on CTE tracking and reporting to ensure accurate data collection for informed decision-making and funding allocation. Additionally, Tonia and I met with Jerry Peacock, our regional CTE coordinator, to ensure our CTE programs align with pathway status requirements and teacher licensing standards, expanding career opportunities for students.
- **Attendance Procedures** – Standardized attendance-taking procedures have been established and communicated to staff to enhance consistency and

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accuracy in reporting. Staff received training through the ESD to implement these procedures effectively, supporting improved student engagement and reducing chronic absenteeism.

- **Purchasing Procedures** – Sara Wilson and I have finalized the purchasing process for building budgets and student body accounts. The new system streamlines ordering and improves transparency in budget management, ensuring accountability and efficiency in resource allocation.
- **Staff Walkthroughs** – The first round of informal classroom walkthroughs has been completed. Observations highlight strong student engagement, effective instruction, and a positive learning environment. These walkthroughs provide valuable insights into instructional practices and areas for professional development.
- **Online Attendance Policy** – Andy has developed and communicated a new online attendance policy designed to improve tracking and reporting for online and hybrid students, ensuring more accurate documentation and equitable access to education.
- **Staff Coffee Wednesdays** – To foster staff connections and morale, we have launched Wednesday Morning Coffee in the Grant Union staff room at 7:00 AM. This informal gathering provides an opportunity for staff to connect, share ideas, and build a stronger sense of community within the district. Please feel free to stop in on Wednesday mornings!
- **Call-Out Protocol for Staff Absences** – In response to changes in the substitute identification system, a new call-out protocol has been implemented. Staff members are adapting to the revised process to ensure smooth operations when absences occur, minimizing disruptions to student learning.

Strategic Goal #2: Create a Student-Focused Environment Where Each Student is Known and Prepared for Success

- **Math Club Car Detailing Fundraiser** – The Math Club organized a car detailing fundraiser, allowing students to engage in teamwork while applying math concepts in a real-world setting. This initiative also provided a valuable service to the community while raising funds for club activities.
- **Grant Union Math Competition** – Over 50 competitors participated in the local math competition hosted in the commons. Prairie City (PC) brought four teams (adults, high school, middle school, and elementary school). PC won the elementary division, while Grant Union secured first place in the middle school, high school, and adult divisions, showcasing the strong mathematical abilities of our students.
- **Mid-Year MAPS Growth Assessments** – Students completed the mid-year MAPS growth assessments, with notable individual improvements. District-wide

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data will be presented at the next board meeting to inform instructional strategies and ensure targeted support for students.

- **Student Artwork Exhibit** – Sixteen pieces of student artwork, including ceramics, fused glass, drawings, and paintings, were sent to the Nightingale Gallery at EOU for the Eastern Oregon Regional High School Exhibit, running from February 21 to March 14, 2025. This provides students with an opportunity to showcase their creativity and gain recognition for their artistic talents.
- **All-State Choir Representation** – Benji Finley and Landon James were selected for the All-State Tenor/Bass Honor Choir, performing alongside 150 students statewide from January 17-19 after a rigorous audition process. Their participation reflects the district's dedication to fostering excellence in performing arts.
- **Singing Valentines** – The choir delivered Singing Valentines on February 13, spreading joy and music throughout the community while developing students' performance skills and confidence.
- **OMEA Music Competitions** – Eleven students from Junior High Band, High School Band, and Choir will compete in the OMEA District 6 Solo-Ensemble Festival on March 1, with opportunities to qualify for state. The Varsity Choir and Band will also compete in state-qualifying events later in March, further demonstrating the strength of our music program.
- **FBLA Regional Competition Success** – Grant Union's FBLA teams excelled at regionals at EOU, securing multiple top placements. The state competition is set for April 3-5. (See attached flyer for details.)
- **CNA Program Participation** – Lily Durych and Natalee Clarry are completing the TVCC CNA program, balancing rigorous online coursework and weekend clinicals in Ontario and Burns, preparing them for careers in healthcare.
- **Community Job Shadowing** – Six health occupation students are participating in job shadowing experiences across various medical fields, gaining hands-on exposure to potential careers and professional mentorship.
 - Bri Sharp: Stylish 10 with Stephanie Parsons
 - Kaleb Gosnell: Physical Therapy at BMH
 - Maddie Underwood: Nursing at BMH
 - Brooke Taynton: Radiology at BMH
 - Rillie Mitchell: CNA at BMH
 - Jhett Williams: Jim Klusmier at Biosmile
- **K-6 Online Program Development** – In collaboration with Janine, we have structured a K-6 online program to expand educational access for families. Andy introduced the program on Coffee Time on February 13, 2025, increasing community awareness and engagement.

February 2025

- **Lockdown Drill Success** – A lockdown drill was conducted using the "I Love You Guys" protocol, effectively practicing all three response stages. Minor areas for improvement were identified for future drills, ensuring continued student and staff safety.
-

Strategic Goal #3: Positive Perceptions, Community Ownership, and Support for District Facility Improvements

- **Greenhouse Project** – Students have begun planting, continuing a partnership with Michelle Engle and her Monument students. They will assemble hanging baskets for a May sale, integrating agricultural education and business skills into the curriculum.
- **Blue Mountain Hospital CNA Program** – Five students have applied for the hospital's new CNA program, with several completing interviews this week, further strengthening career pathways in healthcare.
- **Health Occupations Career Exploration Day** – Scheduled for March 18, this event will bring 20 local healthcare professionals to Grant Union to discuss their careers and educational pathways with students, fostering real-world career exploration.
- **Community Partnership Log** – A new tracking system has been developed to log community partnerships, enhancing collaboration and student networking opportunities for future career success.
- **Virtual Executive Functioning Caregiver Night** – A caregiver night, hosted in collaboration with BrainTracks, provided families with strategies to support their students' executive functioning at home, strengthening the home-school connection.
- **Parent Input Night** – Held in person and virtually on February 5, this event gathered parent input on survey data, budget discussions, and general district feedback, ensuring transparency and community involvement.
- **Positive Communication Home** – Staff have prioritized positive outreach, significantly increasing engagement with families:
 - Over 300 PRIDE cards mailed home.
 - Over 200 positive emails, texts, and phone calls sent.
- **SPED Coffee Shop Invitation** – The SPED department invites everyone to their morning coffee shop, open from 7:50-8:45 AM, offering a variety of beverages prepared by students, fostering vocational skills and community interaction.

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Athletic Update:

Athletic Report – February 2025

As winter sports approach the end of their seasons, our teams are gearing up for league and district tournaments with hopes for post-season opportunities.

Boys Basketball

The boys' basketball team is currently third in the league with an overall record of 13-7 and is ranked #13 statewide. Our league will secure two automatic qualifiers for the state playoffs, with additional spots potentially awarded based on OSAA rankings.


Girls Basketball

The girls' basketball team has secured a spot in the district tournament, currently sitting fifth in the league. With a 7-14 record, they have earned the most wins since the 2021-22 season and are ranked #24 statewide. The district tournament will be a key opportunity for them to compete for a playoff spot.

 **Boys & Girls District Basketball Tournament:** February 21-22 in Pendleton.

Boys Wrestling

The boys' wrestling team is having a standout season. They placed **2nd as a team** at the prestigious **Oregon Classic Statewide Dual Championships** and are currently ranked in the top **two or three** in the state.

 **Boys Wrestling Districts:** February 21-22 in Burns (hosted by Crane).

Girls Wrestling

The girls' wrestling team has been competing at a high level. They were among only **24 teams from 1A-6A** invited to the **Oregon Classic Duals**, where they competed across all divisions and finished **3rd in their bracket**.

 **Girls 1A-4A Wrestling Districts:** February 14-15 in La Grande.

Dance Team

Due to low participation numbers, the dance team did not meet the threshold for state competition this year. As the **only remaining 1A/2A school** with a dance program, we have transitioned to a **Club Season** to focus on building numbers for next year. We remain optimistic about the program's future.

Junior High Wrestling

Our junior high wrestlers are having a strong season, preparing to compete in separate **Boys/Girls District Tournaments** in Central Oregon. They will also have a chance to **qualify for State** through the **Regional Tournament on March 8th**.

We are proud of the dedication and effort our student-athletes have shown this season and look forward to seeing how they perform in their upcoming competitions.



FBLA

Regional Skills Conference



1st Place Results



- Eliza Bailey - Intro to Financial Math
- Maddie Bailey - Organizational Leadership
- Vincent Raschio - Business Law
- Daizie Reynolds - Intro to Information Technology
- Keira Stiner - Intro to FBLA
- Taylor Gosnell/Hannah McKinley - Network Design



2nd Place Results



- Riggin Dowdy - Career Exploration
- Riggin Dowdy - Financial Literacy
- Tori Holland - Business Ethics
- Cosette Klusmier - Intro to Public Speaking
- Ganessa Ledbetter - Intro to Business Concepts
- Logan Randleas - Impromptu Speaking
- Jhett Williams - Intro to Business Procedures
- Jhett Williams/Kaleb Gosnell/Taylor Gosnell - Sports Management



3rd - 10th Place Results



- 3rd - Morgan Cole - Impromptu Speaking
- 3rd - Benji Finley - Business Management
- 3rd - Addie Judd - Client Services
- 4th - Lane Bailey - Career Exploration
- 4th - Tori Holland - FBLA Mission and Pledge
- 4th - Colton Lyman - Impromptu Speaking
- 5th - Kaleb Gosnell - Impromptu Speaking
- 6th - Mariana Kostiuik - Sales Presentation
- 6th - Vincent Raschio - Public Speaking
- 7th - Emily Ford - Leadership Exploration
- 7th - Daizie Reynolds - Intro to Public Speaking
- 8th - Lane Bailey - Business Ethics
- 8th - Landon James - Computer Problem Solving
- 8th - Logan Randleas - Public Speaking
- 9th - Abril Ceja - Intro to FBLA
- 9th - Alana Shaffer - Graphic Design
- 10th - Landon James - Graphic Design



Congratulations to
our competitors!

February 2025

District Mission Statement

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District Vision Statement

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To: Mr. Mark Witty and Grant School District #3 Board of Directors

From: Shanna Northway, GU Principal/ Special Programs Director

Strategic Goal #1: Recruit, Train, and Retain Staff to Implement, Adjust, and Achieve Excellence

- **Weekly Morning Trainings:** Weekly trainings are being held at Humbolt (Wednesdays) and Grant Union (Mondays) from 7:15-7:45 a.m. This month's focus was our language and support around math, increasing our positive communication directly to students.
- **Transition Conference**
Andrea Combs will be attending the Transition Conference with our local YTP coordinator to gain better understanding, develop process, and better support students as the transition from high school.
- **RTAP Training – Prior Written Notices (PWN)** – Special education staff participated in RTAP training focused on Prior Written Notices (PWN). The training emphasized the requirement to provide PWN to parents before implementing or refusing any special education actions. Staff also discussed best practices for clearly explaining the purpose of PWN to parents, ensuring transparency and understanding of documented decisions.
- **CEC Conference Attendance** – Three of our staff members, Marci Judd, Shanley Cobb, and Marissa Smith, will be attending the Council for Exceptional Children (CEC) Conference in Baltimore, MD, from March 12-15, 2025. This professional development opportunity, funded by our ESD, will provide valuable training and resources to support our exceptional learners. We appreciate the ESD's support in making this possible!

Strategic Goal #2: Create a Student-Focused Environment Where Each Student is Known and Prepared for Success

- **IEP/504 Meetings:** We continue to hold regular IEP/504 meetings to engage with families and ensure we are meeting the needs of our students.

February 2025

- **Abbreviated Day:** All Abbreviated day meeting have been held and the district is up to date on the reporting requirements with ODE.
- **Greenhouse Participation and SPED Student Support** – Participation in the greenhouse project provides hands-on learning experiences for our SPED students, helping them develop vocational skills, responsibility, and teamwork. Engaging in planting, assembling hanging baskets, and caring for plants fosters independence, sensory engagement, and real-world job skills, supporting their transition planning and future employment opportunities.
- **Team Problem-Solving Meetings for Student Support** – Our school-based teams hold regular problem-solving meetings to address individual student challenges, ensuring a collaborative and consistent approach to behavior management. These meetings bring together teachers, support staff, and administrators to develop targeted strategies, align interventions across settings, and provide students with the support they need to succeed. By working together, we create a unified plan that promotes consistency, reduces behavioral escalations, and fosters a positive learning environment.

Strategic Goal #3: Positive Perceptions, Community Ownership, and Support for District Facility Improvements

- **Ongoing Parent Communication in SPED** – Our SPED case managers engage in an exceptional level of daily communication with parents, ensuring collaboration, transparency, and support for each student's needs. Whether through phone calls, emails, or in-person meetings, this consistent communication helps build strong, positive relationships with families, fostering trust and partnership in their child's education. This proactive approach ensures parents feel informed, heard, and involved in decision-making, ultimately leading to better student outcomes.

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District Wide Caseload/Staffing

Humbolt 504	3
GU 504	16
GU IEP	46
Humbolt IEP	45
Seneca IEP	1
Students in Evaluation	5

Admin	
Support Staff	.5 FTE
Certified	4 FTE
Classified	13 FTE



February 2025 Board Report for Humbolt Elementary School

Current Enrollment: 245

District Goals

- **Goal I: Recruit, train, and retain staff able to implement, adjust and achieve excellence!**
 - Shared virtual training in:
 - Executive Functioning: The 6 Signs of Time Blindness
 - Executive Functioning: BrainTracks Executive Function Tool Resources
 - Holding Hope: Children's Behavioral Health in Oregon
 - Science, Technology, Engineering, and Math: February News From GO STEM
 - SEL: The Power of a Warm Welcome: Creating Connections One Welcome at a Time
 - History Resource: Making History: African American Pioneers of Science
 - Teachers and Instructional Assistants received in-person LETRS (Language Essentials for Teachers of Reading and Spelling) Module 2 training.
 - All participants walked away with strategies to use immediately.
 - At least four teachers are inspired to complete a Reading Endorsement Program.
 - Began second round of probationary and on-cycle formal teacher observations and provided management and instructional feedback.
 - Began midyear Student Learning and Growth Goals meetings.
 - Submitted nominations for Oregon Teacher and Educational Support Person of the Year.
 - Shared restructured classroom budget process and balances.
 - Title I-A teacher is attending the ESEA Title I conference in Texas.
- **Goal II: Create a studentfocused environment where each student is known and prepared for success in life!**
 - Students are greeted by name each morning.
 - Students of the Month recognized for Academic Achievement and Character: Fairness
 - Students continued to earn Self-Manager and Junior Self-Manager status
 - Self-Managers from first semester are going to Bend for an ice -skating trip
 - Six students earned Junior Self-Manager badges in the first weeks of the program.
 - Student Council Elections were held. President: Sam Bailey, Vice President: Riley Hansen, Secretary: Josie Hollowell.
 - Staff attended IEP, 504, SST, Rtl, and IIBHT meetings to support students' individual needs.
 - Midyear data review and regrouping of challenge groups.
 - Students moved into or out of Title I-A based on growth
 - Student Clubs: Running, OBOB, ASL, and 100 Book Clubs.
 - Students participated in Read n Quiz, SEL lessons, Restorative Circles, and Lunch Buddies
 - Principal for a Day Essay Winner: Finley Armichardy
 - Kindergarten took a field trip to Chester's.

- Launched Kindness Cards program.
- Held Student Survey and Input Meetings in all 3rd-6th grade classes.
- **Goal III: Positive perceptions, community ownership, and support for our district's facility improvements!**
 - Continued use of ClassTag, SchoolMessenger, website, social media, and Reader Board.
 - Maintained transparency and open communication with parents when situations arise.
 - Collaborated with OSU extension, ESD, CCS, GU students and staff, and PTA for student supports and outreach.
 - Bonni Booth helped plan our 90% attendance celebration (100% of classes!), Global Play Day, and art contest.
 - Students are enjoying their GULunch Buddies!
 - Staff worked with PTA to create a Winter Carnival and are planning for STEM night.
 - Caregivers attended BrainTracks Virtual Workshop.

Recent/Upcoming Events

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ 1/23: Principal for the Day - Finley Armichardy ▪ 1/24: Staff Meeting; Staff Potluck; Leadership Team Meeting ▪ 1/27: BrainTracks Caregiver Workshop ▪ 1/30: Teacher Non-Contract Day; Humbolt Winter Carnival ▪ 2/7: RtI Data Meetings and Mid-year Regrouping ▪ 2/14: Teacher Non-Contract Day ▪ 2/17: Presidents' Day - No School ▪ 2/18: OBOB Competition @ GU | <ul style="list-style-type: none"> ▪ 2/18-2/21: ESEA Title I Conference ▪ 2/19: Self-Manager Ice Skating Trip ▪ 2/21: Friday School ▪ 2/27: BSAT Level 2 Training ▪ 2/28: BSAT Level 1 and CPI Training ▪ 3/5-3/7: Synergy Training ▪ 3/7: LETRS Training Module 3 ▪ 3/11-3/12: Qualitative Interviews ▪ 3/14: RtI Round 4 |
|---|---|

Once a Seneca Kid, Always a Seneca Kid!

SENECA ELEMENTARY SCHOOL

101 Park Ave | Seneca, OR 97873-8724
Phone: (541) 542-2542 | Fax: (541) 575-3614

February 2025 Board Report for Seneca Elementary School

District Goals

- **Goal I: Recruit, train, and retain staff able to implement, adjust and achieve excellence!**
 - Special Education Plan consultations with teachers and staff for students with special needs.
 - NWEA MAPs testing complete; reports pending resolution of technical issues
 - Shared virtual training in:
 - [Making History: African American Pioneers of Science](#)
 - [February News From GO STEM](#): upcoming workshops and trainings.
 - [The Power of a Warm Welcome: Creating Connections One Welcome at a Time](#): This podcast by CharacterStrong shares four components of a welcome.
 - [Holding Hope: Children's Behavioral Health in Oregon](#): This newsletter from OHA offers a number of resources, including contact information, ongoing meetings, and upcoming webinars related to children's mental health.
 - Teaching mentoring for K-2 and leadership meetings with the lead teacher.
 - Staff Recognition/Celebrations/Shout-outs Bulletin Board Created by Stacy Durych in Staff Room
 - Teachers and Instructional Assistants received LETRS (Language Essentials for Teachers of Reading and Spelling) Module 2
 - MAC (Medicaid Administrative Claiming) Required Online Training Completed
 - Student Learning and Growth Goal Setting Form, Mid-Year Review
- **Goal II: Create a student-focused environment where each student is known and prepared for success in life!**
 - Music Club in session
 - Art Club in session
 - Theater Club (planning stages)
 - Classroom Valentine's Day Parties
- **Goal III: Positive perceptions, community ownership, and support for our district's facility improvements!**
 - Valentine's Day Tea—well attended by over 30 people including administration, teachers, staff, parents, caregivers, and students. Decorations, finger foods, fruits, veggies and tea provided by PTA and student families.
 - Seneca Parent Input Night
 - Grant County School District 3 Promotion Video voice overs and video sessions completed
 - Seneca Announcement Reader Board is working!
 - Parent Survey Meeting @ Seneca Parent Input Night light snacks catered by PTA
 - Planning, preparing for the Seneca Elementary School PTA Bingo Night
 - flyers sent out to community members with statements from the city of Seneca
 - donation letters sent out
 - tickets sent home with students for raffle
 - School Food Safety Inspection passed
 - BrainTracks Caregiver Workshop

Recent/Upcoming Events

- 2/14: Teacher Non-Contract Day
- 2/17: Presidents' Day - No School
- 2/21: Friday School
- 2/25 5th/6th Grade Reproductive Health Class Planning



Humbolt Child Care Center

329 N Humbolt St | Canyon City, OR 97820-6123

Phone: (541) 575-1280 Ext: 3155

Monthly Report | February 2025

Staff Report: (7)

- Director (1) | Trina Fell
- Child Care Teachers (1) | Ashley
- Child Care Teacher's Assistants (2) | Emelie, Heidi
- Child Care Substitute Teacher Assistant (2) | Stacey, Celeste
- Preschool Promise Teacher (1) Cynthia

Enrollment: (24)

- Breakdown of Children Enrolled
 - School Age: 6
 - Preschool: 10
 - Toddlers: 3
 - Infants: 5

Financial Report | this report is a rough draft | banking financial ledgers will be ready at a later date:

- Income: 12,193
- Payroll: 26,515
- Expenses: 978
- Bottom Line: (15,300)

Summary of Care: Current building could service max of 8 infant spots, 5 toddler spots, and 18 preschool/school age spots. This would require 8 staff (3 teachers, 3 Aides, 1 Float, 1 Director). Each classroom is licensed with the Department of Early Learning and Care. The child care is going through improvements to meet standards set forth in accepting 4 Preschool Promise Slots.

Mission Statement: At Humbolt Child Care Center, we are committed to providing every child with a safe, nurturing, and interactive environment. We believe in offering affordable and high-quality care to all children, regardless of their background. Our goal is to support each child's social, emotional, cognitive, and physical needs while they play, learn, and grow with us.

Board of Directors:

Kris Beal | M.T. Anderson | Amy Charette, Vice Chair | Chris Labhart | Zac Bailey | Will Blood, Chair | Jake Taylor



Humbolt Child Care Center

329 N Humbolt St | Canyon City, OR 97820-6123

Phone: (541) 575-1280 Ext: 3155

Monthly Report | February 2025

District Goals:

- 1. Recruit, train, and retain staff, able to implement, adjust, and achieve excellence.**
 - Held Staff Meeting with 100% staff participation, reinforced our goal to implement and achieve excellence. During the meeting personal goals and next three months classroom goals were identified and upcoming trainings that will support and enhance curriculum delivery were outlined.
 - Continuing our commitment to fostering positive learning environments, our childcare staff will continue to attend the Pyramid Model Classes offered through Oregon Center for Career Development and organized through our local Child Care Resource and Referral. Staff will also participate in the upcoming Infant and Toddler Pyramid Model Modules starting in March. These classes are offered in the evening hours.
- 2. Create a student focused environment where each child is known and prepared for success in life.**
 - Comprehensive studies on Buildings this month, preschool children were able to identify and connect the child's family, school, community, and global interactions. Children had opportunities to plan, measure, and construct their own ideas through play and creative arts.
- 3. Positive perceptions, community ownership, and support for our district's facility improvements.**
 - Thanks to the Preschool Promise Start Up Grant Funds, we were able to enhance our classroom environment. These supplies, tools, and equipment have enhanced and enriched our students daily learning experiences.

Special Note: The contents of this report are based on data and financial figures, as of the last day of the previous month.

Board of Directors:

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COALITION OF
OREGON SCHOOL
ADMINISTRATORS

2025 LEGISLATIVE PRIORITIES

The Coalition of Oregon School Administrators represents over 3,000 administrators across Oregon. COSA members helped develop our 2025 Legislative Priorities through a collaborative member-led workgroup process that focused on two key areas: K-12 Funding and Student Supports. Collectively, our members focused on recommendations that articulate our vision to meet the academic, social-emotional, and mental health needs of Oregon's students and these are reflected in our 2025 Legislative Priorities.

The challenges our students and public schools face are significant. To rise to these challenges, our educators and communities are working in partnership to do incredible work to serve students each and every day.

Throughout Oregon, students and communities are counting on us to deliver a well-rounded and supported public education experience for each and every student, regardless of zip code.

We believe that our 2025 Legislative Priorities will help our schools, districts, and education service districts continue to adapt and evolve to meet the growing academic, social-emotional, and mental health needs of our students.

By working together, we can champion a vision of welcoming schools that have the resources and tools to meet the diverse needs of every student.

As we head into the 2025 Legislative Session, we look forward to partnering with Oregon lawmakers and education system partners to continue to stabilize core funding, invest in what works, and support our students through critical staffing, services, and programs.

CONTACTS

Morgan Allen (he/him), Deputy Executive Director
morgan@cosa.k12.or.us · 503-201-1864

Parasa Chanramy (she/her), Senior Director
parasa@cosa.k12.or.us · 971-599-1094

STATE SCHOOL FUND & STUDENT SUCCESS ACT



- **State School Fund (SSF)**. We support the \$11.36 Billion in Governor Kotek's recommended budget as a starting point for the funding discussion. These are critical dollars needed to help maintain current staffing, programs, and core services for Oregon students.
- **Student Success Act (SSA), the Student Investment Account (SIA), and High School Success (Measure 98)**. Ensure that these major grant-in-aid funds continue to stay whole because these targeted investments have helped our schools expand programs and services for students.

SPECIAL EDUCATION FUNDING



- **Special Education Cap (HB 2451)**. Raise the cap from 11% to 15% and provide additive funding to ensure school districts have the financial resources to serve students with disabilities.
- **High Cost Disability Account (HB 2448)**. Current funding for students with the most significant special education needs only covers about 40% of expenditures. Additive funding is needed to reimburse 100% of the costs to provide critical services to students.
- **Early Intervention, Early Childhood Special Education (EI/ECSE), and Regional Inclusive Services (RIS)**. Fund all three programs to Adequate Service Levels.



COSA'S 2025 LEGISLATIVE PRIORITIES

UNFUNDED MANDATES

- **Funding for Unfunded Mandates.** Secure funding for new K-12 specific mandates like unemployment insurance for classified employees.
- **Address New Unfunded Mandates during the 2025 Session.** Any new requirements proposed by the Legislature need to include the funding necessary to implement.

K-12 FACILITIES

- **Aid Districts in Need of Bond Funding (HB 3014).** Create a funding source for districts that cannot pass bonds for facility emergencies and construction of new buildings.
- **2025 Proposal.** \$100 million in lottery backed bonds that do not require local district bond passage to receive emergency or matching funds.

EARLY LITERACY

- **Full Funding.** Secure additive, full funding for early literacy success for all districts, and ensure that ESDs have access to funding.
- **Further Investments.** Support professional learning and capacity building.
- **Streamline Current Efforts.** Advocate to permit the spending of Early Literacy Success Dollars in upper elementary grades; and streamline the application and reporting requirements.
- **Protect Other Complementary Funding.** Support the continued funding for Birth through Five Literacy Grants, Kindergarten Partnership and Innovation, and Jumpstart Kindergarten.

SUMMER LEARNING

- **Full Funding.** Secure additive, stable, and adequate funding for districts and ESDs. Ensure that minimum funding floors for smaller districts are adequate to staff and support summer learning programs.
- **Streamline Current Efforts.** Streamline planning, programming, and reporting. Explore options to further investments in expanded learning opportunities.

MENTAL HEALTH

- **Support Partnerships and Programs.** Strengthen partnerships and expand existing programs and efforts (Community Schools, School Based Health Centers, Treatment and Care Programs, for example), with a focus on service desert regions. Leverage Medicaid billing, whenever possible.

ATTENDANCE

- **Grow Current Investments and Efforts.** Increase investments in multi-tiered systems of support; grow capacity through more targeted technical assistance and communities of practice; and improve transportation access.

WORKFORCE

- **Protect and Grow Efforts around Workforce Diversity.** Continue to invest in scholarships and efforts to increase educator workforce diversity.
- **Continue Investments in Hard-to-Staff Positions.** Support Grow-Your-Own and pathway programs, apprenticeships, and ongoing mentoring efforts, especially in Special Education, ESOL, Dual Language, Reading, Advanced Math, and Mental Health and Behavioral.

ADDITIONAL PRIORITIES WE SUPPORT

- Extend funding for districts impacted by the 2020 wildfires, including \$5.5 million needed to support districts in the 2024-25 school year ([HB 3149](#) & [HB 3165](#))
- Fund universal school meals
- Streamline current requirements, improve coherence, and enhance shared accountability within our current system



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**REQUEST FOR PROPOSALS:
INSURANCE BROKER**

INTRODUCTION AND PURPOSE

Grant School District 3 (GSD3) is a K-12 public school district in John Day Oregon. GSD3 is a member of PACE insurance pool.

GSD3 is soliciting Requests for Proposals for Insurance Agent of Record services for the GSD3's risk management program consisting of property, casualty, liability, auto, as well as other risk management services.

MINIMUM QUALIFICATION

The minimum qualifications for the Insurance Broker Services contract are as show below. Applicants not meeting these minimum requirements will not be evaluated nor considered for this contract.

1. Be licensed by the Insurance Commissioner of the State of Oregon;
2. Have relevant experience with public sector accounts of similar size and scope of services; and
3. The Insurance Agent assigned to the GSD3 must have a minimum of ten years of active experience in the public sector in insurance and risk management fields.

SCOPE OF WORK

GSD3 primary importance on developing and maintaining a quality risk management program with corresponding insurance coverage that thoroughly responds to the risks and liabilities faced by GSD3 in its operation. GSD3 is seeking written proposals from a brokerage firm and representative broker(s) to provide insurance broker services that include but are not limited to insurance placement and servicing, risk exposure analysis, as well as general insurance advisory services and claims assistance.

The selected firm and representative broker(s) will work directly with GSD3 on insurance coverages, renewals, and claims. GSD3 is not only seeking an insurance broker, but also an advisor and trusted ally in the insurance industry.

The applicant should be able to provide a range of services including but not limited to the following:

- Evaluate GSD3's existing insurance program, and as necessary recommend changes to terms, conditions, or coverage limits to ensure the program is affordable and adequately protects GSD3
- Evaluate GSD3's existing insurance program and identify any applicable market trends or exposure trends that GSD3 should be aware of



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- Evaluate GSD3's participation in applicable insurance pools and cost sharing programs for property, casualty and workers compensation
- Assist with the claim submission and handling process
- Serve as the intermediary between GSD3 and the provider when there is a reasonable coverage dispute
- Provide premium estimates upon request
- Negotiate with underwriters on behalf of GSD3 and obtain insurance coverage that best meets GSD3's needs and requirements at the best cost, while also advising on the carrier's services, claim handling process, etc.
- Bind insurance coverage on the exact dates needed by GSD3
- Respond to all insurance related questions and request for advice from the GSD3 in a timely manner
- Assist the GSD3 Superintendent to coordinate inspection, audit, or other Carrier requests
- Provide legal updates and provide guidance on recommended coverages in order to maintain compliance with Federal and State laws and funder regulations as requested by GSD3.

PROPOSAL FORM AND CONTENT

The bidder's proposal must provide a detailed response and supporting documentation, where requested, to each of the following areas:

1. Cover Page

- a. All proposals must include a cover letter addressed to GSD3 and signed by a duly constituted official legally authorized to bind the applicant to both its proposal and cost schedule. The cover letter must include name, address, and telephone number of the proposer submitting the proposal and name, title, address, telephone number, and email address of the person, or persons to contact who are authorized to represent the proposer and to whom correspondence should be directed.



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2. Experience and Qualifications:

- a. List the key personnel and qualifications relative to this RFP; including but not limited to a description of education, certificates or licenses, professional background, experience, skills, expertise and training.
- b. Describe your Agency's qualifications and how many years the Agency has been in business.

3. Services & Support

- a. What special services or support will you provide to GSD3?
- b. How would you approach developing and implementing a risk management program that includes proposals for optional and alternative ideas that will reduce GSD3's risk and/or reduce premium costs yet maintain broad coverage?
- c. How would you stay abreast of local issues concerning GSD3?
- d. Describe your agency's culture?
- e. Provide a description of how your agency's culture impacts the services you provide.
- f. Why do you want our book of business?

4. Additional Services:

- a. Provide descriptions of any other services the Agent would propose to include within the base cost of the proposal.

5. References:

- a. Provide at least 3 relevant clients whom the Proposer is currently or has previously provided Risk Management and Insurance Broker Consulting Services, within the last three (3) years. Provide government contact name, phone number, and email address. Oregon references are preferred. GSD3 reserves the right to explore the background, previous experience, training, financial affairs or related matters of any firm of individual under consideration for this contract.

6. Community Involvement:

- a. A discussion please describe the proposer's use of local resources, availability to meet in person and/or their community involvement.



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EVALUATION CRITERIA AND SCORING

Proposal Minimum Qualifications

GSD3's Insurance Agent of Record shall meet the following minimum qualifications:

1. Be licensed by the Insurance Commissioner of the State of Oregon;
2. Have relevant experience with public sector accounts of similar size and scope of services;
3. The Agent assigned to GSD3 must have a minimum of ten years of active experience in the public sector in insurance and risk management fields.

Evaluation Criteria and Scoring

Each proposal will be judged on its completeness and quality of its content. The evaluation process will begin with an analysis of each proposal using the evaluation criteria and weighting identified below.

- Experience and Qualifications – 40%
- Service & Support - 35%
- References – 15%
- Community Involvement – 10%



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SUBMISSION OF PROPOSALS AND CLOSING TIME

Please submit proposals to: **Grant School District 3
401 N Canyon City Blvd
Canyon City, OR 97820-6111**

Email: markwitty@grantesd.com

Proposals are due by: **March 31st, 2025
4:00pm – Pacific Standard Time**

- Proposals must be submitted via email by the date and time specified above. Bidders are permitted, but not required to submit hard copy proposals in addition to an electronic submission.
- GSD3 encourages inquiries concerning this RFP. All questions pertaining to this RFP must be made via email to markwitty@grantesd.org. Questions are due by 9:00 AM PST, March 21st, 2025

PROPOSED TIMELINE

GSD3 intends to follow the below timeline for review and award of this solicitation:

Questions Due:	March 21, 2025 9:00 AM (PST)
Deadline for Submittal:	March 31, 2025 4:00 PM (PST)
Review of Proposals:	April 1-4, 2025
Interviews or Additional Questions Conducted (if considered necessary):	April 8&9, 2025
Insurance Broker Selected:	April 17, 2025

*Dates are subject to change at the discretion of GSD3



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SOLICITATION TERMS

1. Agreement

Subject to availability of funding, GSD3 intends to issue an exclusive cost reimbursable type agreement for a base period of up to three (3) years with the option to extend to the successful bidder from this procurement process. GSD3 reserves the right to issue one or more awards as a result of this RFP.

2. Discretion

GSD3 may, at its sole discretion and after the evaluation process, choose not to issue any agreement as a result of this process. GSD3 may also, at its sole discretion, choose to issue as many or as few agreements as deemed necessary to meet GSD3's business needs.

4. Proposal Costs

There is no reimbursement for costs associated with preparing or submission of proposals in response to this RFP or costs associated with possible award negotiation.



OSBA Offers Public Meeting Training Required By State

Published: January 14, 2025

Lack of knowledge generally doesn't hold up as a defense for breaking the law. OSBA has stepped forward to make sure school board members aren't caught unaware about public meeting laws.

Starting Jan. 1, 2024, all members of a governing body with expenditure authority of \$1 million or more a year are required to receive public meeting law training at least once per term in office. The training must be presented by the Oregon Government Ethics Commission or an approved organization.

In late November, OSBA was the first organization to earn OGEC's approval for its training program. OSBA's training presentation is designed specifically for school board members, administrators and administrative professionals.



The 2023 Legislature added the training requirement in [House Bill 2805](#), which updated the public meetings law for modern considerations.

“This is the most substantial change to the public meetings law since the 1970s,” said Haley Percell, OSBA chief legal officer and interim deputy executive director. She will be one of the webinar presenters.

The new law addresses issues such as what constitutes a public meeting, executive session rules, grievance processes and the definition of serial meetings based on current technology.

“They put in writing more clearly things we already knew based on case law,” Haley said.

OSBA will be required to earn OGEC approval for its training course annually to stay current with any new legislative changes.

School board members are required to have the training or potentially face OGEC penalties, ranging up to \$1,000 per violation.

Susan Myers, OGEC executive director, said the agency’s goal is education and cooperation to implement the law and not punishment.

Myers said the law’s primary purpose is to make public meetings more transparent. Board members are personally responsible for following the law whether or not they received training, she said.

“It is to their benefit to work with OSBA or OGEC or any other group providing training to get trained on what the public meeting law requires,” she said.

OGEC did a test run of its own training program at the 2024 OSBA Summer Board Conference.

The InterMountain Education Service District in Pendleton is among those requesting an in-person training session from OSBA for its members.

Superintendent Mark Mulvihill said OSBA is a trusted source for keeping his region up to date on state rules. His member districts like in-person sessions for the whole group so they have an opportunity to share best practices, he said.



SEARCH



RELATED POSTS

Education committees marked by wide array of school experiences

A lot of education advocacy in the Legislature involves helping legislators understand the intricacies and issues of Oregon's school system. Not every bill that affects schools lands before legislators who...

Education advocacy visits variety of legislative committee hearing rooms

Stacy Michaelson, (left) OSBA director of government relations and communications, joined education association peers Thursday, Jan. 23, to support a bill before the Senate Labor and Business Committee. (Photo by...

Data dashboard aims to make school information more accessible

The Oregon Department of Education unveiled a new school data dashboard Thursday. ODE designed the Oregon Online Report Card with the aim of making school information more accessible. Users can...

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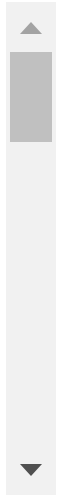
Oregon School Boards Association

7 days ago

This training is designed to give an overview of K-12 Title IX civil rights law for new brand Title IX Coordinators or Civil Rights Coordinators, including basic civil rights compliance requirements, and Title IX's specific focus areas.

January 23, 9-11 am

Register: bit.ly/4jrMZME





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OSBA @osbanews · 13 Dec



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OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Dr. Charlene Williams
Director of the Department of Education

Date: January 27, 2025

Subject: Completion of the 2023-2024 IDEA Fiscal Focused Monitoring Process

Dear Superintendent Witty and Business Manager Evers of John Day School District,

I hope this message finds you well. On behalf of the Oregon Department of Education (ODE), I would like to express our sincere gratitude to you and your team for your collaboration and dedication throughout the 2023-2024 IDEA Fiscal Focused Monitoring process.

We understand the time and effort your district has invested in ensuring compliance with the fiscal requirements of the Individuals with Disabilities Education Act (IDEA). Your commitment and active engagement have been critical in advancing our shared mission to provide equitable and effective services to students with disabilities.

After a comprehensive review of your district's records, reports, and corrective actions, I am pleased to inform you that the IDEA focused fiscal monitoring process for your district has been successfully completed. All identified issues have been resolved, and no further action is required from your district concerning the 2023-2024 IDEA fiscal monitoring.

As we conclude this monitoring cycle, we encourage you to continue implementing the best practices and procedures that have supported your district's compliance and fiscal responsibility. Should you have any questions or require further clarification regarding the final report or recommendations, please feel free to reach out to our team. We remain available to support you in maintaining high standards of accountability and service delivery.

Thank you once again for your cooperation and hard work during this process. We look forward to our continued partnership in ensuring that every student receives the educational opportunities they deserve.

Warm regards,

Allyson McNeill
Director of Resource Management and Operations
Oregon Department of Education
allyson.mcneill@ode.oregon.gov



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Board Work Session Meeting Minutes

Wednesday 1/15/2025 | 6:00PM

ZOOM IN BY USING THE FOLLOWING ACCESS CREDENTIALS:

<https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMmhoT1VtS0wvbk1MZz09>

Meeting ID: 259 524 5851 | Passcode: HelloGSD3

[* = supplement enclosed]

1) **PRELIMINARY BUSINESS:**

1.1 Call to order

1.1.1 Board Attendance: 7 of 7 – Chris Labhart not present until 7:03, Amy Charette attending online

2) **REPORTS:**

2.1 Review Survey Results Given in September/October

Surveys built based on national questions developed by Studor. All students/staff/parents were allowed to participate. Survey invite sent on school messenger, Facebook, and QR code at Parent Teacher Conference. All surveys were on a 5 point likert scale used with the rating from 1-5s – 5 being highest 3 is neutral. Top box percentage = % of people who scored a 4-5 on this question.

2.1.1 Parent Survey – 155 participants – several multi-children families/parents – Positives noted GU – learning is high priority, I am treated with respect at the school. , regular feedback on my student, genuine concerned for my student. Humbolt – staff generally concern for my child, positive phone calls home, Take aways – rules enforced consistently. Leadership group at Humbolt – leader from each pods and specials. GU reviewed as a full staff and now working on deeper dive based on staff priorities. Seneca scored higher across the board. 10. School is clean and well maintained low in our opinion not due to cleanliness but rather age of building. HCCC – 4s across the board parents would like more communication. Jake Taylor – any surprises? Janine no , Shanna had some on the students. JT – how much does this help you? SN – The survey has driven every conversation that has been had at GU since we have gotten the data. MW – when data is the focus of the conversation it helps create awareness and solutions. WB – not surprised by equal treatment issue but wants to know if it real or just perception. SN – strategic plan says to individualize interactions with each individual student. So, we have to support individual students and still balance our core rules. JA – Feels the result shows a communication issue, Sometimes we are challenged with what can be disclosed about students. Survey participation may increase as parents see how the surveys impact the direction of the district.

2.1.2 Staff Survey Big take aways on results – work positively impacts those we survey, I have a clear understanding of my organization, employee expectations Needs improvement – Communications – Resources allocated equitable, Humbolt Communication/allocation of resources – No Seneca sample size too small.

2.1.3 Student Survey (Grades 3-12) Question examples I believe my learning is important at my school – I enjoy specials Lows – Feel students are nice or show respect at my school. HU – I like going to school each day is low – Seneca low score specials that they don't have. JT – perceptions can be different from various. Anna Field – feels like there is a buzz of energy due to the activity in the building on Fridays. We have

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given our kids multiple opportunities to excel. Some of the questions might have been confusing to students somewhat.

- 2.1.4 Key Take Aways What is happening and what is not happening? Identify high leverage actions to focus on. We keep coming back to communication piece. Understand why kids are not excited to come to school. Covid maybe? Need reasoning behind data. GU – if kids feel like they belong more would want to come to school
- 2.1.5 Next Actions- GU – Student handbook, policy communications, share weekly reminders, communication system for teacher to use with families, Progress updates from teachers, PD on communication, Principal Updates quarterly, Positivity Challenge, Synergy tracking for communication, increase Prospector Pride Cards, Student recognition.
- 2.2 Review Strategic Plan Tracker MW presented tracker for progress related to strategic plan. This is a document that you will see 2 to 3 years from now. Changing a culture takes time to change. Budget priorities need to well thought out and communicated. Strategic plan committee will reconvene to evaluate progress.
- 2.3 Board Recognition Reception
- 2.4 Adjourned 7:01

Approval of Minutes

X: _____
Mark Witty, Superintendent

Date: _____

X: _____
Will Blood, Board Chair

Date: _____

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Board Meeting Minutes

Wednesday 1/15/2025 | 7:00PM

ZOOM IN BY USING THE FOLLOWING ACCESS CREDENTIALS:

<https://us02web.zoom.us/j/2595245851?pwd=ZjFIZ2w2eDNPMmhoT1VtS0wvbk1MZz09>

Meeting ID: 259 524 5851 | Passcode: HelloGSD3

[* = supplement enclosed]

- 1) **PRELIMINARY BUSINESS:**
 - 1.1 Call to order 7:01
 - 1.1.1 Board Attendance: **7 of 7** – Amy online
 - 1.2 Pledge of Allegiance
 - 1.3 Agenda Review
 - 1.3.1 Add 5.1.1 Reso on Audit deficiency
 - 1.3.2 Add 6.2.4 Hire Softball Coach Tim Boethin
 - 1.3.3 Delete 6.6.2 November Updates – deleted Title IX related updates due to court action
 - 1.3.4 Motion: _____; Second: _____; Unanimous: _____
- 2) **PUBLIC COMMENTS | 3-MINUTE LIMIT:**
 - 2.1 Public Forum:
 - 2.1.1 1) No comments
 - 2.1.2 2)
 - 2.1.3 3)
- 3) **STUDENT BODY REPORT(S):** Jett Williams – presenting survey results from students. Students have noticed that academics are taking priority now with Mrs. Northway taking over. We have a lot of great teachers at GU. Respect among students needs improvement. We really want to make sure that more students feel like they belong. Accepted, Sense of belonging – often / sometimes. SN attempting to target students that answered negatively on belonging questions. What makes you feel like you belong – multiple answers and balance results. CL – opinion on Friday school – Good opportunity and helps catch up if missed from sports. MW – do you think you can impact the kids and make them want to come to school?
- 4) **BOARD RECOGNITION FROM ELEMENTARY STUDENTS** Mrs. Miller’s class 3rd grade student presentation.
- 5) **REPORTS:**
 - 5.1 2023-24 Audit Report Mitch Saul present for audit presentation. Completed much earlier this year. Federal Single Audit was completed this year which is a grant specific compliance review. ESSER pushed over threshold. Governmental Activities qualified opinion for OPEB Liabilities due to district opting to not have an actuary study. Much better opinion than last year when they were unable to arrive at an opinion. Oregon Minimum Standards – Prior year 5 findings – this year 1 for confirmation of depository to State of Oregon. Management points (3) - (1) ASB records much better at GU, but Humbolt needs improvement repeat from last year. Auditor recommendation is that the activity be moved to the district books. (2) Stale checks dealt with and cleaned up (3) Approval for JE –

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third party is a control but need to be review. MJ all issues have been corrected – met with Humbolt today and reviewed improvements.

5.1.1 **Approve Resolution #25-15 – Addressing Audit Deficiency:**
Motion: CL; Second: MT; Unanimous: X

5.2 Financial/Business Manager/ MJE *

- 5.2.1 See: Board Meeting Packet – Addendum | Financial Report – November & December 2024
- 5.2.2 Building Budget Reporting/Empowerment

5.3 Current Enrollment | Average Daily Membership (ADM) Reporting) as of last day of previous month/ MW*

5.4 Current Staffing/JY/MW

5.4.1	GU =	39	
5.4.2	HES =	46	
5.4.3	SES =	4	
5.4.4	HCCC =	4	
5.4.5	DO =	2	
5.4.6	Transportation =	7	Total = 102

5.5 Administrator’s Reports | Previous Month:

- 5.5.1 Interim Principal, Shanna Northway | Vice Principal, Andy Lusco | GU *
 - 5.5.2 SpEd Director, Shanna Northway | GU/HES *
 - 5.5.3 Principal, Janine Attlesperger | Humbolt (HES)*
 - 5.5.4 Head Teacher, Carrie Sullivan | Seneca (SES) *
 - 5.5.5 Director, Trina Fell | Humbolt Child Care Center (HCCC) *
- CL – loved the fundraising for the family in Adrian.

5.6 Superintendent’s Report/ Superintendent Mark Witty

- 5.6.1 Licensed Negotiations * MW needs to put a team together with two board members. There is no schedule yet. Will Blood and Amy Charette as third Zac Bailey. Hopeful for collaborative process. Mary Jo to develop budget in next three weeks
- 5.6.2 Calendar - 2 years out – Longer term planning for athletic events and families.
- 5.6.3 Naming of Fields & Facilities to Honor a person - Need a Process Developed so that it is equitable access. So when we know someone is asking to have a field named then we know what the process is. Would like a couple of volunteers to gather and draft. It can be online. Jake Taylor and MT Anderson.
- 5.6.4 Secure Rural Schools and Community Self Determination Act – Impact – Been in place since 2000, but is not passed at federal level yet. Reasonably possible that it will come through and equaled \$356k in prior year
- 5.6.5 Early Learning Center Update – Baker ELC, Pendelton PELC and Boardman NELC learning center. Debriefed today and each community does it differently. JTMF grant and have about \$3800. Want to get partners together to get a roadmap set for the foundation of the ELC that we want to build.
- 5.6.6 Budget Process * MW was not that comfortable with the process last year, but was mostly due to financial cleanup. See attachment

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Superintendent: Mark W. Witty | Website: <https://www.grantschooldistrict.org/>



401 N Canyon City Blvd ☐ Canyon City, OR 97820-6111

Phone: (541)575-1280 ☐ FAX: (541)575-3614

- 5.6.7 Oregon Executive Development Institute - Great training on executive online learning
- 5.6.8 Annual Celebration Dinner for Retirees/Past long term employees and Past Board Members – We need to make an effort to keep these folks connected to our schools. MJ getting list together. Have an annual event with catered meal. Keeps us connected to the people that are our history. Volunteers needed - Jake Taylor/Kris Beal/Chris Labhart
- 5.6.9 Rep. Owens Bill to allow Districts to Attain Matching Funds for Capital Construction*
- 5.7 Construction/Capital Projects Update/Budget Narrative/MW *
- 5.7.1 GSD3 Project Tracker – Electrical gears might hold up turning on hvac system at GU, but won't know until July or August.

6) **CONSENT AGENDA:**

- 6.1 Recommend Approving 11/20/2024 Board Meeting Minutes *
- 6.2 Recommend Accepting New Hires:
 - 6.2.1 Fred Ostberg | GU Custodian
 - 6.2.2 Heidi Bullock | Humbolt Childcare Center
 - 6.2.3 Mallory Thomas | Humbolt Aide
 - 6.2.4 **Tim Boethin | Head Softball Coach**
- 6.3 Recommend Accepting Employment Role Transfer:
- 6.4 Recommend Accepting Employment Role Addition:
 - 6.4.1 Sara Wilson | District Level Secretary
- 6.5 Recommend Accepting Employment Resignations:
 - 6.5.1 Shelby Sheets | Humbolt Aide
- 6.6 Recommend Accepting First Reading of Policies
 - 6.6.1 November Policies to be Deleted
 - 6.6.2 **November Policies to be Updated – remove policies related to Title IX page 70-100**
 - 6.6.3 November Policies to be Added
 - 6.6.4 December Policies to be Updated
 - 6.6.5 December Policies to be Added

ZB – Sara is secretary stipend ? MW she is doing policies, travel and food service admin. Policies is a big lift. MT – Head Softball Coach – will he be in charge of hiring his assistants. Andy – he is currently an assistant and will be on the committee. CL – sat in the interview panel and all members were unanimous for Tim.

- 6.7 Approval Consent Agenda (Entire Section): Motion:JT ; Second:CL; Unanimous:X

7) **NEW BUSINESS:**

- 7.1 2023-24 Audit Report Approval
Motion: CL; Second:JT ; Unanimous: X

8) **FUTURE CALENDAR DATES | 2024 | ALL Meetings are held at District Office, unless otherwise specified:**

- 8.1.1 2/19 – Board Meeting | 7:00PM

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9. BOARD REPORTS:

- 9.1 **KB:** Appreciates the positive work with students. When you retire you get asked to volunteer all the time so it is good to see our youth.
- 9.2 **M.T. A:** The interaction with the kids is appreciated and makes it worth it.
- 9.3 **AC:** Thanks for the board appreciation
- 9.4 **CL:** I appreciate the Studor report. Extends gratitude to other board members
- 9.5 **ZB:** Echo – appreciate the OEDI online training. Data driven so love survey and like that we are trying to make people feel valued.
- 9.6 **WB:** Landon James nailed the national anthem and the basketball game. It was fantastic. I would like to request a trifecta. Thinks Shanna is doing great. Example called a 7pm and she was still there at GU – one item she had already resolved and secondary issue with my student and was handled great. Please keep it up. Board appreciation is what makes it worth it.
- 9.7 **JT:** Jett Williams did a great job and student involvement on the board is a great idea. He is proof that the district is providing opportunities and he is a product of the district. Appreciates study presentation in the work session. Posters from students are great and cake was a nice touch. First step in a marathon is to sign up and by doing the baseline survey that shows we are on our way. I feel good

10) TOTAL IN ATTENDANCE:

- 10.1 In Person: 9
- 10.2 Via Zoom: 5

11) ADJOURNED: 8:44 PM JT/MA

Approval of Minutes

X: _____
Mark Witty, Superintendent

Date: _____

X: _____
Will Blood, Board Chair

Date: _____

Board of Directors:

Kris Beal | M.T. Anderson | Amy Charette, Vice Chair | Chris Labhart | Zac Bailey | Will Blood, Chair | Jake Taylor
Superintendent: Mark W. Witty | Website: <https://www.grantschooldistrict.org/>



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Brandon Culley

B POSITION: Assistant Softball

*FIRST DAY OF WORK: 3/1/25 WORK HOURS PER DAY: 2

APPLICATIONS RECEIVED: 1 # PERSONS INTERVIEWED: 1

EXPERIENCE: 4 Years Assistant Softball, 4 Years Assistant Basketball

EDUCATION: Bachelor's Degree

NAMES OF REFERENCES CHECKED: Amy Hunt, Zach Williams

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: YES NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Tim Boethin Andy Lusco

Tonia Seebart

NAMES OF ALL PERSONS INTERVIEWED:

Brandon Culley

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Tim Boethin (Hired as Head Coach)

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: 1/16/25 DATE APPLICATIONS CLOSED: 1/31/25

CLASSIFICATION (select one): CLASSIFIED LICENSED ADMINISTRATOR
 CONFIDENTIAL COACH EXTRA DUTY

LANE: Assist Softball STEP/YEARS: 4 SALARY: 4648.14 (select one) Hourly Annually Season

Contract issued

RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

[Signature]
SIGNATURE OF SUPERVISOR

1/31/2025
DATE FORM COMPLETED

[Signature]
SIGNATURE OF SUPERINTENDENT

1/31/2025
DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Sheree Thomas

POSITION: Child Care Teacher

*FIRST DAY OF WORK: 2-10-25 WORK HOURS PER DAY: 8

APPLICATIONS RECEIVED: 2 # PERSONS INTERVIEWED: 2

EXPERIENCE: 2 year ECE Classroom, 2 yrs licensed RS Program

EDUCATION: College Course Credits ECE, ORO Step 8

NAMES OF REFERENCES CHECKED: Darlene Ellis, Jessie Huerta, Charity Courtney

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: YES NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:
Cynthia Puerto Walsh
Tina Fell

NAMES OF ALL PERSONS INTERVIEWED:
Sheree Thomas
Emelle Hall

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Bri Lynn Combs

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: 12-15-2024 DATE APPLICATIONS CLOSED: _____

CLASSIFICATION (select one): CLASSIFIED LICENSED ADMINISTRATOR
childcare CONFIDENTIAL COACH EXTRA DUTY

LANE: Teacher STEP/YEARS: 3 SALARY: 22.28 (select one) Hourly Annually Season

Contract issued
 RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Tina Fell
SIGNATURE OF SUPERVISOR

2-3-25
DATE FORM COMPLETED

Mona N. Welch
SIGNATURE OF SUPERINTENDENT

2-6-25
DATE



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Alesa Smith - Transfer

POSITION: GU Head Cook to Assistant Cook

*FIRST DAY OF WORK: 1-21-2025 WORK HOURS PER DAY: 8

APPLICATIONS RECEIVED: _____ # PERSONS INTERVIEWED: _____

EXPERIENCE: _____

EDUCATION: _____

NAMES OF REFERENCES CHECKED: _____

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: YES NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

NAMES OF ALL PERSONS INTERVIEWED:

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: _____

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: _____ DATE APPLICATIONS CLOSED: _____

CLASSIFICATION (select one): CLASSIFIED LICENSED ADMINISTRATOR
 CONFIDENTIAL COACH EXTRA DUTY

LANE: Assist Cook STEP/YEARS: 1000 SALARY: 20.69 (select one) Hourly Annually Season

Contract issued

RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Maui W. Willy
SIGNATURE OF SUPERVISOR

1/16/25
DATE FORM COMPLETED

Maui W. Willy
SIGNATURE OF SUPERINTENDENT

1/16/25
DATE



Position transfer

2 messages

Alesa Smith <smitha@grantesd.org>
To: Mark Witty <markwitty@grantesd.org>

Thu, Jan 16, 2025 at 8:55 AM

Good morning,

I would like to request to be transferred from the Head Cook position to Cook Assistant.

Thank you for considering my request,

Alesa

Mark Witty <markwitty@grantesd.org>
To: Alesa Smith <smitha@grantesd.org>
Cc: Jennifer Nielsen <jennifer@eversaccounting.com>, Mary Evers <eversm@grantesd.org>, Jana Young <youngj@grantesd.org>

Thu, Jan 16, 2025 at 9:30 AM

Alesa,

I am approving your request to transfer from the Head Cook Position to a Cook Assistant position. This will begin January 21, 2025.

Thank you for your service and commitment to our students!!

Mark

[Quoted text hidden]

--

Mark W Witty
Superintendent Grant SD #3
Work: 541-575-1280
Cell: 541-620-2109
GO PROSPECTORS!



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: KoRina Jones - Transfer

POSITION: Assistant Cook to GU Head Cook

*FIRST DAY OF WORK: 1-21-2025 WORK HOURS PER DAY: 10

APPLICATIONS RECEIVED: _____ # PERSONS INTERVIEWED: _____

EXPERIENCE: _____

EDUCATION: _____

NAMES OF REFERENCES CHECKED: _____

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: YES NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

NAMES OF ALL PERSONS INTERVIEWED:

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: _____

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: _____ DATE APPLICATIONS CLOSED: _____

CLASSIFICATION (select one): CLASSIFIED LICENSED ADMINISTRATOR
 CONFIDENTIAL COACH EXTRA DUTY

LANE: Cook STEP/YEARS: _____ SALARY: 44,000 (select one) Hourly
 Annually
 Season

Contract issued
 RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Maw W. With
SIGNATURE OF SUPERVISOR

1/16/25
DATE FORM COMPLETED

Maw W. With
SIGNATURE OF SUPERINTENDENT

1/16/25
DATE



Mark Witty <markwitty@grantesd.org>

School Dist #3 Head Cook

4 messages

KoRina Jones <jonesk@grantesd.org>
To: Mark Witty <markwitty@grantesd.org>

Thu, Jan 16, 2025 at 8:28 AM

Mr. Witty I am requesting a transfer from Cook's Assistant to Head Cook position. Please

KoRina Jones
Humbolt Cafeteria
Humbolt Elementary School
329 N Humbolt St
Canyon City, OR 97820
541-575-0454

Mark Witty <markwitty@grantesd.org>
To: KoRina Jones <jonesk@grantesd.org>

Thu, Jan 16, 2025 at 8:34 AM

Cc: Mary Evers <eversm@grantesd.org>, Jennifer Nielsen <jennifer@eversaccounting.com>, Jana Young <youngj@grantesd.org>

KoRina, I am in agreement. Your role will shift from a Cook Assistant to the Head Cook starting January 21, 2025.

Thank you for working with us to provide the best service possible for our students.

You are appreciated!!

Mark
[Quoted text hidden]

--
Mark W Witty
Superintendent Grant SD #3
Work: 541-575-1280
Cell: 541-620-2109
GO PROSPECTORS!

KoRina Jones <jonesk@grantesd.org>
To: Mark Witty <markwitty@grantesd.org>

Thu, Jan 16, 2025 at 8:38 AM

Cc: Mary Evers <eversm@grantesd.org>, Jennifer Nielsen <jennifer@eversaccounting.com>, Jana Young <youngj@grantesd.org>

Thank you for your support!

KoRina Jones
Humbolt Cafeteria
Humbolt Elementary School
329 N Humbolt St
Canyon City, OR 97820
541-575-0454

[Quoted text hidden]

Mark Witty <markwitty@grantesd.org>
To: KoRina Jones <jonesk@grantesd.org>

Thu, Jan 16, 2025 at 8:41 AM

Cc: Mary Evers <eversm@grantesd.org>, Jennifer Nielsen <jennifer@eversaccounting.com>, Jana Young <youngj@grantesd.org>

Transfer

6.3.3



GRANT SCHOOL DISTRICT #3

401 N. Canyon City Blvd. • Canyon City, OR 97820
Phone: (541) 575-1280 • Fax: (541) 575-3614

PERSONNEL SELECTION FORM

APPLICANT SELECTED: Emelie Hall

POSITION: Child Care Teacher - Infant

*FIRST DAY OF WORK: 2/10/25 WORK HOURS PER DAY: 8

APPLICATIONS RECEIVED: 2 # PERSONS INTERVIEWED: 2

EXPERIENCE: 10 month Child Care Aid

EDUCATION: Step 6 Oregon Registry with Oregon Center for Career Development

NAMES OF REFERENCES CHECKED: Current Child Care Aid with Grant School Dist #3

DISCLOSURE RELEASE FORMS (LICENSED STAFF ONLY) SUBMITTED TO HR: YES NO

NAMES OF ALL PERSONS ON INTERVIEW COMMITTEE:

Cynthia Walsh

Trina Fell

NAMES OF ALL PERSONS INTERVIEWED:

Sheree Thomas

Emeli Hall

NAME OF EMPLOYEE FORMERLY HOLDING POSITION: Cassi Hahn-Wyllie

REASON FOR LEAVING: RETIRED RESIGNED TERMINATED NEW POSITION

DATE OF NOTICE OF POSITION: _____ DATE APPLICATIONS CLOSED: 2-10-25

CLASSIFICATION (select one): CLASSIFIED LICENSED ADMINISTRATOR
child care CONFIDENTIAL COACH EXTRA DUTY

LANE: Teacher STEP/YEARS: 2 SALARY: 21.63 (select one) Hourly Annually Season

Contract issued RECOMMENDED TO THE BOARD FOR HIRE DATE OF BOARD APPROVAL: _____

**ALL CONTRACTS ARE SUBJECT TO BOARD APPROVAL AND SUCCESSFUL COMPLETION OF MEDICAL EXAMINATIONS/DRUG TESTING PER DISTRICT POLICY GBED.*

Trina Fell
SIGNATURE OF SUPERVISOR

2-10-25
DATE FORM COMPLETED

Mary W. With
SIGNATURE OF SUPERINTENDENT

2-13-25
DATE

November 20, 2024

To: Mark Witty, Shanna Northway, and Andy Lusco

This letter is to inform you of my decision to resign from my position as Drama Club Advisor effective immediately. This is a position I really enjoyed over the past several years. I am pleased to have had the opportunity to work with the Drama students in multiple productions. Due to time constraints based on a number of factors with my current teaching assignments, I am unable to give a Drama Club the time needed to develop productions for presentation.

Thank you for the opportunity I have had to coach the Drama Club through the last 5+ years.

Sincerely,

A handwritten signature in black ink that reads "Judith J. Collier". The signature is written in a cursive style with a large, stylized initial 'J'.

Judith J. Collier

OSBA Model Sample Administrative Regulation

Code: JHCD-AR
 Adopted:

Medications**/*

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

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

1. Definitions¹

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

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

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

- j. “Opioid overdose” means a medical condition that causes depressed consciousness, depressed respiratory function or the impairment of vital bodily functions as a result of ingesting opioids. (ORS 689.800)
- k. “Prescriber²” means a “practitioner” as defined in ORS 689.005, which means a person licensed and operating within the scope of such license to prescribe, dispense, conduct research with respect to or administer drugs in the course of professional practice or research: (a) in this state; or (b) in another state or territory of the U.S. if the person does not reside in Oregon and is registered under the federal Controlled Substances Act. (OAR 581-021-0037)
- l. “Prescription medication” means a “prescription drug” as defined in ORS 689.005, which means a drug that is: required by federal law, prior to being dispensed or delivered, to be labeled with “Caution: Federal law prohibited dispensing without prescription” or “Caution: Federal law restricts this drug to use by or on the order of a licensed veterinarian”; or required by any applicable federal or state law or regulation to be dispensed on prescription only or is restricted to use by practitioners only.
- m. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, or dust. (ORS 339.866)
- n. “Short-acting opioid antagonist” means any short-acting drug approved by the U.S. Food and Drug Administration for the complete or partial reversal of an opioid overdose. (ORS 689.800)

2. Designated Staff/Training

- a. Medications, including injectable medications, may be administered by trained personnel as part of a formal delegation by a registered nurse.
- b. The principal, in consultation with the school nurse, will designate district personnel authorized to administer prescription or nonprescription medication to a student which takes into account when the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school-or district-sponsored activities, and may include when a student is in a before-school or after-school care program on school-owned property when required by law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules, policy and this administrative regulation.
- c. The district will provide staff who are designated personnel to administer prescription or nonprescription medication access to a school nurse.
- d. The principal will ensure the annual training required by Oregon law is provided to designated district personnel. Training must be conducted by a qualified trainer, which is a person who is familiar with the delivery of health services in a school setting and who is either a registered nurse licensed by the Oregon State Board of Nursing or a prescriber. District personnel designated to administer epinephrine, glucagon, and medication to treat adrenal insufficiency shall be trained using related training developed by the Oregon Health Authority (OHA). The first training and every third training thereafter shall be provided in-person³. During

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

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

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

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

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

4. Administering Short-Acting Opioid Antagonists

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

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

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

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

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal of the school the student attends will designate

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

one or more district personnel to receive training and be responsible for administering the medication to treat adrenal insufficiency to a student in the event the student exhibits symptoms the district personnel believe in good faith indicate the student is experiencing symptoms of adrenal crisis;

- b. The designated personnel will successfully complete required training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis;
- c. The student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will develop an individualized health care plan for the student;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available district staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication to a Student

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

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

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
 - (a) The nonprescription medication is necessary for the student to remain in school;
 - (b) The nonprescription medication is:
 - (i) Provided in the original manufacturer's container by the student's parent or guardian; or

- (ii) Is part of the district’s stock medication program in compliance with the Oregon Board of Pharmacy rules including OAR 855-035-0005.
- (c) The written instruction and permission from the student’s parent or guardian for the administration of the nonprescription medication⁴ includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions, if any; and
 - (vii) Signature of the student’s parent or guardian.

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

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

- b. The principal or designee will require an individualized health care plan or allergy plan be developed for every student with a need to manage asthma or a known life-threatening allergy. A plan will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic responses, and include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity;
- c. A student being administered a medication may be monitored by designated personnel to monitor the student’s response to the medication;
- d. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- e. It is the student’s parent or guardian’s responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student’s need to take medication;

⁴ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 6.a.(2)(d).

- f. It is the student’s parent or guardian’s responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- g. In the event a student refuses medication, the parent or guardian will be notified immediately. No attempt will be made to administer medication to a student who refuses a medication;
- h. Any error in administration of a medication will be reported to the parent or guardian immediately and documented on a medication administration record. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- i. Medication shall not be administered until the necessary permission form and written instructions have been submitted and received as required by the district.

7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer prescription or nonprescription medication to themselves without assistance from designated personnel and is subject to the following:
 - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) The written permission from a parent or guardian and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student’s asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
 - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a district setting.
 - (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication⁵ and must have:
 - (a) The written permission of the student’s parent or guardian;
 - (b) The student’s name affixed to the manufacturer’s original container; and
 - (c) The permission to self-administer medication from a building administrator.
 - (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
 - (a) The written permission of the student’s parent or guardian; and

⁵ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 7.a.(3).

(b) A written order from the student's prescriber that includes:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Dosage;
- (iv) Method of administration;
- (v) Frequency of administration;
- (vi) A statement that the medication must be administered while the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school or district-sponsored activities;
- (vii) Other special instructions, if any; and
- (viii) Signature of the prescriber.

- b. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. A student may have in their possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- d. The sharing and/or borrowing by a student of any medication with another student is strictly prohibited
- e. The district personnel will request backup medication, when the medication is to treat a student's asthma or severe allergy emergency, from the student's parent or guardian. Backup medication, if provided by a student's parent or guardian, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
- g. The permission for a student to administer medication to themselves may be revoked if the student does not responsibly self-administer the medication or abuses the use of the medication as determined by district personnel;
- h. A student may be subject to discipline, up to and including expulsion, as appropriate for violations of these procedures;
- i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication[.] [;]
- j. [The district allows the application of and use by students of nonprescription sunscreen, including sunscreen that contains para-aminobenzoic acid, without any required documentation from a licensed health care professional per ORS 339.874.]

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

- a. Any medication must be delivered to the school in its original manufacturer's or current prescription container, accompanied by the permission form and written instructions, as required above.
- b. Prescription medication must always be the most current prescription and kept in the original, labeled container.
- c. Nonprescription medication must be kept in original manufacturer's bottle or box.
- d. Never administer medication sent to school in unlabeled containers.
- e. Never repackage medication into a plastic bag or other container for any reason.

- f. Medication in any form categorized as a sedative, stimulant, anti-convulsive, narcotic analgesic or psychotropic medication will be counted or measured by designated personnel or parent or guardian in the presence of another district employee upon receipt [and initialed by the two individuals who counted or witnessed the procedure, documented in the student's medication administration record (MAR) and routinely monitored during storage and administration. Any discrepancies will be reported to the school district nurse or principal immediately and documented in the student's MAR. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
- g. Designated personnel will follow the written instructions of the prescriber and the student's parent or guardian, and training guidelines as may be recommended by ODE for administering all forms of prescription and/or nonprescription medications.
- h. Medication will be secured as follows:
 - (1) Nonrefrigerated medications will be stored in a locked cabinet/safe, drawer or box in a secure area;
 - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication in a secure area;
 - (3) Access to medication storage keys will be limited to the principal and designated personnel.
- i. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
- j. When medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian immediately.

9. Emergency Response

- a. Designated personnel will immediately call 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects and allergic reactions, including the administration of epinephrine. The parent or guardian[, school district nurse] and principal will be notified immediately.
- b. Adverse reactions which result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately.
- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.
- d. Any available staff will immediately call 911 when a short-acting opioid antagonist is administered to any student or other individual on district premises.

10. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian, at the end of the school year or within five school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in the presence of another school employee. The medication may be disposed through a designated drug take-back collection program or in a nonrecoverable fashion as follows:
 - (1) Grant School District #3 designated employees will dispose medications using the Oregon Take-Back Program;

- b. Prescriptions will never be flushed down the toilet or drain or burnt with other waste.
- c. Sharps and glass will be disposed of in accordance with state guidelines.
- d. All medication will be disposed of by designated personnel following DEQ guidelines and documented on the student's MAR as described below.

11. Transcribing, Recording and Record Keeping

- a. A medication administration record (MAR) will be maintained for each student administered medication by the district. The MAR will be in paper⁶ or electronic form and will include, but not be limited to:
 - (1) The full name of the student, date of birth, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication;
 - (4) Incidents of emergency and minor adverse reaction by a student to medication;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- b. A MAR for medication administered as part of an IEP goal should be maintained in the IEP record at the end of each school year.
- c. All records relating to administration of medications, including permissions and written instructions, will be maintained. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- d. All records relating to the training of designated district personnel will be maintained by the district in accordance with applicable provisions of OAR 166-400-0010.
- e. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with school personnel with a legitimate educational interest in the student or others authorized by the parent or guardian in writing or others as allowed under state and federal law.

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

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

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee in compliance with the instructions of a physician, physician assistant, nurse practitioner, naturopathic physician or clinical nurse specialist, in

⁶ If a paper record is kept, the record will be documented in blue or black ink, and never in pencil or with use of white-out.

good faith administers prescription medication to a student pursuant to written permission and instructions of the student's parents or guardian.

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

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

Non-Liability Provisions for Self-Administration and Autoinjectable Epinephrine

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

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

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

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

OSBA Model Sample Administrative Regulation

Code: GBN/JBA-AR(1)
 Revised/Reviewed:

Sexual Harassment Complaint Procedure

(This AR is recommended for deletion.)

{¹} Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email

The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1 The district official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within [five] working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within [30] days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent[or designee]. Such appeal must be filed within [10] working days after receipt of the Step 1 decision. The superintendent[or designee] will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within [5] working days of receipt of the appeal. The superintendent[or designee] shall provide a written decision to the complainant within [10] working days.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent [or designee]

{¹ Align with same positions identified in policy.}

D in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's[or designee's] decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within [30] working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's[or designee's] decision in Step 2 is final^[2].

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent[or designee]. The superintendent[or designee] will cause the required notices to be provided. The superintendent[or designee] will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within [10] working days of receipt by the superintendent[or designee], the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

² [If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

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[Name of District]
[Address] | [Phone]

SEXUAL HARASSMENT COMPLAINT FORM

D

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

[Name of District]
[Address] | [Phone]

WITNESS DISCLOSURE FORM

D

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

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Any Other Information: _____

E

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

T

Date: _____

E

OSBA Model Sample Administrative Regulation

Code: GBN/JBA-AR(2)

Adopted:

Federal Law (Title IX) Sexual Harassment Complaint Procedure

(This AR is recommended for deletion.)

Additional Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the district’s Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary or secondary school.¹

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent² and requesting that the district investigate the allegation of sexual harassment.³

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment.⁴ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures.

Formal Complaint Procedures

Upon receipt of a formal complaint, the district will provide the parties⁵ written notice of the following:

1. Notice of the district’s grievance process, including any informal resolution process.

¹ This standard is not met when the only official with knowledge is the respondent.

² “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

³ A complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

⁴ Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

⁵ Parties include the complainant and the respondent, if known.

2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details⁶ known at the time and with sufficient time to prepare a response before any initial interview.
3. That the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility be made at the conclusion of the grievance process.
4. That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
5. The parties may inspect and review evidence.
6. A reference to any provision in the district's code of conduct^{7} that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Title IX Coordinator will contact the complainant and the respondent to discuss supportive measures. If necessary, the Title IX Coordinator will arrange for an individualized safety and risk analysis. If necessary, a student or non-student employee may be removed or placed on leave.

Investigation

The Title IX Coordinator will coordinate the district's investigation. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence.
2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties.⁸
3. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.⁹ The district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

⁶ Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

^{7} The district is encouraged to review Board policy JFC and codes of conduct found in handbooks for applicable language.}

⁸ The district cannot access, consider, disclose, or otherwise use a party's records that are made of maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's capacity, and which are maintained in connection with the provision of treatment to the party, unless the district obtains the party's (or eligible student's parent's) voluntary, written consent to do so.

⁹ In addition to an advisor, complainants and respondents may also be entitled to other accompaniment as required by law or as necessary for conducting of grievance procedures, including but not limited to translators, services for students with disabilities and parents of minor students.

6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.¹⁰ Prior to completion of the investigative report, the district must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
8. Create an investigative report that fairly summarizes relevant evidence and is sent to each party and party's advisor in electronic format or hard copy at least 10 days prior to any hearing (if required or provided) or other time of determination of responsibility. The party and advisor will be allowed to review and provide a written response.

After the district has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions¹¹ that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Credibility determinations are not based on the person's status as a complainant, respondent or witness.

No person designated as a Title IX Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, the district must provide notice of the additional allegations to the parties whose identities are known.

At no point in the process will the district, or anyone participating on behalf of the district, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Determination of Responsibility

The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

¹⁰ This includes the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the investigation. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

¹¹ Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

The standard to be used for formal complaints in determining whether a violation has occurred is the [preponderance of the evidence¹²] [clear and convincing evidence¹³] standard.

The person deciding the question of responsibility (the “decision-maker”) must be someone other than the Title IX Coordinator or the investigator(s). The decision-maker must issue a written determination which must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district’s code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility;
 - b. Any disciplinary sanctions the district imposes on the respondent; and
 - c. Whether remedies designed to restore or preserve equal access to the district’s education program or activity will be provided by the district to the complainant; and
6. The district’s procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Remedies

The Title IX Coordinator is responsible for effective implementation of any remedies.

The disciplinary sanctions¹⁴ may include:

1. [Discipline up to and including suspension and expulsion;
2. Removal from various activities, committees, extra-curricular, positions, etc.
3. Disqualification for awards and honors;

¹² A preponderance of the evidence standard is understood to mean concluding that a fact is more likely than not to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

¹³ A clear and convincing evidence standard of evidence is understood to mean concluding that a fact is highly probable to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

¹⁴ Districts should review any other disciplinary procedures and requirements prior to imposing any discipline, and should contact legal counsel with questions.

4. Discipline up to and including termination, in accordance with laws, agreements, contracts, handbooks, etc.]¹⁵

Other remedies may include:

1. [Educational programming][;][.]

Dismissal of a Formal Complaint

The district must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:

1. Would not constitute sexual harassment, even if proved;
2. Did not occur in the district's education program or activity¹⁶; or
3. Did not occur against a person in the United States.

The district may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or hearing, if provided:

1. A complainant notifies the Title IX Coordinator in writing that the complaint would like to withdraw the formal complaint or any allegations therein;
2. The respondent is no longer enrolled or employed by the district; or
3. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the district must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the district from continuing any investigation and taking action under a different process. The district may have an obligation to continue an investigation and process under a different process.

Consolidation of Complaints

The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by one or more complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Informal Resolution

If the district receives a formal complaint, at any time prior to reaching a determination regarding responsibility, the district may offer an optional informal resolution process, provided that the district:

¹⁵ It is important to keep supportive measures separate from disciplinary sanctions. Supportive measures must be “non-disciplinary” and “non-punitive.”

¹⁶ Includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs[, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution]. (Title 34 C.F.R. §106.44(a))

1. Provides written notice to the parties disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Appeals

Either party may file an appeal from a determination regarding responsibility or from a dismissal of a formal complaint, within [15] days of the decision, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
4. [Additional bases may be allowed, if made available equally to both parties.]

When an appeal is filed, the district must:

1. Notify the other party in writing;
2. Implement appeal procedures equally for both parties;
3. Ensure the decision-maker(s) for the appeal is not the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
4. Ensure the decision-maker for the appeal is free from conflicts of interest and bias;
5. Give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Timelines

The district will complete the following portions of the grievance process within the specified timelines:

1. General grievance process (from receipt of formal complaint to determination of responsibility): [90] days;
2. Appeals (from receipt of appeal): [60] days;
3. Informal resolution process: [60] days.

Temporary delays of the grievance process, or limited extensions of time will be allowed for good cause¹⁷ with written notice to the parties.

Records

Records will be created and maintained in accordance with the requirements in Title 34 C.F.R. §106.45(a)(10).¹⁸

Training

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and information resolution processes. The training must also include avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Decision-makers must receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions about evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment and must be made publicly available on the district's website.¹⁹

¹⁷ Good cause may include considerations such as the absence of a party, a party's advisor or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. (Title 34 C.F.R. § 106.45(b)(1)(v))

¹⁸ This includes creating a record for each investigation. This record must include:

- Supportive measures, or reasons why the response was not clearly unreasonable under the circumstances;
- Basis for the conclusion that the district's response was not deliberately indifferent; and
- What measures were taken to restore or preserve equal access to the district's educational program or activity. (Title 34 C.F.R. § 106.45(a)(10)(ii))

Most records (including training) must be retained for at least seven years.

¹⁹ If a district does not have a website, the district must make these materials available upon request for inspection by members of the public.

Grant School District 3

Code: **IKF-AR**
Adopted: 3/16/16
Readopted: 1/17/18; 4/18/18

Comment

Graduation Requirements

update from IKT

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 25 credits which include at least:

1. Four credits of English (shall include the equivalent of one unit in written composition);
2. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of Reading, Writing and Apply Mathematics;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence; and
4. Participate in career-related learning experiences outlined in the education plan.

Delete per mark.

Essential Skills Appeal

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

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

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

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

1. Three credits in English;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences;
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technology, the arts or a world language.

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

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

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

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

1. For a student on an individualized education program (IEP), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct or measured outcome of an assessment. This means that IEP or school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard.
2. For a student not on an IEP, any modifications to work samples must have been provided to the student during his/her instruction in the content area to be assessed, and in the year in which the

student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

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

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

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

Extended Diploma

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits of mathematics;
 - b. Two credits of English;
 - c. Two credits of science;
 - d. Three credits of history, geography, economics or civics;
 - e. One credit of health;
 - f. One credit of physical education;
 - g. One credit of the arts or a world language.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers; or
 - b. A medical condition that creates a barrier to achievement; and
 - c. Participating in an alternate assessment no later than grade six and lasting for two or more assessment cycles; or
 - d. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement.

Beginning in grade five when a student is taking an alternate assessment, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form¹ and submitting the form to the district.

¹www.ode.state.or.us; or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

OSBA Model Sample Administrative Regulation

Code: JBA/GBN-AR(1)

Revised/Reviewed:

D

Sexual Harassment Complaint Procedure

(This AR is recommended for deletion.)

{¹} Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
E			

The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy JBA/GBN - Sexual Harassment.

Step 1 The district official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy JBA/GBN - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within [five] working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within [30] days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent[or designee]. Such appeal must be filed within [10] working days after receipt of the Step 1 decision. The superintendent[or designee] will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within [5] working days of receipt of the appeal. The superintendent[or designee] shall provide a written decision to the complainant within [10] working days.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent [or designee]

{¹ Align with same positions identified in policy.}

D in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's[or designee's] decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within [30] working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's[or designee's] decision in Step 2 is final^[2].

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent[or designee]. The superintendent[or designee] will cause the required notices to be provided. The superintendent[or designee] will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within [10] working days of receipt by the superintendent[or designee], the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

² [If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

L

E

T

E

[Name of District]
[Address] | [Phone]

SEXUAL HARASSMENT COMPLAINT FORM

D

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

[Name of District]
[Address] | [Phone]

WITNESS DISCLOSURE FORM

D
Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

E
Description of Instance Witnessed: _____

L
Any Other Information: _____

E

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ **T** Date: _____

E

OSBA Model Sample Administrative Regulation

Code: JBA/GBN-AR(2)
Adopted:

D

Federal Law (Title IX) Sexual Harassment Complaint Procedure

(This AR is recommended for deletion.)

Additional Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the district’s Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary or secondary school.¹

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent² and requesting that the district investigate the allegation of sexual harassment.³

“Supportive measures” means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient’s education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district’s educational environment, or deter sexual harassment.⁴ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures.

Formal Complaint Procedures

Upon receipt of a formal complaint, the district will provide the parties⁵ written notice of the following:

1. Notice of the district’s grievance process, including any informal resolution process.

¹ This standard is not met when the only official with knowledge is the respondent.

² “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

³ A complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

⁴ Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

⁵ Parties include the complainant and the respondent, if known.

2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details⁶ known at the time and with sufficient time to prepare a response before any initial interview.
3. That the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility be made at the conclusion of the grievance process.
4. That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
5. The parties may inspect and review evidence.
6. A reference to any provision in the district's code of conduct^{7} that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Title IX Coordinator will contact the complainant and the respondent to discuss supportive measures. If necessary, the Title IX Coordinator will arrange for an individualized safety and risk analysis. If necessary, a student or non-student employee may be removed or placed on leave.

Investigation

The Title IX Coordinator will coordinate the district's investigation. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence.
2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties.⁸
3. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.⁹ The district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.

⁶ Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

^{7} The district is encouraged to review Board policy JFC and codes of conduct found in handbooks for applicable language.}

⁸ The district cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's capacity, and which are maintained in connection with the provision of treatment to the party, unless the district obtains the party's (or eligible student's parent's) voluntary, written consent to do so.

⁹ In addition to an advisor, complainants and respondents may also be entitled to other accompaniment as required by law or as necessary for conducting of grievance procedures, including but not limited to translators, services for students with disabilities and parents of minor students.

6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.¹⁰ Prior to completion of the investigative report, the district must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;
8. Create an investigative report that fairly summarizes relevant evidence and is sent to each party and party's advisor in electronic format or hard copy at least 10 days prior to any hearing (if required or provided) or other time of determination of responsibility. The party and advisor will be allowed to review and provide a written response.

After the district has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions¹¹ that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Credibility determinations are not based on the person's status as a complainant, respondent or witness.

No person designated as a Title IX Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, the district must provide notice of the additional allegations to the parties whose identities are known.

At no point in the process will the district, or anyone participating on behalf of the district, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Determination of Responsibility

The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

¹⁰ This includes the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the investigation. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

¹¹ Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

The standard to be used for formal complaints in determining whether a violation has occurred is the [preponderance of the evidence¹²] [clear and convincing evidence¹³] standard.

The person deciding the question of responsibility (the “decision-maker”) must be someone other than the Title IX Coordinator or the investigator(s). The decision-maker must issue a written determination which must include:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district’s code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility;
 - b. Any disciplinary sanctions the district imposes on the respondent; and
 - c. Whether remedies designed to restore or preserve equal access to the district’s education program or activity will be provided by the district to the complainant; and
6. The district’s procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Remedies

The Title IX Coordinator is responsible for effective implementation of any remedies.

The disciplinary sanctions¹⁴ may include:

1. [Discipline up to and including suspension and expulsion;
2. Removal from various activities, committees, extra-curricular, positions, etc.
3. Disqualification for awards and honors;

¹² A preponderance of the evidence standard is understood to mean concluding that a fact is more likely than not to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

¹³ A clear and convincing evidence standard of evidence is understood to mean concluding that a fact is highly probable to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

¹⁴ Districts should review any other disciplinary procedures and requirements prior to imposing any discipline, and should contact legal counsel with questions.

4. Discipline up to and including termination, in accordance with laws, agreements, contracts, handbooks, etc.]¹⁵

Other remedies may include:

1. [Educational programming][;][.]

Dismissal of a Formal Complaint

The district must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:

1. Would not constitute sexual harassment, even if proved;
2. Did not occur in the district's education program or activity¹⁶; or
3. Did not occur against a person in the United States.

The district may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or hearing, if provided:

1. A complainant notifies the Title IX Coordinator in writing that the complaint would like to withdraw the formal complaint or any allegations therein;
2. The respondent is no longer enrolled or employed by the district; or
3. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the district must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the district from continuing any investigation and taking action under a different process. The district may have an obligation to continue an investigation and process under a different process.

Consolidation of Complaints

The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by one or more complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Informal Resolution

If the district receives a formal complaint, at any time prior to reaching a determination regarding responsibility, the district may offer an optional informal resolution process, provided that the district:

¹⁵ It is important to keep supportive measures separate from disciplinary sanctions. Supportive measures must be “non-disciplinary” and “non-punitive.”

¹⁶ Includes locations, events, or circumstances over which the district exercised substantial control over both the respondent and the context in which the sexual harassment occurs[, and also includes any building owned or controlled by a student organization that is officially recognized by a postsecondary institution]. (Title 34 C.F.R. §106.44(a))

1. Provides written notice to the parties disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Appeals

Either party may file an appeal from a determination regarding responsibility or from a dismissal of a formal complaint, within [15] days of the decision, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
4. [Additional bases may be allowed, if made available equally to both parties.]

When an appeal is filed, the district must:

1. Notify the other party in writing;
2. Implement appeal procedures equally for both parties;
3. Ensure the decision-maker(s) for the appeal is not the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
4. Ensure the decision-maker for the appeal is free from conflicts of interest and bias;
5. Give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Timelines

The district will complete the following portions of the grievance process within the specified timelines:

1. General grievance process (from receipt of formal complaint to determination of responsibility): [90] days;
2. Appeals (from receipt of appeal): [60] days;
3. Informal resolution process: [60] days.

Temporary delays of the grievance process, or limited extensions of time will be allowed for good cause¹⁷ with written notice to the parties.

Records

Records will be created and maintained in accordance with the requirements in Title 34 C.F.R. §106.45(a)(10).¹⁸

Training

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and information resolution processes. The training must also include avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Decision-makers must receive training on any technology to be used at a live hearing and on issues of relevance of questions and evident, including when questions about evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment and must be made publicly available on the district's website.^{19}

¹⁷ Good cause may include considerations such as the absence of a party, a party's advisor or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. (Title 34 C.F.R. § 106.45(b)(1)(v))

¹⁸ This includes creating a record for each investigation. This record must include:

- Supportive measures, or reasons why the response was not clearly unreasonable under the circumstances;
- Basis for the conclusion that the district's response was not deliberately indifferent; and
- What measures were taken to restore or preserve equal access to the district's educational program or activity. (Title 34 C.F.R. § 106.45(a)(10)(ii))

Most records (including training) must be retained for at least seven years.

^{19} If a district does not have a website, the district must make these materials available upon request for inspection by members of the public.

OSBA Model Sample Policy

Code: JHCD/JHCDA
Adopted:

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Medications**/*

(This policy is recommended for deletion.)

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to the m self, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis¹, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to them self prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

[Current first-aid and CPR cards are strongly encouraged for designated personnel.] [A current first-aid and CPR card is required for designated personnel.]

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

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication. A request to the

¹ Under proper notice given to the district by a student or student's parent or guardian.

district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber².

A request to the district to administer or allow a student to self-administer nonprescription medication that is not approved by the Federal Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law³, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

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

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

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

[⁴Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.]

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

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.

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

³ Subject to ORS 109.610, 109.640 and 109.675.

[⁴ The district is not required to provide or administer this medication. If the district plans on providing and administering this medication this policy language and other associated bracketed policy language is required. If the district does not plan to provide or administer this medication, do not include this language or other associated bracketed language in this policy.]

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student’s self-administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine[, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who that person believes in good faith is experiencing an overdose of an opioid drug].

The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine[, or administers naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug to a student or other individual who the person believes in good faith is experiencing an overdose of an opioid drug].

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

END OF POLICY

Legal Reference(s):

[ORS 109.610](#)
[ORS 109.640](#)
[ORS 109.675](#)
[ORS 332.107](#)
[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)
[ORS 475.005 - 475.285](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 -055-0115](#)
[OAR 581-021-0037](#)
[OAR 581-022-2220](#)
[OAR 851-047-0030](#)
[OAR 851-047-0040](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

OSBA Model Sample Administrative Regulation

Code: GCBDA/GDBDA-AR(1)

Revised/Reviewed:

Family and Medical Leave *

Employee Eligibility

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

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

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days¹ immediately prior to the first day of the start of the requested leave.²

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

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

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

1. Separates from employment with the district, irrespective of any reason:
 - a. Is eligible to take leave OFLA at the time the employee separates; and
 - b. Is reemployed by the district within 180 days of separation from employment; or
2. Is eligible to take OFLA leave:
 - a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
 - b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

¹ Thirty days during a declared public health emergency.

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

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

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

1. An employee taking, in any order, some or all of 12 weeks of OFLA pregnancy disability leave and some or all of 12 weeks of OFLA leave for any other purpose, need not requalify each time the employee takes OFLA leave within the same leave year;
2. An employee who has taken 2 weeks of OFLA child placement leave need not requalify for up to an additional 12 weeks of leave within the same leave year when used for the purposes of OFLA sick child leave;
3. An employee unable to work because of a disabling compensable injury³ need not requalify under OAR 839-009-0210 in order to use OFLA leave following a period the employee is off work due to the compensable injury.

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

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

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

Qualifying Reason

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

³ As defined in ORS 656.005.

1. Serious health condition of the employee or the employee’s covered family member. “Serious health condition” means an illness, injury, impairment or physical or mental condition that involves inpatient care⁴ or continuing treatment by a health care provider⁵.
2. Parental leave⁶ (separate from eligible leave as a result of a child’s serious health condition):
 - a. Bonding with and caring for the employee’s newborn child (within 12 months following birth);
 - b. Bonding with and caring for a newly adopted child or newly placed child in foster care^{7} under the age of 18 (within 12 months of placement);
 - c. Caring for a newly adopted child or newly placed child in foster care 18 years of age or older who is incapable of self-care because of a mental or physical disability (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a child in foster care or the adoption of a child.
3. Military caregiver leave: leave for the care for spouse, child or next-of-kin who is a covered servicemember with a serious injury or illness;
4. Qualifying exigency leave: leave arising out of deployment to a foreign country of the employee’s spouse, child or parent who is a military member on active duty or call to covered active duty status.

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

1. Pregnancy disability leave: leave taken by an employee for their own disability related to pregnancy, including pregnancy termination or childbirth, whether the disability occurs before, during or after the birth of the child or for prenatal care, including fertility or infertility treatment.
2. Sick child leave: leave taken to care for an employee’s child suffering from an illness, injury, or condition that requires home care. Under OFLA, sick child leave includes leave to care for an employee’s child whose school or child care provider has been closed⁸ in conjunction with a statewide public health emergency declared by a public health official.⁹

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

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

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

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

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

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

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

3. Bereavement leave: leave taken to deal with the death of a covered family member and includes leave taken to attend the funeral or alternative to a funeral of the family member, to make arrangements necessitated by the death of the family member, or to grieve the death of the family member.¹⁰ When such leave is used for a family member who is related by affinity, the district requires an attestation form signed and submitted by the employee.
4. Child placement leave: leave taken under OFLA before January 1, 2025, to effectuate the legal process required for placement of a foster child or the adoption of a child.
5. Leave previously protected by OFLA¹¹: 1) leave to which an eligible employee was entitled under ORS 659A.150 - ORS 659A.186 on June 30, 2024; and 2) leave to which an eligible employee would not be entitled under ORS 659A.150 - ORS 659A.186 on July 1, 2024 and may now be entitled leave under Paid Family Medical Leave (ORS 657B).

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

Definitions

1. Family member:
 - a. For the purposes of FMLA, “family member” means:
 - (1) Spouse¹²;
 - (2) Parent¹³;
 - (3) Child; or
 - (4) Persons who are “in loco parentis.”
 - b. For the purposes of OFLA, “family member” means an eligible employee’s:
 - (1) Spouse or domestic partner;
 - (2) Child or the child’s spouse or domestic partner;
 - (3) Parent or the parent’s spouse or domestic partner;
 - (4) Sibling or stepsibling, or the sibling’s or stepsibling’s spouse or domestic partner;
 - (5) Grandparent or the grandparent’s spouse or domestic partner;
 - (6) Grandchild or the grandchild’s spouse or domestic partner; or

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

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

¹¹ OAR 839-009-0215. OFLA: Leave Previously Protected by OFLA.

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

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

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

2. Child:

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

3. In loco parentis:

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

4. Next of kin:

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

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

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

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

e. First cousins.

5. Covered servicemembers:

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

6. Covered veteran:

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

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

7. Public health emergency:

For OFLA a “public health emergency” means;

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

Leave Period

For the purposes of calculating an employee’s leave period for FMLA, the district will use the 12-month period measured forward from the date the employee’s leave begins

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

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

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

Leave Duration

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12¹⁷. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 months worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek¹⁸. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

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

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

Intermittent Leave

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

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

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

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

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

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

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

¹⁹ See 29 CFR § 825.200(h).

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

Alternate Work Assignment

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

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

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

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

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

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

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

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

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

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

Special Rules for School Employees

For the purposes of FMLA, “instructional employee” means those whose principal function is to teach and instruct students in a class, a small group or an individual setting. Athletic coaches, driving instructors and special education assistants, such as interpreters²⁰ for the hearing impaired, are included in this definition. This definition does not include teacher assistants or aides who do not have as their principal job actual teaching or instructing, auxiliary personnel such as counselors, psychologists, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

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

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

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

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

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

²⁰ 29 CFR 825.600(c) uses “signers.”

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

2. Limitation on Leave Near the End of the Term²¹

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

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

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

For the purposes of OFLA leave, if an employee²² begins a period of bereavement leave during the three-week period before the end of the term and the duration of the leave is greater than five working days, the district may require the employee continue on family leave until the end of the term.

Paid/Unpaid Leave

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

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

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

and benefits received from PFMLI does not exceed an amount equal to the employee's full wage replacement during the period of leave. The district will notify the eligible employee when the requested leave has been designated as FMLA or OFLA leave and ask the employee about the use of available accrued paid leave.

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

Benefits and Insurance

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

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other district policy provide otherwise.²³ The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

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

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

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

Fitness-for-Duty Verification

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

²³ See also ORS 342.934(4)(d) in reduction force situations.

Application

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

For purposes of OFLA, an eligible employee shall provide at least 30 days' written notice of the need for foreseeable leave before starting family leave. An employee may commence family leave without prior notice in the event of: an unexpected illness, injury or condition of a child of the employee that requires home care; the death of a family member; or an illness, injury or condition related to the employee's own pregnancy or childbirth that disables the employee from performing any available job duties offered by the district. If an employee commences leave without prior notice as allowed above, the employee must give oral notice²⁴ to the employer within 24 hours of the commencement of the leave and must provide the written notice within three days after returning to work. Failure of an employee to provide the required notice for leave may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

The district may request additional information²⁵ to determine the requested leave qualifies as FMLA or OFLA leave. The district may designate the employee as provisionally on FMLA or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take leave must follow the district's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. In most situations, as soon as practicable will be within one business day of an employee becoming aware of the need. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.²⁶

For the purposes of OFLA, if an eligible employee is taking leave in an unforeseeable situation, an employee must give oral or written notice²⁷ within 24 hours before or after commencement of the leave. In

²⁴ Oral notice may be given by any other person on behalf of the employee taking the leave.

²⁵ Except in cases to verify OFLA bereavement leave unless the district requires the use of an attestation form for purposes of determining affinity.

²⁶ See 29 CFR § 825.304.

²⁷ Notice may be given by any other person on behalf of the employee taking the leave.

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

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

Verification

Under FMLA, the district may require an eligible employee to provide medical certification, when appropriate²⁸, to support the stated reason for such leave. In most cases, the district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. The employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required, unless not practicable. Any additional certifications, including second and third opinions, will be in accordance with applicable law.

Under OFLA, the district may require an eligible employee to provide medical verification, when appropriate²⁹, to support the stated reason for qualifying OFLA leave. The district will provide written notification to an employee of this requirement and state the consequences for failure to provide the requested medical verification. If the employee gives advance written notice of foreseeable leave, the district may require the employee to provide medical verification for OFLA leave before the leave starts. If the employee begins unforeseeable OFLA leave without prior notice, the employee is required to submit such medical verification within 15 calendar days after receipt of the district's request for medical verification. The employee may be subject to disciplinary action for not providing the requested medical verification.

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

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

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

²⁸ Medical verification is not allowed in every situation. Review current laws and guidance for more information.

²⁹ Medical verification is not allowed in every situation. Review current laws and guidance for more information. (OAR 839-009-0260)

Posted Notice

The district will post the Bureau of Labor and Industries Family Leave notice in each building or worksite in an area that is accessible to and regularly frequented by employees.³⁰ The district will also post a notice explaining the provisions of FMLA and providing information concerning the procedures for filing complaints.³¹

Record Keeping

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

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

Federal vs. State Law

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

³⁰ https://www.oregon.gov/boli/employers/Documents/BOLI_Printable_FamilyMedLv.pdf; electronic posting is not sufficient to satisfy this requirement, but may be used to supplement the physical posting.

³¹ <https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/fmlaen.pdf>; electronic posting is sufficient as long as it is posted prominently where it can be readily seen by employees and applicants for employees. The poster and the text must be large enough to be easily read and contain fully legible text.

OSBA Model Sample Policy

Code: GCBDC/GDBDC

Adopted:

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

Definitions

~~1. Victim services provider means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault or stalking.~~

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

The district (covered employer¹) shall allow an (eligible) employee² to take reasonable leave from employment for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking;
2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, or harassment or stalking of, or the commission of a bias crime against the eligible employee or the employee's minor child or dependent;
3. To obtain, or to assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking;
4. To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent; or
5. To relocate³ or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee's minor child or dependent.

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

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

³ "Relocate" is described in OAR 839-009-0345 (5).

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

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

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

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

1. The employee or employee's minor child or dependent is a victim of domestic violence, harassment, sexual assault, bias, or stalking; and
2. The leave is taken for one of the identified purposes in this policy.

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

Sufficient certification to support a request for such leave includes:

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

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

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

Definitions

1. “Protective order” means an order authorized by ORS 30.866, 107.095 (1)(c), 107.700 to 107.735, 124.005 to 124.040, 163.730 to 163.750 or 163.760 to 163.777 or any other order that restrains an individual from contact with an eligible employee or the employee’s minor child or dependent.
2. “Victim of bias” means an individual who has been a victim of a bias crime as defined in ORS 147.380; or any other individual designated as a victim of bias by rule adopted under ORS 659A.805.
3. “Victim of domestic violence” means an individual who has been a victim of abuse, as defined in ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.
4. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065; or any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.
5. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.305 to 163.467, 163.472 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.
6. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; an individual designated as a victim of stalking by rule adopted under ORS 659A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.
7. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault, bias or stalking.

END OF POLICY

Legal Reference(s):

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

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

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

OSBA Model Sample Administrative Regulation

Code: GCBDC/GDBDC-AR
Revised/Reviewed:

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

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

PLEASE PRINT

Name of ~~eligible~~ employee _____

Department _____ Title _____

Effective date of the leave _____

Status: Full-time Part-time Temporary Hire Date _____ ~~Length of Service~~ _____

The requested leave is for:

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

The leave is for:

- To seek legal or law enforcement assistance or remedies to ensure the health and safety of the eligible employee or the eligible employee's minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault, bias, or stalking.
- To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to, harassment, ~~sexual assault~~ or stalking ~~for~~ of or the commission of a bias crime against the eligible employee or the eligible employee's minor child or dependent.
- To obtain, or to assist the eligible employee's minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault, bias, or stalking.
- To obtain services from a victim services provider for the eligible employee or the eligible employee's minor child or dependent.
- To relocate¹ or take steps to secure an existing home to ensure the health and safety of the eligible employee or the eligible employee's minor child or dependent.

¹ "Relocate" is described in OAR 839-009-0345 (5).

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

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

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

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

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

Signature of employee: _____ Date: _____

OSBA Model Sample Policy

Code: GCBDD/GDBDD

Adopted:

Sick Time *

“Employee” means an individual who ~~is employed by the district and who is paid on an hourly, stipend or salary basis, and for whom withholding is required under Oregon Revised Statute (ORS) 316.162-316.221~~ renders personal services at a fixed rate to the district if the district either pays or agrees to pay for personal services or permits the individual to perform personal services. The definition does not include volunteers or independent contractors.

Employees qualify to begin earning and accruing sick time on the first day of employment with the district and are eligible to use sick time beginning on the 91st calendar day of employment with the district and may use sick time as it is accrued.

~~A~~The district employs 10 or more employees and therefore shall allow an eligible employee to access up to 40 hours of paid sick time per year. Paid sick time shall accrue at the rate of at least one hour of paid sick time for every 30 hours the employee works, or 1-1/3 hours for every 40 hours the employee works.

The employee may carry up to 40 hours of unused sick time from one year to the subsequent year. An employee is limited to using no more than 40 hours of sick time in a year.

Sick time shall be taken in hourly increments and may be used for the employee’s or a family member’s¹ mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive care, or for reasons consistent with ~~the~~ qualifying Family Medical Leave Act (FMLA), Paid Family and Medical Leave Insurance (PFMLI) or Oregon Family Leave (OFLA). Sick time may also be used in the event of a public health emergency or for leave to address domestic violence, harassment, sexual assault, bias, or stalking under ORS 659A.272. When sick time is used to care for, or to deal with the death of, an individual related by blood or affinity whose close association with the district employee is the equivalent of a family relationship, the district requires an attestation form signed and submitted by the employee.

The use of sick time may not lead to, or result in, an adverse employment action against the employee.

The district reserves the right, after an employee uses sick time for more than [three] consecutive scheduled workdays ~~of absence~~, to require ~~proof of personal illness or injury from an employee~~ verification or certification in accordance with law of the need for the sick time, including a medical ~~examination by a physician chosen and~~ verification or certification² paid for by the district. ~~An~~ If an employee ~~refusing to submit to such an examination~~ fails to provide verification or certification or fails to provide other evidence as required by the district, the employee shall be subject to appropriate disciplinary action, up to and including dismissal.

¹ “Family member” is defined ~~by the Oregon Family Leave Act (OFLA)~~ in OAR 839-007-0000.

² In the case of need for leave under ORS 659A.272, the district may not require the verification or certification to explain the nature of the illness or details related to the domestic violence, sexual assault, harassment, bias, or stalking, which necessitates the use of sick time.

When the reason for sick time is consistent with FMLA, PFMLI or OFLA leave, ~~the~~ sick time leave and ~~the~~ qualifying FMLA, PFMLI or OFLA leave may run concurrently.

When the reason for sick time is consistent with ORS 332.507, ~~the~~ sick time leave and leave pursuant to ORS 332.507 may run concurrently.

If the reason for sick time is a foreseeable absence, the district ~~may~~ requires ~~the~~ an employee to provide advance notice of ~~their~~ the intention to use sick time ~~within [10] days of~~ prior to when the requested sick time is to begin, or as soon as otherwise practicable. When ~~the~~ an employee uses sick time for a foreseeable absence, the employee shall take reasonable effort to schedule the sick time in a manner that does not unduly disrupt the operations of the district (e.g., grading deadlines, in-service training, mandatory meetings).

If the reason for sick time is unforeseeable, such as an emergency, accident or sudden illness, the employee shall notify the district [consistent with the reporting time established by the district ~~or~~ at least 24 hours in advance ~~or~~ or as soon as practicable.

The district shall establish a standard process to track the eligibility for sick time of a substitute. In order for a substitute to use accrued sick time, the substitute must have a substitute job previously scheduled with the district 12 hours in advance of requesting use of sick time.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)
[ORS 342.545](#)

[ORS 342.610](#)
[ORS 653.601 - 653.661](#)

[ORS 659A.150 - 659A.186](#)
[OAR 839-007-0020 - 0065](#)

Americans with Disabilities Act ~~of 1990~~/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (~~2016~~2023); 28 C.F.R. Part 35 (~~2016~~2023).
Family and Medical Leave Act ~~of 1993~~, 29 U.S.C. §§ 2601-2654 (~~2012~~2018); Family and Medical Leave Act ~~of 1993~~, 29 C.F.R. Part 825 (~~2016~~2023).
~~Americans with Disabilities Act Amendments Act of 2008.~~

OSBA Model Sample Policy

Code: IKF
Adopted:

Graduation Requirements**

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

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

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

1. ~~A foster child~~ In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; ~~or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program ~~or~~
7. ³Enrolled 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 program⁴ 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.

Diploma

¹ ~~As~~ "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 343.962961 or a hospital identified in ORS 343.261.

A high school diploma will be awarded to students⁵ in grades 9 through 12 who complete a minimum of 24 credits which include at least:

1. Three credits in mathematics shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁶ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (~~including~~ shall include 0.5 unit of US civics⁷ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, ~~[civics,]~~ geography, ~~and~~ economics (~~including personal finance~~) and ⁸financial literacy);
5. ⁹One-half credit of higher education and career path skills;
6. ¹⁰One-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 languages¹¹ (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements outlined ~~in OAR 581-022-2000~~ above, a student must^{+2}:

~~⁵ Students who were first enrolled in grade 9 during the 2022-2023 school year or first enrolled in grade 9 in any previous school year⁵~~

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

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

1. ¹³Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

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

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

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

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹⁴One-half credit in personal financial education;
6. ¹⁵One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and

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.

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

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. ¹⁶Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence or include evidence in existing collection(s).

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

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

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

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

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

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

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

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

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

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

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

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

Essential Skills Appeal

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

Extended Diploma

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

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~ 6 credits in a self-contained special education classroom, and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;
 - f. One credit in physical education; and
 - g. One credit in the arts or a world language; and

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

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

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

Alternative Certificates

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

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

Certificate of Attendance

A ^{17}certificate of attendance¹⁸ will be awarded to students who:

1. [Have maintained regular full-time attendance¹⁹ for at least four years beginning in grade nine;

¹⁷ 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](#).

¹⁸ 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 There is no established definition of “regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.

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

2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history²⁰.

For students with a documented history²¹, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

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

Other District Responsibilities

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

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

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

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

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

²⁰ “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.

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.

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

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

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

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form²² and submitting the form to the district.

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

²² Oregon Department of Education page for: [30-day notice and opt-out form](#)

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](#)

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

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

OSBA Model Sample Policy

Code: IKF
Adopted:

Graduation Requirements**

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

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

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

1. ~~A foster child~~ In foster care¹;
2. Experiencing houselessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; ~~or~~
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program ~~or~~
7. ³Enrolled 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 program⁴ 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.

¹ ~~As~~ "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 343.962961 or a hospital identified in ORS 343.261.

Diploma

A high school diploma will be awarded to students⁵ in grades 9 through 12 who complete a minimum of ⁶ 24 credits which include at least:

1. Three credits in mathematics shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I;
2. Four credits in language arts⁷ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences ~~including~~ shall include 0.5 unit of US civics⁸ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, ~~[civics,]~~ geography, ~~and economics (including personal finance)~~ and ⁹financial literacy;
5. ¹⁰One-half credit of higher education and career path skills;
6. ¹¹One-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 languages¹² 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.

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

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

⁷ "Language arts" includes reading, writing and other communications in any language, including English.

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

⁹ 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.

¹⁰ 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).

¹¹ 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).

¹² "World languages" includes sign language, heritage languages and languages other than a student's primary language.

To receive a diploma, in addition to credit requirements outlined in ~~OAR 581-022-2000~~ above, a student must¹³:

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

Modified Diploma

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

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

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

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences which may include history, civics, geography and economics including personal finance;
5. ¹⁵One-half credit in personal financial education;

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

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

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

6. ¹⁶One-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. ¹⁷Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence or include evidence in existing collection(s).

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

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

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

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

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

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

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

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

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

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

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

[¹⁸] Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

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

Essential Skills Appeal

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

Extended Diploma

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.

¹⁸ 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.

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

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

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

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

Alternative Certificates

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

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

Certificate of Attendance

A. Certificate of attendance¹⁹ will be awarded to students who:

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.

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 history²¹.

For students with a documented history²², the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

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

Other District Responsibilities

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

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

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

²⁰ There is no established definition of "regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.

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

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

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.

must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

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

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

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

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

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ Oregon statewide assessments in language arts and/or mathematics

by completing the Oregon Department of Education’s Opt-out Form²³ and submitting the form to the district.

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

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

END OF POLICY

Legal Reference(s):

ORS 329.007	ORS 339.115	OAR 581-022-2010
ORS 329.045	ORS 339.505	OAR 581-022-2015
ORS 329.451	ORS 343.295	OAR 581-022-2020
ORS 329.479		OAR 581-022-2025
ORS 332.107	OAR 581-021-0009	OAR 581-022-2030
ORS 332.114	OAR 581-022-0102	OAR 581-022-2115
ORS 336.585	OAR 581-022-2000	OAR 581-022-2120
ORS 336.590	OAR 581-022-2005	OAR 581-022-2505

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.

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

OSBA Model Sample Policy

Code: IKFB

Adopted:

Graduation Exercises

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

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

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

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

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

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

Graduating students will be allowed to wear ² "Native American ~~[or other]~~ items of cultural significance" ³ or other items of cultural significance⁴.

END OF POLICY

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

² "Native American items of cultural significance" "means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American."

³ ORS 332.112 requires that districts allow students to wear "'Native American items of cultural significance'" "to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.

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

Legal Reference(s):

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

[ORS 659](#).850
[OAR 581](#)-021-0050
[OAR 581](#)-021-0055
[OAR 581](#)-021-0060
[OAR 581](#)-022-2000

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

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

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

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

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

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

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

OSBA Model Sample Policy

Code: JBA/GBN

Adopted:

Sexual Harassment

¹The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

~~The district processes complaints^{²} or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.~~

General Procedures

~~When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (see JBA/GBN AR(1)– Sexual Harassment Complaint Procedure and JBA/GBN AR(2)– Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.~~

The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.³

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

¹ Sexual harassment is generally considered a type of sex-based discrimination. Consequently, additional laws and complaint procedures may apply.

~~² {Some districts choose not to use the terms “complaint” and “complainant” because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If the district chooses to change these terms, new terms must be consistent and clear. Note, “complainant” is defined under federal law.}~~

³ Other complaint policies and administrative regulations that may apply include, but are not limited to: AC – Nondiscrimination and Civil Rights; ACB – Every Student Belongs; GBEA – Workplace Harassment, GBNA – Hazing, Harassment, Intimidation, Menacing, or Cyberbullying – Staff; GBNA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements; GBNA/JHFE – Suspected Abuse of a Child Reporting Requirements; and JFCF – [Hazing.] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence or Domestic Violence - Students.

Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

⁴ Sexual harassment of students, staff members or third parties⁵ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive, or hostile environment.
3. Assault when sexual contact occurs without consent⁶.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's actions, offensive because of that other person's sexual orientation or gender identity.

⁴ The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1). If the district would like to include the full statutory definition, it can do so.

⁵ "Third party" means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) at a school-sponsored activity or program; or 3) off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

⁶ "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

Examples of sexual harassment may include, but not be limited to, ⁷ physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

{⁸} Mark Witty/ Superintendent (541) 575-1280 markwitty@grantesd.org

Shanna Northway/ HS Principal (541) 575-1799 northways@grantesd.org

Janine Attlesperger/ ES Principal (541) 575-0454 attlespergerj@grantesd.org

These individuals are responsible for accepting and managing complaints of sexual harassment. Persons wishing to make a report should ~~contact them using~~ use the above contact information. The persons designated will coordinate the report with the procedures in administrative regulation AC-AR(1) – Discrimination or Civil Rights Complaint Procedure. ⁹ The superintendent is also designated as the Title IX coordinator. ~~See JBA/GBN-AR(1) – Sexual Harassment Complaint Procedure.~~

Response

Any staff member who becomes aware of behavior that may violate this policy shall ~~immediately~~ report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to ~~immediately~~ report their concerns to district officials, this includes officials such as the principal,

⁷ OAR 581-021-0038 requires that the policy include a “examples of harassing behaviors covered by policy”. The bracketed list in this policy reflects OSBA’s recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district’s legal counsel.

⁸ The district must designate person(s) to receive reports or complaints regarding sexual harassment. More than one staff member may be designated to receive reports or complaints of sexual harassment.

⁹ This must be communicated elsewhere, but it is a good reason to specify it here as well.

compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.]

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment. ^{10}]

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment and prevent reoccurrence:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;

¹⁰ {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person¹¹ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include¹²:

¹¹ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

¹² Remember confidentiality laws when providing any information.

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the ~~[student, student's parents, staff member, person or person's parent]~~ [person] who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;
2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

~~Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:~~

- ~~1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;~~
- ~~2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity¹³;~~
- ~~3. Sexual assault: an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;~~
- ~~4. Dating violence: violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;~~
- ~~5. Domestic violence: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or~~
- ~~6. Stalking: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.~~

~~This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.~~

Federal Procedures

~~The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. See JBA/GBN AR(2) – Federal Law (Title IX) Sexual Harassment Complaint Procedure.~~

Reporting

~~Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX coordinator receiving the person's verbal or written report. The report can be made at any time.~~

~~[Person or position] is designated as the Title IX coordinator [and can be contacted at [insert phone number]]. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities~~

¹³“Education program or activity” includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs.” (Title 34 C.F.R. § 106.44(a))

related to this policy. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook. ^{14}

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed. ¹⁵ The district shall treat complainants and respondents equitably by providing supportive measures ¹⁶ to the complainant and by following a grievance procedure ¹⁷ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. ¹⁸

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place. ¹⁹ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

1. The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and

¹⁴ {Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}

¹⁵ (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

¹⁶ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment. ¹⁶ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

¹⁷ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, see JBA/GBN-AR(2)—Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹⁸ The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

¹⁹ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

3.—~~The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.~~

~~[Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary²⁰, or both.]~~

No Retaliation

~~Neither the district or any person may retaliate²¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.~~

~~Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.~~

Publication

This policy shall be made available to students, parents of students and staff members. This policy [and contact information for the Title IX coordinator] shall be prominently published in the [school] [district] student handbook and on the [school] [district] website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any ~~[student, parent of a student, school or district staff member, or third party]~~ [person] upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)

[ORS 332.107](#)

[ORS 342.700](#)

[ORS 342.704](#)

[ORS 342.708](#)

[ORS 342.850](#)

[ORS 342.865](#)

[ORS 659.850](#)

[ORS 659A.006](#)

[ORS 659A.029](#)

[ORS 659A.030](#)

[OAR 581-021-0038](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

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

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

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

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

²⁰~~Of the United States Department of Education.~~

²¹~~Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.~~

OSBA Model Sample Policy

Code: JECA

Adopted:

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or an ~~alternative~~ certificate of attendance.
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.
7. The ~~Board~~ district, based on district criteria, deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.

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

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

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

END OF POLICY

Legal Reference(s):

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

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

[ORS 433.26](#)

OSBA Model Sample Policy

Code: JFE

Adopted:

Pregnant and/or Parenting Students**

{Required policy. The requirement for policy comes from ORS 336.640.}

The district shall not discriminate in its education program or activity against any student based on their current, potential, or past pregnancy, parenting, or related conditions. No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood. A pregnant and/or parenting student shall be encouraged to continue with an educational program and to participate in all district-sponsored activities ~~unless physically unable~~. The district shall ensure that pregnant and/or parenting students receive special services as necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

~~No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.~~

The district shall, in considering and obtaining special services for pregnant and/or parenting students:

1. Inform pregnant and/or parenting students and their parents of the availability of such services in the district, education service district or in the community.
2. Facilitate the provision of such services, including counseling, life skills and parenting education, childcare, transportation, career development and health and nutrition services to pregnant and/or parenting students.
3. Inform pregnant and/or parenting students and their parents of the availability of resources provided by other agencies, including health and social services.
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and/or parenting students.
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and/or parenting students when their educational needs cannot be met by the regularly provided school program.

When a district employee is notified of a student's pregnancy or related condition by the student or a person who has a legal right to act on behalf of the student, the employee will provide notice to that person. The notice will include:

1. The Title IX Coordinator's contact information;
2. That the Title IX Coordinator can coordinate specific actions to prevent discrimination and ensure the student's equal access to the district's education program or activity;
3. The district's responsibilities under Title IX; and

4. The district's notice of nondiscrimination.]

The student will be allowed access to a lactation space¹ described in Board policy GBDA – Expression of Milk .

The superintendent or designee will develop guidelines² necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

Legal Reference(s):

[ORS 336.640](#)
[ORS 339.010](#)

[ORS 339.030](#)
[OAR 581-021-0046](#)

[OAR 581-023-0100\(3\)](#)

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

¹ A lactation space must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed. (34 CFR 106.40(b)(3)(v))

² {Guidelines are required according to ORS 336.640 but does not rise to the level of an administrative regulation. A sample form is available to support developing a student's required individual written plan (OAR 581-023-0100(3)).}

OSBA Model Sample Administrative Regulation

Code: JFE-AR
Revised/Reviewed:

Individualized Plan for Pregnant and/or Parenting ~~Teens~~ Students

District _____ Date _____

School _____

Student Information

Student name: _____

Age: _____ Date of birth: _____

Pregnant? Yes No Due date: _____

Parenting? Yes No No. of children: _____ Ages: _____

Living situation: _____

Sources of financial support: _____

Education status: Grade completed 6 7 8 9 10 11 12

On track for graduation? Yes No Number of credits ~~behind~~ needed to be on track? _____

Date of enrollment in individualized plan: _____

Program Information

Check whether service is to be provided and paid for by family, school or agency. If agency, please indicate source. Briefly describe service to be provided.

Education

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Transportation

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Child Care

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Life Skills Training

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Parenting Education

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Career Development

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Health and Nutrition Services

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Counseling

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Other Social Services

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

I have been informed of the services available for pregnant and/or parenting students in the district and I have received information about the availability of resources provided by other agencies, including health and social services.

Signature of student

Date

Signature of parent/guardian

Date

Signature of school representative

Date

Termination Data

Date of termination from program: _____

Reason (check one): Nonattendance Moved Completed diploma¹ Completed GED
 Returned to regular school program
 Other _____

Comments: _____

¹ A “diploma,” as it pertains to Board policy JFE – Pregnant and/or Parenting Students, means a diploma, a modified diploma, or an extended diploma, ~~or an alternative certificate.~~

Grant County ESD



Mark Witty <markwitty@granted.org>

OSBA Policy Update - Title IX Updated Information Received

2 messages

Spencer Lewis <slewis@osba.org>
To: Mark Witty <markwitty@granted.org>

Thu, Jan 16, 2025 at 2:28 PM

Dear Mark:

On January 9th, 2025, a federal district court judge in Kentucky issued a [decision](#) invalidating the 2024 updates to the Title IX regulations. This ruling invalidates the rules that went into effect on August 1, 2024. Presumably, this means that the previous rules (effective in 2020) remain in effect.

OSBA released updated policies on these topics in the November 2024 update. Due to this court decision, OSBA recommends districts, ESDs, charter schools and community colleges do not update the following policies:

- AC-AR(1): Discrimination or Civil Rights Complaint Procedure;
- AC-AR(2): Sex-Based Discrimination Under Title IX;
- GBN/JBA and JBA/GBN: Sexual Harassment;
- GBN/JBA-AR(1) and JBA/GBN-AR(1): Sexual Harassment Complaint Procedure;
- GBN/JBA-AR(2) and JBA/GBN-AR(2): Federal Law (Title IX) Sexual Harassment Complaint Procedure; and
- JFE: Pregnant and/or Parenting Students.

This means that previous versions of these policies remain in effect (unless action has already been taken to remove or update them). The OSBA Policy Department will be issuing additional information regarding updates to these policies and administrative regulations.

One of the key provisions of the 2024 rules was the interpretation of "sex-based discrimination" to include gender identity and sexual orientation. This decision struck down this interpretation. However, Oregon law has prohibited discrimination based on sexual orientation and gender identity for several years ([ORS 659.850](#)).

If you have questions regarding your district's policy, please contact me. If you have questions regarding the impact of this court decision on your schools, please contact your district's legal counsel or the OSBA/PACE attorneys at [">pacelegal@osba.org](mailto:pacelegal@osba.org).

Spencer Lewis
(he/him/his)
Director of Policy Services
Oregon School Boards Association
www.osba.org
1-800-578-6722

Mark Witty <markwitty@grantesd.org>
To: Sara Wilson <wilsons@grantesd.org>, Mary Evers <eversm@grantesd.org>

Thu, Jan 16, 2025 at 3:26 PM

Mary Jo, we just need to make sure we have each policy pulled. I think we have already pulled them but we need to verify that we have the correct ones pulled.

Sara, please remove the stated policies and put in a different folder with the heading "overturned by Federal Court." In this way we don't accidentally send them to OSBA.

Policies to pull are listed below.

Mark

[Quoted text hidden]

--

Mark W Witty
Superintendent Grant SD #3
Work: 541-575-1280
Cell: 541-620-2109
GO PROSPECTORS!

OSBA Model Sample Policy

Code: JHCD
Adopted:

Medications**/*

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)

[ORS 689.800](#)

[OAR 166-400-0010\(17\)](#)

[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 - 0035](#)

[OAR 581-021-0037](#)

[OAR 581-022-2220](#)

[OAR 851-047-0000 - 0030](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

House Bill 1552 (2024).

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

OSBA Model Sample Policy

Code: GBNAA/JHFF

Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, and students⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

⁵“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~one calendar year prior to the sexual conduct.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee ⁶, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ⁷ designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the [insert {⁸} designated licensed administrator position title] who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student’s safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student’s safety.

⁶ The following language in brackets, i.e., [contractor, agent or volunteer], is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.

⁷ ORS 339.372 requires the district to have a policy that designates the licensed administrators and requires the district to post the names and contact information of the designees in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

⁸ A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~[House Bill 2136 \(2021\).](#)~~

~~[Senate Bill 51 \(2021\).](#)~~

[House Bill 4160 \(2024\).](#)

R10/05/21|12/24|LF

Suspected Sexual Conduct with Students and Reporting Requirements * –

GBNAA/JHFF

OSBA Model Sample Policy

Code: JHFF/GBNAA

Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements *

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~volunteers, and students⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

⁵“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~one calendar year prior to the sexual conduct.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee ⁶, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ⁷ designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the [insert {⁸} designated licensed administrator position title] who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district’s administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student’s safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student’s safety.

⁶ The following language in brackets, i.e., [contractor, agent or volunteer], is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.

⁷ ORS 339.372 requires the district have a policy that designates the licensed administrators and requires the district to post the names and contact information of the designees in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

⁸ A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2136 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).

R10/05/21|12/24|LF

Suspected Sexual Conduct with Students and Reporting Requirements * –

JHFF/GBNAA

3-3

OSBA Model Sample Policy

Code: GCAA
 Adopted:

Standards for Competent and Ethical Performance of Oregon Educators

Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC under Oregon law or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS.
3. The TSPC determines whether an educator’s performance is ethical or competent in light of all the facts and circumstances surrounding the educator’s performance as a whole.
4. The TSPC will promptly investigate complaints:
 - a. The TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
 - b. The executive secretary shall regularly inform the TSPC of the status of any complaints on which the TSPC has deferred action.

Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. “Administrator”: any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. “Competent”: discharging required duties as set forth in these rules;
3. “Educator”: any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. “Ethical”: conforming to the professional standards of conduct set forth in these rules;
5. “Sexual conduct”: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:

- a. Sexual advances or requests for sexual favors directed toward the student; or
- b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- a. Touching or other physical contact:
 - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
 - (2) For which there is no sexual intent.
- b. Verbal, written or electronic communications that are provided as part of an education program that meets the state educational standards or a policy approved by the Board
- c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
 - (1) Arise out of a consensual relationship between students;
 - (2) Do not create an intimidating or hostile educational environment; and
 - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

6. “Sexual harassment”: any unwelcome **conduct with an individual which includes but is not limited to** sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

7. “Teacher”: any person who holds a teacher’s license as provided in ORS 342.125.

8. “Student”: means any person who is:

- a. In any grade from kindergarten through grade 12; or
- b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
- c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within **90 days one calendar year** prior to the sexual conduct.

The Competent Educator

The teacher or administrator demonstrates a commitment to:

- 1. Recognize the worth and dignity of all persons and respect for each individual;

2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state- and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent educator by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess the academic progress of individual students;
2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skill in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Management Skills

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff assignment.

Human Relations and Communications

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;
2. Skill in communicating district and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
 - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;

2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and
4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

Legal Reference(s):

[OAR 584-020-0000 - 0035](#)

House Bill 4160 (2024).

Protocol for Naming a Facility or Field in Honor of a Person at Grant SD #3

Introduction

This document establishes the official protocols for the Grant School District #3 Board of Directors (hereafter "the Board") to consider naming a facility or field after a person, who has either significantly contributed to the school district or the community. This process ensures that the decision-making is fair, transparent, and consistent over time.

The Board may consider naming a field after a historic or geographical event/location such as 3 flags field which is due to Highway 395 connecting Canada to Mexico.

Scope

The naming process applies to all District-owned facilities and fields, including but not limited to sports fields, gymnasiums, auditoriums, and academic spaces.

Criteria for Consideration

The Board will consider individuals who meet at least one of the following criteria:

1. **School District Employee Contribution:** Individuals who have served the District in a significant role (teacher, administrator, staff, etc.) for an extended period of time (at least 10 years).
2. **Community Contributions:** Individuals who have demonstrated extraordinary contributions to the district's programs, extracurricular activities, or sports. This can include financial donations, volunteer efforts, leadership, or advocacy that directly benefited the District.
3. **Athletic Contributions:** Individuals who have made an extraordinary impact on the district's athletic programs, either through coaching, mentorship, or direct involvement in sports.

The Board may consider naming a field after a historic or geographical event/location such as 3 flags field which is due to Highway 395 connecting Canada to Mexico.

1. An individual would make the recommendation and follow the same procedures as outlined below recognizing the impact of the shift from a person to a historical or geographical event/location on the application questions.

Naming Procedure Overview

The following process ensures that the naming decision is made with careful consideration, ensuring that the honored person, historic or geographical event/location meets the criteria and has the support of the community.

Step-by-Step Process

1. Nomination Submission

- **Who Can Nominate:** The Board of Directors can direct the Superintendent to open up nominations to name a field of facility. Any patron of Grant SD #3, including parents, alumni, staff, and community members may nominate.
- **Asking for additional nominations:** Once it is either determined by the Board of Directors or a nomination from a patron, the Superintendent will advertise the opportunity for other nominations to be made regarding the field or facility.
 - KJDY will be notified the District is in a process to name a field or facility and are taking nominations.
 - The Blue Mountain Eagle will be notified the District is in a process to name a field or facility and are taking nominations.
 - The District will share the opportunity is available to name a field or facility and are taking nominations.
 - The Prospector Pride will contain a story the District is in a process to name a field or facility and are taking nominations.
- **Nomination Requirements:** Nominations must be submitted in writing to the District office using the official "Naming Nomination Application Form" (see attached).
- **Nomination Application Form:** The form should include:
 - Name of the nominee
 - Relationship of the nominator to the nominee
 - Reason for the nomination, with specific examples of how the nominee has made a significant contribution to the district or community
 - Supporting documents or evidence (e.g., letters of recommendation, photos, or newspaper articles) that provide additional context for the nomination.
 - Endorsement signatures from a minimum of five community members (parents, students, or staff) who support the nomination.

3. Review of Nomination

- The Board will designate a **Naming Committee** consisting of:
 - Two representative from the Board of Directors
 - One administrator from the District
 - One teacher or staff member
 - One community member (not employed by the District)
 - The District Superintendent (non-voting)

The **Naming Committee** will:

- Verify the eligibility of the nominee based on the established criteria.
- Review the completed nomination packet for completeness and relevance.

- Consider the impact and long-term contribution of the nominee to the school district and/or community.
- If the nomination lacks supporting documentation or community endorsement, the committee may request additional information.

4. Public Engagement

- Once the committee has reviewed the nomination, a **public meeting** will be held to solicit feedback from the broader community.
- The committee will invite members of the public to attend the meeting and provide additional insights or support for the nomination.
- The committee will also collect feedback through written and signed submissions.

5. Committee Recommendation

- After reviewing all relevant materials and public feedback, the **Naming Committee** will meet to discuss their findings.
- The committee will then make a formal recommendation to the Board of Directors.
- The recommendation will include the nominee's qualifications, community support, and any concerns raised during the public engagement process.
- The committee may recommend naming the facility/field in honor of the nominee, or they may recommend deferring the decision for further review.

6. Board Decision

- The Board of Directors will review the committee's recommendation in a **regularly scheduled meeting**.
- A public hearing will be held to ensure community members have an opportunity to express support or concerns before the Board votes on the proposal.
- The Board will vote on the recommendation. Approval requires a **two-thirds majority** of the Board members present.
- If approved, the Board will direct the District to move forward with the naming process, including any necessary signage, ceremony, or community event.

7. Naming Ceremony

- Once the Board approves the naming, the District will schedule an official naming ceremony, inviting community members, school personnel, and family members of the honoree.
- The ceremony will provide an opportunity for the District to publicly acknowledge the honoree's contributions and for the community to celebrate the new name.

Application Form for Nomination

Grant SD #3 Facility Naming Nomination Application Form

1. **Nominee Information:**
 - Full Name of Nominee:
 - Position(s) Held (if applicable):
 - Years of Service (if applicable):
 - Address:
 - Contact Information:
 2. **Nominator Information:**
 - Full Name of Nominator:
 - Relationship to Nominee:
 - Contact Information:
 3. **Reason for Nomination:**
 - Brief description of the nominee's contribution to the school district or community (500 words max):
 4. **Supporting Documents:**
 - Attach any supporting materials such as articles, letters of recommendation, testimonials, or other documentation that supports the nomination.
 5. **Community Support:**
 - Please attach at least **five signatures** from community members who support the nomination.
 6. **Endorsements:**
 - (Optional) Additional comments or endorsements from colleagues, students, or community members who can speak to the nominee's character and contributions.
 7. **Signature of Nominator:**
 - By signing this application, I certify that all information provided is accurate to the best of my knowledge and that I have obtained the necessary signatures of support from the community.
 8. **Signature:** _____ **Date:** _____
-

Final Thoughts

The naming of facilities and fields in honor of individuals who have positively impacted Grant SD #3 and the community is an important decision. The proposed protocols ensure that this process is handled with fairness, transparency, and respect for the individual's contributions. By following these steps, the Board will ensure that the naming decisions reflect the values and legacy of both the District and its community.

Attachments:

- *Grant SD #3 Naming Nomination Application Form*
- *Community Engagement Timeline*

This process is designed to balance honoring significant contributions while ensuring that decisions are made with thorough input from the community and the school district.



401 N Canyon City Blvd | Canyon City, OR, 97820-6111
Phone: (541) 575-1280 | FAX: (541) 575-3614

RESOLUTION #25-16

RESOLUTION REVISING AUTHORIZED SIGNERS
GRANT UNION HIGH SCHOOL STUDENT BODY ACCOUNT

IT IS HEREBY RESOLVED, that the Grant School District #3 Board of Directors declares the following in relation to the account held at Bank of Eastern Oregon ending in 0946.

Authorized Signer to be added : Shanna Northway

Authorized Signer to be removed: Justin Lieuallen

Adopted this 19th day of February, 2025.

Signed: _____ Chairman

Attest: _____ Superintendent

Board of Directors:

Kris Beal | M.T. Anderson | Amy Charette, Vice Chair | Chris Labhart | Zac Bailey | Will Blood, Chair | Jake Taylor
Website: <https://www.grantschooldistrict.org/>

2025–26 LOCAL SERVICE PLAN – EXECUTIVE SUMMARY

INTRODUCTION

The Grant County Education Service District serves over 2800 students. Through the Local Service Plan process, the consortium allocates general fund resources equitably across five component districts.

THE LOCAL PLAN

The GCESD is legislatively mandated to provide four core areas of service to students and schools:

- Special Education
- Curriculum Services
- Technology
- Administrative & Support Services

SERVICES WE PROVIDE

Special Education:

- Speech Language Pathology – consultation, evaluation, therapy, assistants
- Special Education coaching
- Evaluation services
- Behavior Safety Assessment Team coordination
- Sexual Incident Response Committee coordination
- Special Education Autism Specialist – consultation model
- Coordination of Occupational Therapy and Physical Therapy services
- CPI Nonviolent Restraint training
- Systems Program Review and Improvement assistance
- Special Education leadership

Technology:

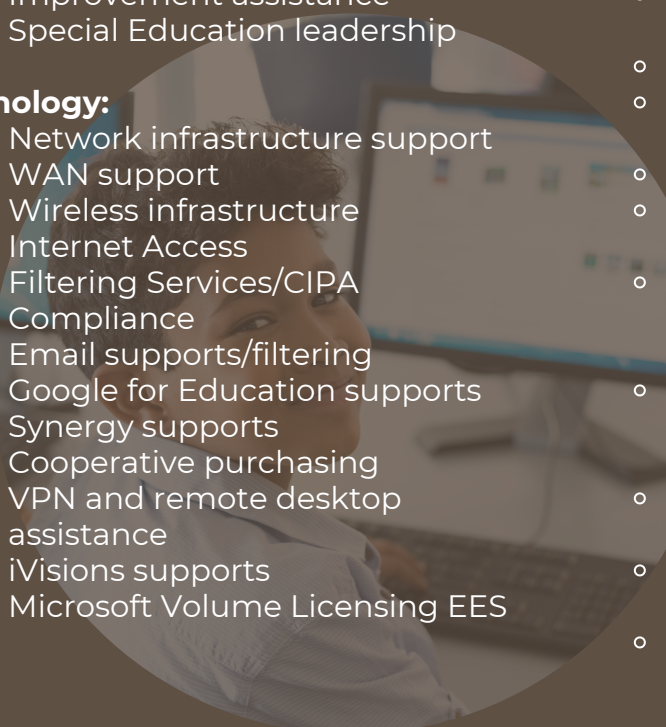
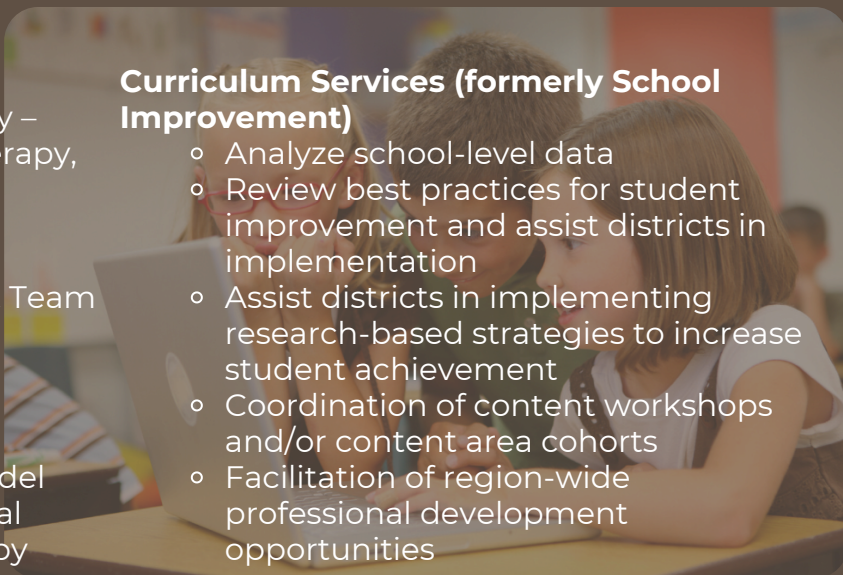
- Network infrastructure support
- WAN support
- Wireless infrastructure
- Internet Access
- Filtering Services/CIPA Compliance
- Email supports/filtering
- Google for Education supports
- Synergy supports
- Cooperative purchasing
- VPN and remote desktop assistance
- iVisions supports
- Microsoft Volume Licensing EES

Curriculum Services (formerly School Improvement)

- Analyze school-level data
- Review best practices for student improvement and assist districts in implementation
- Assist districts in implementing research-based strategies to increase student achievement
- Coordination of content workshops and/or content area cohorts
- Facilitation of region-wide professional development opportunities

Administrative and Support Services:

- Homeschool registration and testing
- Coordination of Student Resource Officer/Truancy Services
- Counselor Support and Coordination
- Substitute registration and mandatory training
- Business functions and consultation
- Liaison services between ODE and component school districts
- Community outreach and engagement facilitation for component districts
- Facilitation of school safety plans, emergency management plans, and HASS plans
- Superintendent services: consultation, networking, training
- Hosted monthly Superintendent meetings
- Coordination of County Flight Team and SMART Crisis group



2025-26 LOCAL SERVICE PLAN - EXECUTIVE SUMMARY

SERVICES HISTORICALLY PROVIDED BY GRANTS

Youth Transition Programs

- Prepares students with disabilities for employment or career related postsecondary education or training

Every Day Matters

- Assists districts with attendance and school culture

State Reporting Assistance

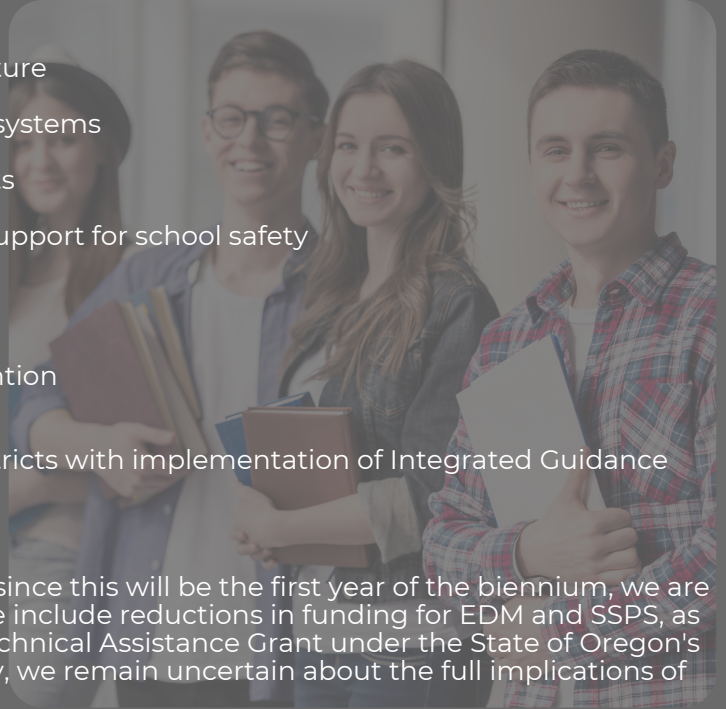
- Support for districts using student information systems
- Assist district in all areas of state reporting
- Provides yearly system maintenance for districts

School Safety and Prevention System

- Provides districts with multi-tiered systems of support for school safety
 - Suicide Prevention Services
 - Behavioral Safety Assessments
 - Access to SafeOregon Tip Line
- School Culture & Climate Support
 - Bullying, Cyberbullying, Harrassment Prevention
 - Mental Health and Well-being Support

SIA Technical Assistance

- Assists districts as liaison between ODE and districts with implementation of Integrated Guidance

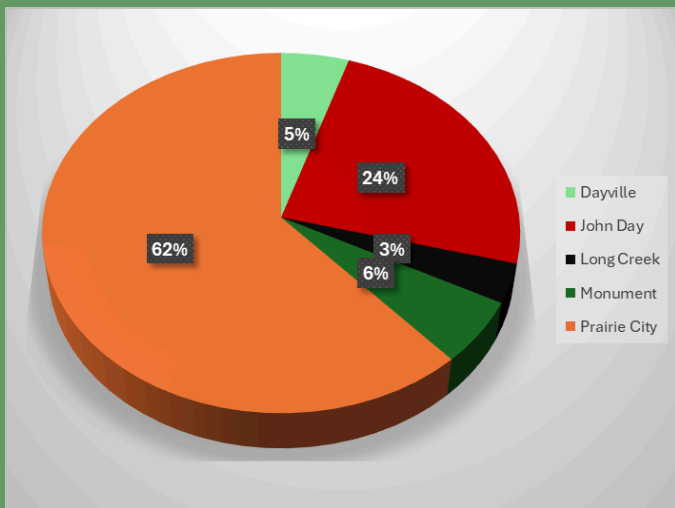


CUTS TO GRANT SUPPORTED PROGRAMS

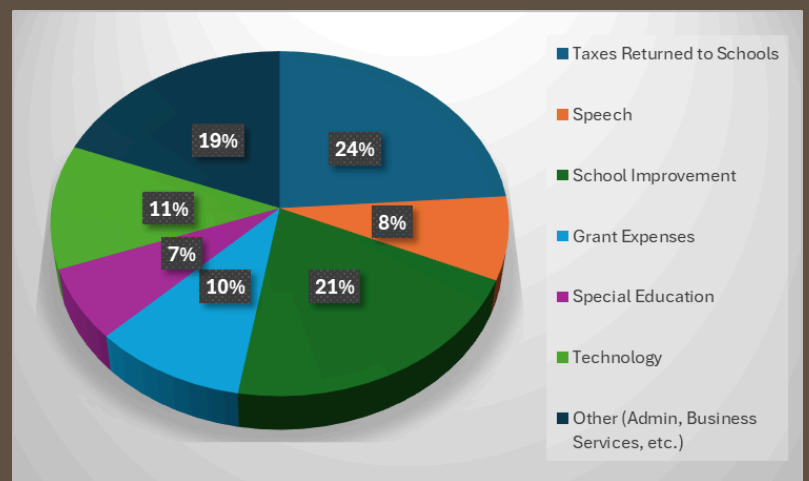
Although we are awaiting more concrete information since this will be the first year of the biennium, we are already aware of several significant funding cuts. These include reductions in funding for EDM and SSPS, as well as the removal of \$7.5 million from the ESD SIA Technical Assistance Grant under the State of Oregon's Governor's Proposed Budget. As a "floor-funded" entity, we remain uncertain about the full implications of these changes until further details are provided.

Due to the loss of grant funding and budget reductions, we have been forced to reduce these grant-funded positions or transition them into our resolution services at a reduced level. While we are committed to sustaining these services for as long as possible, future support remains uncertain.

ADMw by District



Projected Expenses



MISSION

The mission of Grant County Education Service District (ESD) is to assist school districts and the State of Oregon in providing excellent and equitable educational opportunities and successful learning environments for all Grant County students. Grant ESD is dedicated to providing leadership in helping to achieve Oregon's education goals and working in partnership with schools and our community to enhance the healthy development of children and their families for today and tomorrow.

Acceptance and Signatures

District Board Chairperson

Date

District Superintendent

Date

ESD Board Chairperson

Date

ESD Superintendent

Date

COUNSELING SERVICES CONTRACT
2025-2026

This contract is entered into between Grant County School District No. 3, hereinafter referred to as SD3, and Grant County Education Service District, hereinafter referred to as ESD.

WHEREAS SD3 would benefit from counseling services and;

WHEREAS, this arrangement will provide counseling services to SD3 and;

WHEREAS, these services would support the operation of SD3;

NOW, THEREFORE, it is agreed between the parties as follows:

I. Counseling – Grant County ESD will provide one licensed school counselor for 105 contract days (two days per week). These contract days will match as closely as possible the Grant County School District 3 calendar.

II. Payment for Services – SD3 will provide payment for the personnel costs associated with providing counseling services by ESD in the amount of \$49,500 for the fiscal year 2025-26. Payment will be made in four equal payments due on the SD3 designated regular payables day in September 2025, December 2025, March 2026 and June 2026. SD3 will be responsible for supplies, software, hardware or other non-personnel costs; any additional work requested by SD3 for previous counseling matters requiring personnel shall be mutually agreed between ESD and SD3 and an amount mutually agreed.

III. Liability – SD3 retains all liability for previous actions; provides bonding and insurance; holds harmless ESD in all events.

IV. Saving Clause – Should any part of this contract be determined to conflict with any law or statute, and thereby become invalid, the remainder of the contract will remain intact.

V. Termination – Either SD3 or ESD may terminate this contract at any time for cause. Cause shall constitute conduct which is seriously prejudicial to, and which substantially affects SD3, including but not limited to breach of contract.

Notice of termination for cause shall be given in writing at least 30 days prior to the effective date termination. Such notice shall contain a statement of the reasons constituting cause.

VII. Duration – This contract shall be in effect from July 1, 2025 through June 30, 2026 and may be renewed by mutual agreements between ESD and SD3.

VIII. Authorization and Signature:

_____ Date: _____
SD3 Superintendent

_____ Date: _____
ESD Board Chairman