

Fern Ridge School District Board of Directors

Monday, June 15, 2026 The doors will open at 6:15pm

District Administration Office, 88834 Territorial Road, Elmira, Oregon 97437

1. Call to Order: Public - 6:30 pm

We have a shared vision in the Fern Ridge School District: Provide excellence for every student so that each will reach their greatest potential.

Thank you to the members of the public who have joined us. As a reminder, School Board meetings and work sessions are meetings of the Board held in public, providing an opportunity to observe the Board's discussion and actions. In an effort to conduct official Board business, we ask that the audience be respectful and refrain from questions, comments, and unnecessary noise while the Board conducts the meeting.

There is an opportunity for citizen comment tonight, and the Board looks forward to hearing from those who signed up. I will share some reminders when we get to that portion of the meeting.

Also, please note that all Board meetings are live-streamed and posted on the School Board area of the website.

2. Citizenship Award

3. Flag Salute led by Citizenship Award Winner

4. Public Comment: The Fern Ridge School Board encourages public input. A person wanting to provide public comment will need to complete and submit an Intent to Speak form to the Board secretary by 1:00 pm on the day of the board meeting.

Public comment is limited to this place on the agenda not to exceed a total of 30 minutes for all commenters. A person giving public comment is limited to an established time limit of (4) four minutes. While speakers may, during public meetings, offer objective criticism of school operations and programs, the Board will not hear personal complaints concerning district personnel nor against any person connected with the school system.

Please state your name and if you are a resident of the district. If speaking for an organization, state the name of the organization. The Board reserves the right to refer the matter to the administration.

5. **Monthly Items:**

5.A. Approval of Minutes - Board Action

6. **Business Office**

Presenter: Business
Manager, Quanah
Bennett

6.A. Enrollment Report

6.B. General Fund Revenue and Expenditure Report -
Board Action

7. **Reports:**

7.A. Chartwell's 2025-2026 Report

Presenter: Bo
Gottfried

7.B. Director of K-12 Programs

7.B.1. FRSD Board Goals - LPGT June Presentation

7.C. Superintendent's Report

7.D. Public Hearing for the 2026-2027 Budget

7.D.1. Open Public Hearing on the 2025-2026
Budget

7.D.2. Public Comment

7.D.3. Close Public Hearing on the 2026-2027
Budget

7.D.4. Resolution #25/26-12 Adopt the 26-27
Budget and Impose the Tax Levies - Board Action

8. **Discussion Items**

8.A. Lease of East Lot of Veneta Elementary

8.B. K-2 / 3-5 Reconfiguration update

8.B.1. Community Survey Results

8.C. First Reading of Proposed Policy
Updates: **EEACC update**—Discipline Procedures for
District-Approved Student Transportation, **EEACC R**
G1 delete, EEACC R G1 replace—Discipline
Procedures for District-Approved Student
Transportation, **JGDA G1 update** — Discipline of
Students with Disabilities, **JGDA R G1 update** -
Discipline of Students with Disabilities.

9. **Personnel**

9.A. Licensed Employees Resignations/New
Hires/Transfers/Other

9.A.1.
Hiring of Lyndsey Neal, 1.0 FTE ~~One-Year~~
~~Temporary~~ Special Education Teacher at Fern Ridge
Middle School, effective August 26, 2026.
Retirement of Reine' Peirce, 1.0 FTE Elementary
Teacher at Veneta Elementary School, effective

June 12, 2026.

Hiring of Mari Jones, 0.75 FTE One-Year
Temporary/Retiree Contract, effective August 31,
2025.

Hiring of Jon Guldager, 1.0 FTE One-Year
Temporary/Retiree Contract effective August 31,
2025.

9.B. Non-Licensed Personnel Report

10. **Late Items/Closing Comments/Board Community
Involvement**

11. **Upcoming Events:**

June 19: School offices are closed for the
summer.

August 18, 19, 20: Returning Student Registration
August 31-September 2: Inservice Week

Elmira Elementary:

August 12 : 7am-7pm Kinder and New Student
Registration

Veneta Elementary:

August 12 : 7am-7pm Kinder and New Student
Registration

Fern Ridge Middle School:

August 12 : 12-8pm New Student and Incoming 6th
Graders Registration

Elmira High School:

August 12 : 9am-7pm New Student Registration

August 19, 20: Picture Day

12. **Adjournment**



FERN RIDGE SCHOOL DISTRICT 28J
School Board Meeting Minutes

REGULAR MEETING of the FERN RIDGE SCHOOL BOARD

May 18, 2026

Zoom Webinar & In-Person Meeting
88834 Territorial Rd.
Elmira, Or 97437

CALL TO ORDER (Agenda Item 1): The regular meeting was called to order at 6:30 pm.

In attendance were Directors WC Grover, Kathleen Pizzola, Brian Kirkpatrick, Lisa McCann, and Superintendent Gary Carpenter. Mark Gent attended via conference call only, as his Wi-Fi connection was unsatisfactory.

We have a shared vision in the Fern Ridge School District: Provide excellence for every student so that each will reach their greatest potential.

Thank you to the members of the public who have joined us. As a reminder, School Board meetings and work sessions are meetings of the Board held in public, providing an opportunity to observe the Board's discussion and actions.

In an effort to conduct official Board business, we ask that the audience be respectful and refrain from questions, comments, and unnecessary noise while the Board conducts the meeting.

There is an opportunity for citizen comment tonight, and the Board looks forward to hearing from those who signed up. I will share some reminders when we get to that portion of the meeting.

Also, please note that all Board meetings are live streamed and posted on the School Board area of the website.

CITIZENSHIP AWARD (Agenda Item 2): The May Citizenship Award was presented to Elmira Elementary School student Jaxson Crow.

FLAG SALUTE (Agenda Item 3): Elmira Elementary School student Jaxson Crow led the flag salute.

PUBLIC COMMENT (Agenda Item 4): None at this time.

MONTHLY ITEMS (Agenda Item 5):

5. A. Approval of Minutes: The minutes of the regular school board meeting on April 20, 2026 were presented for approval.

Director Pizzola moved to approve the minutes from the work session and regular meeting on April 20, 2026, seconded by Director Kirkpatrick. There was no discussion. The motion carried

with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

BUSINESS OFFICE (Agenda Item 6):

6. A. Enrollment Report: Business Manager Quanah Bennett reviewed the enrollment report as of May 1, 2026. Elmira Elementary has an average class size of 23.4 and Veneta Elementary is at 22.57. Total elementary enrollment is at 574. The middle school has 302 students enrolled. The high school has 353. Overall our in-district enrollment is down 49 below our budgeted number.

6. B. General Fund Revenue and Expenditure Report: Business Manager Quanah Bennett reviewed the general fund revenue and expenditure report as of April 30, 2026. The district has received 96% of our budgeted revenue which was 93% this time last year and spent 67% of our budgeted expenses, which was 68% at the same time last year.

Director McCann moved to approve the general fund and expenditure report for April 30, 2026, seconded by Director Pizzola. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

REPORTS (Agenda Item 7):

7. A. Fern Ridge Middle School Presentation: Principal Olivia Johnson and Assistant Principal Eric Carman presented slides to highlight Fern Ridge Middle School's statistics, programs and initiatives.

7. B. Fern Ridge Education Association: Certified Union President, Jennifer Snider presented appreciations for each school building and their activities. Then DesiRae Wright-Rendon gave an overview of the NEA RA 2026 that will be July 3-7 in Denver, CO.

7. C. Student Representatives: Student representative Jake Van Damme gave updates on Spring Sports district and state contenders. Outdoor school is this week and Rylee Rice is a camp counselor. All board members are invited to attend. National Honor Society had to postpone their banquet to April 27th. Leadership had Wellness Awareness Week with a speaker from Lane ESD, Kona Ice and the NO Drama Llama and it went very well. Prom had great participation with no problems. Rylee arranged the speaker for the pre-Prom Safety Assembly and it was very moving and thought provoking. They are finishing up the docs for the Leadership advisor binder.

7. D. Director of K-12 Programs: Director Michelle Marshall presented the 6-12th grade Social Sciences curriculum summaries.

7. D.1. Director Marshall presented the Fern Ridge Middle School and Elmira High School Social Sciences curriculum for approval.

Director Pizzola moved to approve the 26-27 Social Sciences curriculum, seconded by Director Grover. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

7. E. Superintendent's Report

- Superintendent Carpenter gave thanks to both student representatives, Jake Van Damme and Rylee Rice.
- Both bond projects for the summer are under way. Trees are down at Veneta Elementary, and demo is ready to begin in the Middle School classrooms.
- There was a time of discussion about the city of Veneta leasing the property at the far East end of the field at Veneta Elementary. Questions about shortening the term of the lease and what does the liability look like under that agreement were discussed as well.
- There will be a K-2 / 3-5 reconfiguration zoom to answer questions and get feedback from the community tomorrow at 5:30pm right before the budget meeting at 6:30pm.

DISCUSSION ITEMS (Agenda Item 8):

8. A. Alternative Education Programs: Presented for approval.

Director Pizzola moved to approve the Alternative Education Programs for 26-27, seconded by Director Kirkpatrick. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

8. B. Second Reading of Proposed 2026-2027 Meeting Schedule: The 2026-2027 school board meeting schedule was presented for approval.

Director Pizzola moved to approve the 2026-2027 school board meeting schedule with all the work sessions removed, seconded by Director McCann. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

8. C. Resolution 25-26/11 – Transfer Students for 2026-2027: The Resolution 25-26/11 Transfer Students for 26-27 was presented for approval.

Director Pizzola moved to adopt the 25-26/11 Transfer Students for 26-27 , seconded by Director McCann. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

8. D. Second Reading of Proposed Policy Updates: A first reading was held on the following proposed administrative rule and policy updates:

JGE update-Expulsion

EFA G1 update-Local Wellness

Director Pizzola moved to adopt both policies as presented, seconded by Director McCann. There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

PERSONNEL (Agenda Item 9):

9. A. Licensed Employees Resignations/New Hires/Transfers/Other:

9. A.1. Hiring of Leah Mode, 1.0 FTE Elementary Teacher at Elmira Elementary School, effective August 26, 2026.

Director Pizzola moved to approve the licensed resignations, new hires, transfers, other as proposed, seconded by Director Kirkpatrick There was no discussion. The motion carried with Directors Grover, Kirkpatrick, Pizzola, McCann and Gent voting yes. 5-0.

9. B. Non-Licensed Personnel Report: The non-licensed personnel report was presented for review:

Resignations/Retirements

1. Resignation of Jennifer Gent, Assistant 3.5 Secretary I at Veneta Elementary School, effective June 11, 2026.

New Hires/Transfers

1. None at this time.

Other

1. None at this time.

Coaches

1. Resignation of Eric Carman, Head Cross Country Coach at Elmira High School, effective March 11, 2026.
2. Resignation of Rich Jones, Assistant Varsity Football Coach at Elmira High School, effective April 17, 2026.

LATE ITEMS/CLOSING COMMENTS/BOARD COMMUNITY INVOLVEMENT (Agenda Item 10):

- Director Kirkpatrick reported that he had heard from multiple students that there have been ants in the cereal in the cafeteria at the Middle School.

UPCOMING EVENTS (Agenda Item 11):

May 19: 6:30pm 2nd Budget Committee meeting
May 22: NO SCHOOL Teacher Work Day
May 25: NO SCHOOL Memorial Day
May 26: 6:30pm 3rd Budget Committee meeting (if necessary)
June 10: Wednesday - Full day of School
June 11: Last Day of School - Early Release
June 12: NO SCHOOL Teacher Work Day
June 15: 6:30pm Budget Public Hearing
June 19: Last Day for Elementary School Offices to be open.

Elmira Elementary:

May 19: 6pm PTA
May 27: PTA Bottle Drop
June 16: 6pm PTA

Veneta Elementary:

June 1: 5:30pm PALS

Fern Ridge Middle School:

May 20: 6-7pm 8th grade Fly-up Dinner

June 3: 6-7:30pm Spring Concert

June 8: 6:30-7:30pm 8th Grade Promotion

Elmira High School:

June 2: Last Day of school for Seniors

June 3: 6pm EHS Awards Night

June 5: 7pm EHS Graduation

8:13pm EXECUTIVE SESSION (Agenda Item 12): Executive Session under ORS 192.660(2)(k):
To consider matters relating to school safety or a plan that responds to safety.

EXECUTIVE SESSION (Agenda Item 13): Executive Session under ORS 192.660(2)(b): To
consider the dismissal or disciplining of, or to hear complaints or charges brought against, a
public officer, employee, staff member or agent, unless he or she requests an open meeting.

8:55pm RETURN TO OPEN SESSION (Agenda Item 14):

ADJOURNMENT (Agenda Item 15): Board Chair Grover adjourned the meeting at 8:55 pm.

Attest: _____
School Board Representative

Gary E. Carpenter, Jr., Superintendent



FERN RIDGE SCHOOL DISTRICT 28J
ENROLLMENT REPORT

June 1, 2026

Avg.
Class
Size

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
EES Teacher 1	28													28
EES Teacher 2		19												19
EES Teacher 3		10	12											22
EES Teacher 4			24											24
EES Teacher 5				24										24
EES Teacher 6				9	13									22
EES Teacher 7					24									24
EES Teacher 8					25									25
EES Teacher 9						24								24
EES Teacher 10						22								22
Elmira Elementary	28	29	36	33	62	46								234
VES Teacher 1	16													16
VES Teacher 2	19													19
VES Teacher 3	9	12												21
VES Teacher 4		21												21
VES Teacher 5		22												22
VES Teacher 6			20											20
VES Teacher 7			21											21
VES Teacher 8				20										20
VES Teacher 9				21										21
VES Teacher 10				23										23
VES Teacher 11					25									25
VES Teacher 12					25									25
VES Teacher 13						29								29
VES Teacher 14						31								31
Veneta Elementary	44	55	41	64	50	60								314
Total Elementary	72	84	77	97	112	106								548

23.40

22.43

Fern Ridge Middle School							102	92	107					301
FRMS Options														-

Elmira High School										99	76	88	76	339
EHS Options													12	12

EE Bridges (K-2)	2	2	3	1										8
EE Bridges (3-5)				5	3									8
VES (Structured Learning)			3	1	2	2								8
Home Tutor														-
FRMS Bridges (6-8)							1	1	4					6

Total In-District Enrollment	74	86	83	104	117	108	103	93	111	99	76	88	88	1,230
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Change from Adopted Budget (based on ADMr of 1,284) (54)

Out of District Placements	1		2	2		2	1	1	1	2	2		4	18
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Change from Adopted Budget (based on ADMr of 22) (4)

Total West Lane Charter										12	27	27	20	86
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FRSD Attending WLC										5	17	12	11	45
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Change from Adopted Budget (based on ADMr of 70) 16

Total District/ Out of District /Charter School Enrollment														1,334
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Change from Adopted Budget (based on ADMr of 1376) (42)

 FERN RIDGE SCHOOL DISTRICT 28J
General Fund Revenue and Expenditures

May 31, 2026	ADOPTED 25-26 BUDGET	JULY	AUG	SEPT	OCT	NOV	2025-2026 DEC	JAN	FEB	MAR	APR	MAY	TOTAL YTD	REMAINING BALANCE
Beginning Fund Balance	3,342,741	-	-						5,511,992				5,511,992	(2,169,251)
OPERATING REVENUE:														
PROPERTY TAXES	5,750,283	9,846	13,713	9,744	10,239	3,976,087	1,355,868	78,233	43,764	139,633	30,016	85,728	5,752,872	(2,589)
TRANSPORTATION FEES	2,100	-	-	-	-	-	-	-	-	-	-	-	-	2,100
EARNINGS ON INVESTMENTS	342,641	34,045	30,812	30,343	29,620	26,389	39,656	39,008	32,956	34,801	31,127	31,701	360,458	(17,817)
EXTRACURRICULAR ACTIVITIES	4,626	-	-	-	-	-	-	-	-	-	-	-	-	4,626
RENTALS/DONATIONS/LEASES / PY REV / GRANT FEES / MISC	147,154	6,348	4,861	(1,644)	12,373	5,287	6,240	5,491	6,794	6,703	6,606	928	59,988	87,166
COUNTY SCHOOL FUND / ESD	188,000	-	-	-	-	-	136,869	-	-	-	-	-	136,869	51,131
OTHER INTERMEDIATE SOURCES	5,500	-	1,725	-	-	2,223	-	-	2,121	-	-	1,401	7,470	(1,970)
STATE SCHOOL FUND	12,751,881	2,272,642	1,096,497	1,102,540	1,087,631	1,093,109	1,071,724	1,098,395	1,105,485	1,125,032	1,125,033	1,151,672	13,329,759	(577,878)
COMMON SCHOOL FUND	199,740	-	-	-	-	-	-	-	119,677	-	-	-	119,677	80,063
STATE MANAGED COUNTY TIMBER	-	-	37,030	-	-	10,033	-	-	41,720	-	-	-	88,783	(88,783)
RESTRICTED GRANTS-IN-AID	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RESTRICTED FR FED/GOV ST	-	-	-	-	-	-	-	-	-	-	-	1,084	1,084	(1,084)
FEDERAL FOREST FEES	58,620	-	-	-	-	106,950	-	-	-	-	-	-	106,950	(48,330)
INTERFUND TRANSFERS	7,360	-	7,360	-	-	-	-	-	-	-	-	-	7,360	-
SALE OF FIXED ASSETS	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL OPERATING REVENUE	19,457,905	2,322,880	1,191,998	1,140,982	1,139,864	5,220,079	2,610,358	1,221,127	1,352,517	1,306,169	1,192,782	1,272,514	19,971,270	(513,365)

**TOTAL BUDGETED REVENUE (INCLUDES
BEGINNING FUND BALANCE)**

22,800,646

103%

25,483,261

OPERATING EXPENDITURES:														
SALARIES	8,442,595	159,578	181,552	661,573	678,257	684,051	663,968	668,805	685,858	760,278	666,630	678,459	6,489,009	1,953,586
BENEFITS	6,558,782	107,516	125,623	486,372	481,372	493,871	474,651	479,082	486,776	540,464	479,027	484,891	4,639,645	1,919,137
PURCHASED SERVICES	4,343,999	151,940	99,074	58,725	385,239	341,971	297,923	485,978	388,011	386,287	332,151	432,305	3,359,606	984,393
SUPPLIES & MATERIALS	477,310	52,532	64,401	32,362	19,104	14,250	14,585	61,191	10,291	29,499	20,197	27,753	346,164	131,146
CAPITAL OUTLAY	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	292,515	280,772	11,860	(95)	2,551	2,343	935	628	250	(56)	48	1,602	300,837	(8,322)
TOTAL OPERATING EXPENDITURES	20,115,201	752,338	482,510	1,238,937	1,566,521	1,536,486	1,452,062	1,695,684	1,571,186	1,716,472	1,498,053	1,625,011	15,135,260	4,979,941

75%

NON-OPERATING EXPENDITURES														
INTERFUND TRANSFERS	533,500	-	525,000	-	-	-	-	-	-	-	-	6,300	531,300	2,200
CONTINGENCY	2,151,945	-	-	-	-	-	-	-	-	-	-	-	-	2,151,945
TOTAL NON-OPERATING EXPENDITURES	2,685,445	-	525,000	-	-	-	-	-	-	-	-	6,300	531,300	2,154,145

TOTAL BUDGETED EXPENDITURES

22,800,646

15,666,560

YEAR IN REVIEW



June 2027

A Look Back at year end

Results

Success Factors:

- Extremely dedicated front-line associates
- Managing between the lines by Director and team
- Strong district administration support
- Chartwells' regional support

Meal Counts

Lunches

110,972
(1,360)

Breakfasts

36,685
(215)

A la Carte

2,975 M/E
(231)

Menus

Most Popular

Breakfast
for Lunch

Nuggets Served

39,355
7,871 meals

Salads Served

3,510

Nachos

7,919 meals

Hello!

From the
Fern Ridge
Chartwells
Team



Violet Lambert, Melody Halsey
ELMIRA ELEMENTARY



Kim Tibbits, Samantha Bailey
VENETA ELEMENTARY



Sabrina Fox, Jill Trip
Fern Ridge Middle School



**Linzey Boyles, Kathleen Tallent,
Melissa Gannon**
ELMIRA HIGH SCHOOL



Lucas LaBelle
Driver



Renee Ota
Administrative Assistant

Hello!

From the
Chartwells
Team



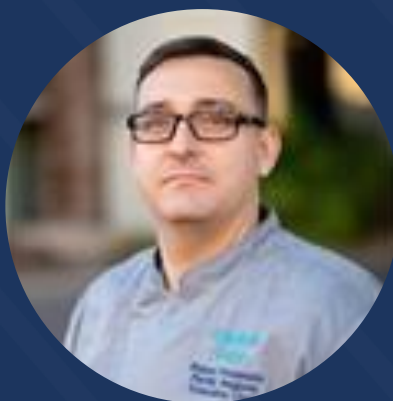
PAUL KENDALL
Division President



PAUL TAPIA
Regional Vice President



HOSSEIN AKHTARKAVARI
Area Director



ROBERT FREDERICKS
Regional Executive Chef



JAMES MALLORY
Regional Dietitian



BO GOTTFRIED
Director of Dining Services



Chartwells Services at Fern Ridge School District

Serve breakfast, lunch,
and a la carte meal
options for students and
staff every school day

Prepare and cook
food on-site, with
many meals made
from scratch

Ensure all meals are
compliant with USDA
and NSLP guidelines

Recruit, hire, train, and
support a team of
amazing cafeteria
associates



The National School Lunch Program

(NSLP)

What is it?

NSLP is a meal program providing nutritionally balanced meals to children at public and non-profit schools.

Administered federally by the USDA and locally by state agencies through agreements with School Food Authorities

How does it work?

Partnering school districts receive funds and USDA Foods for each reimbursable meal served.

Must meet Federal meal pattern requirements and pass compliance audits.

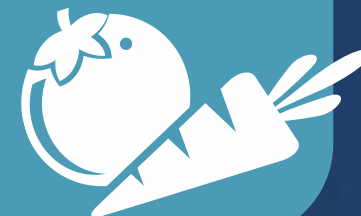
What are the requirements?

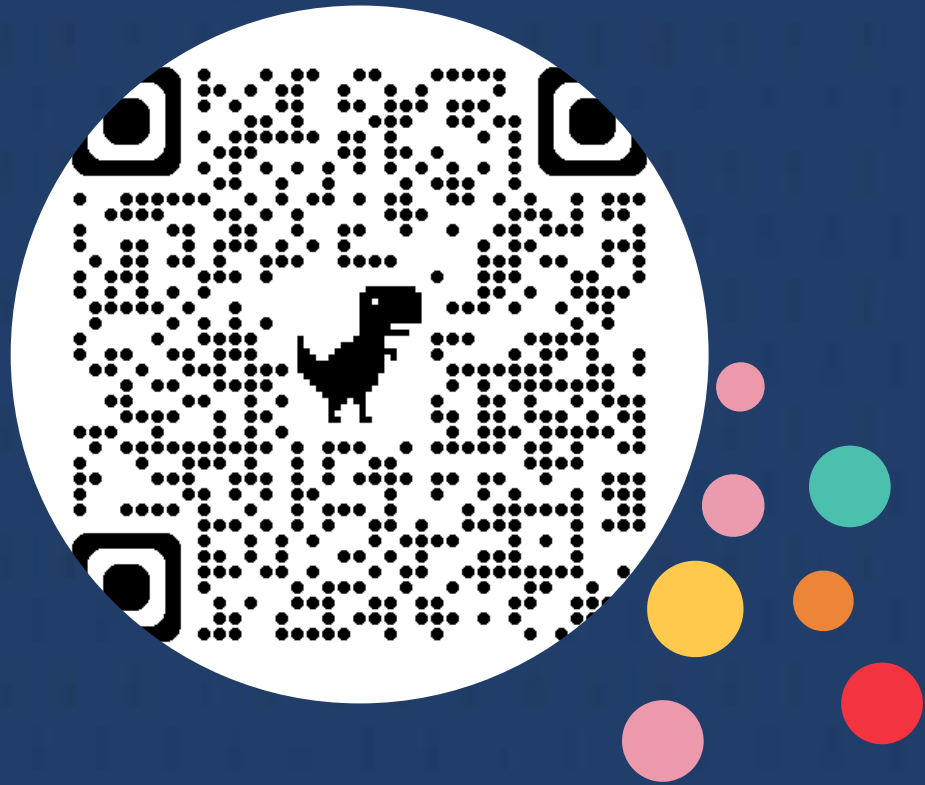
School meals must include:

- Fresh fruit and vegetables
- Whole grains
- Low-fat dairy
- Specific limits on:
 - Sodium
 - Sugar
 - Saturated Fat
 - Calories

How is it changing?

Legislation is proposed to require more restrictive weekly and daily targets, by grade level.





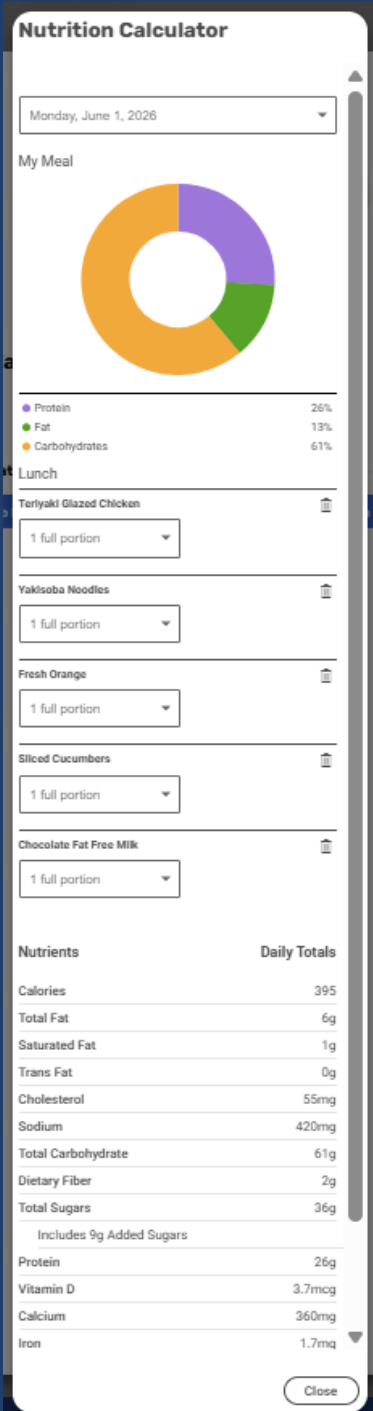
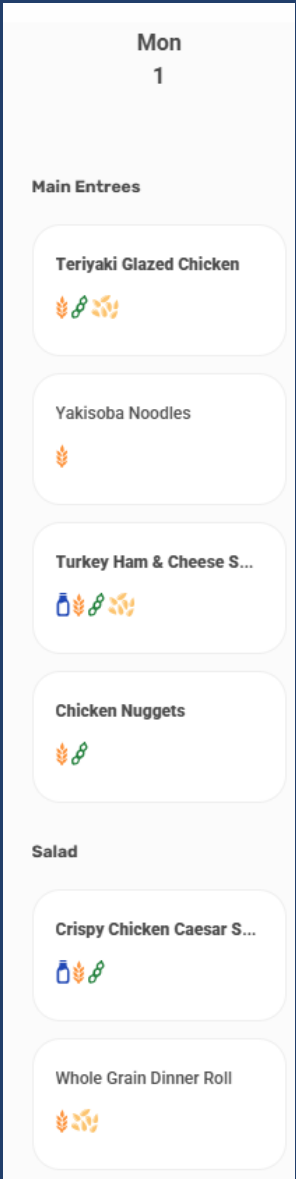
Nutrislice information available to the Parents/Students

<https://fernridge.nutrislice.com/>

The Nutrislice website provides menus for each school and every meal option.

You can view allergen information for each menu item, along with detailed nutrition facts.

Additionally, you can select multiple menu items and add them to the Nutrition Calculator to see the combined nutritional value of an entire meal.



Offer vs Serve

Allows students to choose the foods they prefer at each meal and reduces waste.

Breakfast

4 food items will be offered for breakfast every day. Students can choose their preference, but must take at least 3 main food components, with a minimum of 1 oz grains and/or meat/meat alternative, 1 cup milk, and 1 cup fruits or vegetables, as below:

1



Grains and/or meat/
meat alternative

80% of grains offered
must be whole-grain
rich.

2



Milk

3



Fruits or
Vegetables

Veg from different subgroups if
served more than 2x a week. Sub
groups = leafy greens, red &
orange veggies, beans, peas, and
lentils, starchy veg & other veg

Offer vs Serve

Allows students to choose the foods they prefer at each meal and reduces waste.

Lunch

5 food components will be offered for lunch every day. Students can choose their preferences, but must take at least 3 components, with a min of ½ cup of fruits or vegetables.

1



Grains

80% of grains offered must be whole-grain rich.

2



Fruits

Juice can be offered 50% of the time and must be 100% juice

3



Vegetables

Veg from different subgroups if served more than 2x a week. Sub groups = leafy greens, red & orange veggies, beans, peas, and lentils, starchy veg & other veg

4



Milk

Flavored & unflavored must be non-fat or 1%, two options daily

5



Meat / Meat Alternate

Questions?





Thank You!



FRSD BOARD GOALS

**June
2025–2026 SY**

LONGITUDINAL PERFORMANCE GROWTH TARGETS – JUNE PRESENTATION



BOARD GOALS 25-26

Goal 1: The Fern Ridge School District Board will commit to continuous board professional development, with a focus on the culture and climate on the board and the roles and responsibilities of the board.

Goal 2: The Fern Ridge School District Board will use data to identify and prioritize student needs and hold themselves accountable for meeting all student learning expectations by monitoring the progress of the district goals.

Goal 3: The Fern Ridge School District Board will continue to engage and receive input from stakeholders to help the board make informed decisions.



Relationship

Rigor

Relevance



LONGITUDINAL PERFORMANCE GROWTH TARGETS – AKA “LPGTs”... Soon to be “PGTs”

Target Areas:

- **Regular Attenders**
- **3rd Grade Proficiency**
- **9th Grade On-Track**
- **4 Year Cohort Graduation**
- **5 Year Cohort Completion**

Additional Metrics Being Added 26–27:

- **K–2 Attendance**
- **8th Grade Math**
- **Local Metric– Academic Growth in Math/ELA K–8 (will be measured by Student Growth Percentile)**



K-12 REGULAR ATTENDERS

REGULAR ATTENDERS:

THE PERCENTAGE OF STUDENTS ATTENDING MORE THAN 90 PERCENT OF THEIR ENROLLED SCHOOL DAYS.

BY THE END OF THE YEAR, STUDENTS WHO HAVE BEEN ENROLLED ALL YEAR AND MISSED 17 OR MORE DAYS ARE CHRONICALLY ABSENT

Metric	Target Type	23-24	24-25	25-26 Projected
Regular Attender	Baseline: All Students	69.9%	71.01%	70%
Regular Attender	Stretch: All Students	69.9%	71.01%	70%
Regular Attender	Gap-Closing: All Focal Group Students	68%	68.26 %	TBD

Aligned Support Activities:

- Admin. messaging focused on attendance
- Magnets with school year calendar sent home with every student/family at registration
- School counselors
- Student-based health center
- School, classroom, student incentives

Regular Attenders (as of 6/1/26)	
EES	73%
VES	71%
FRMS	69%
EHS	66%
K-12 District	69%
K-2 District	74%



3RD GRADE ELA

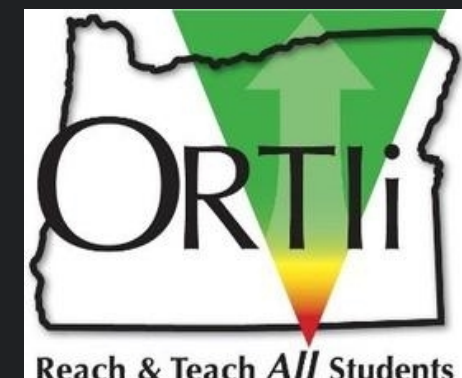
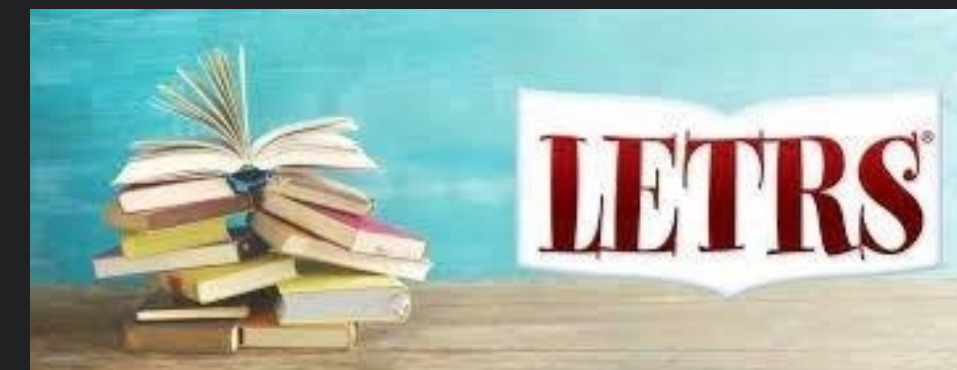
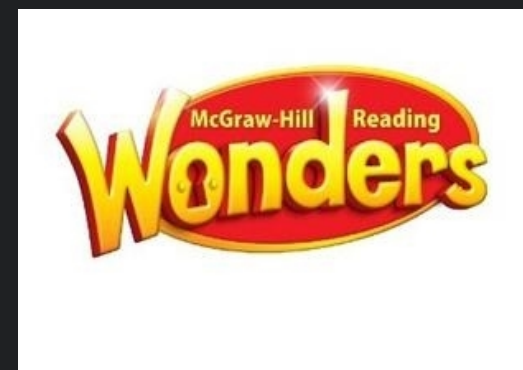
3RD GRADE READING:

THE PERCENTAGE OF STUDENTS PROFICIENT ON STATEWIDE ENGLISH LANGUAGE ARTS (ELA) ASSESSMENTS IN 3RD GRADE

Metric	Target Type	23-24	24-25	25-26 Projected
3RD ELA	Baseline: All Students	40.6%	41.11%	39%
3RD ELA	Stretch: All Students	40.6%	41.1%	39%
3RD ELA	Gap-Closing: All Focal Group Students	28%	35.48 %	TBD

Aligned Support Activities:

- ORTli Support and Professional Learning
- High Dosage Tutoring K-3
- Afterschool Programs
- STAR Renaissance
- Data Teams, PLCs
- LETRS training for K-2 Teachers
- K-2 Enhanced Core Reading Instruction (ECRI)





3RD GRADE ELA- STAR CAT

FRSD uses a research based, state approved, English Language Arts Curriculum. In addition to our core curriculum, the district uses STAR Renaissance Assessments. STAR assessments are given 3x/year along with additional Progress Monitoring (2x/year). This data allows staff to reflect on both program and student level

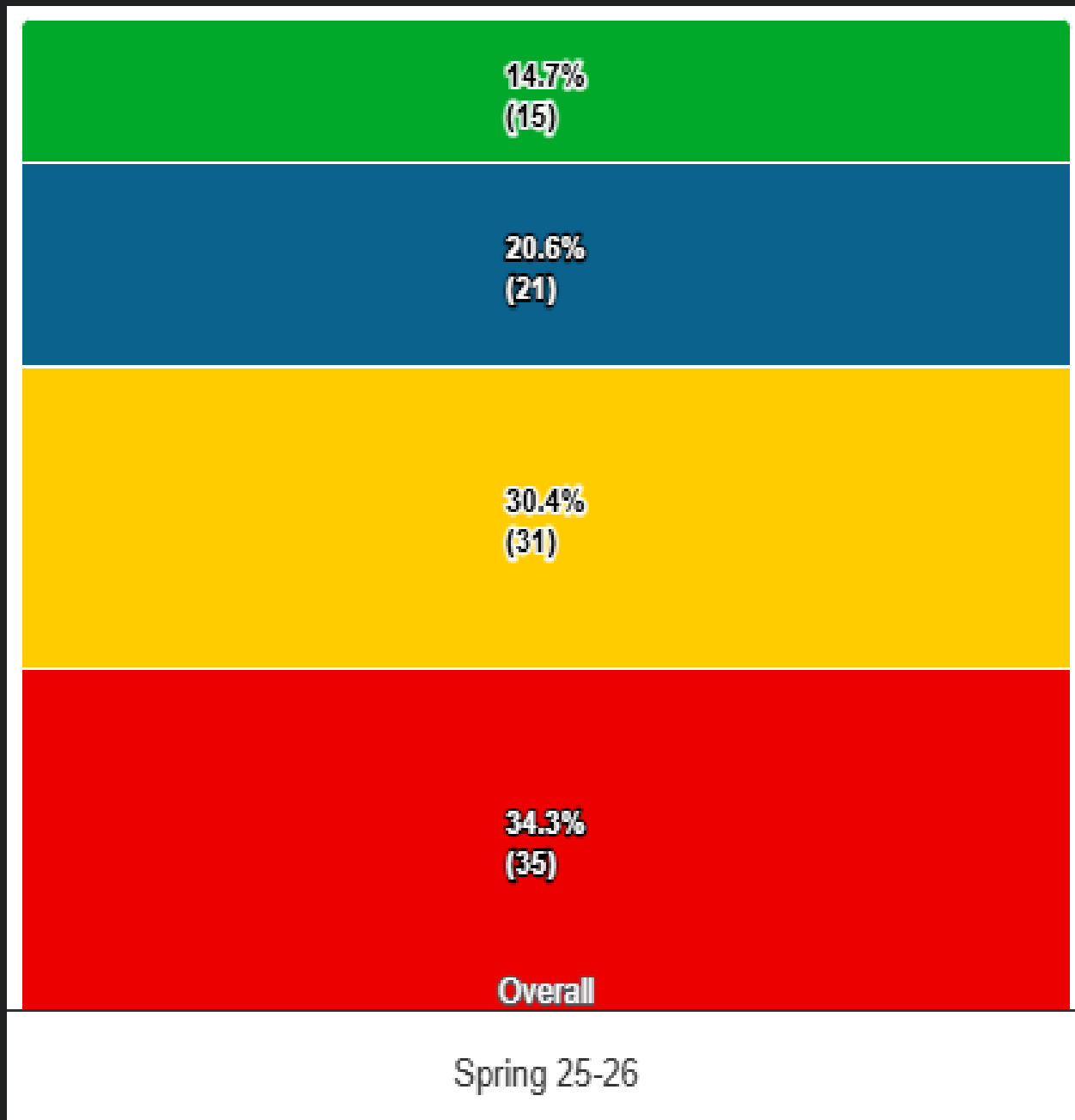
needs.

Targeted Strategies

- Intervention groups
- Small group support
- Increased opportunities to respond
- Enhanced Core Reading Instruction
- OSAS Interims, Sample Problems, Target Reports
- Focus on Priority Standards
- Freckle/Lalilo

Quick Facts

- STAR Reading- Computer Adaptive Test
 - Taken in Sept./Dec./May
 - Teachers may choose to give more frequently
- STAR Reading will analyze and correlate score in order to predict “meeting or exceeding” on OSAS



● Level 4 ● Level 3 ● Level 2 ● Level 1



3RD GRADE ELA-STAR CBM

FRSD uses a research based, state approved, English Language Arts Curriculum. In addition to our core curriculum, the district uses STAR Renaissance Assessments. STAR assessments are given 3x/year along with additional Progress Monitoring (2x/year). This data allows staff to reflect on both program and student level

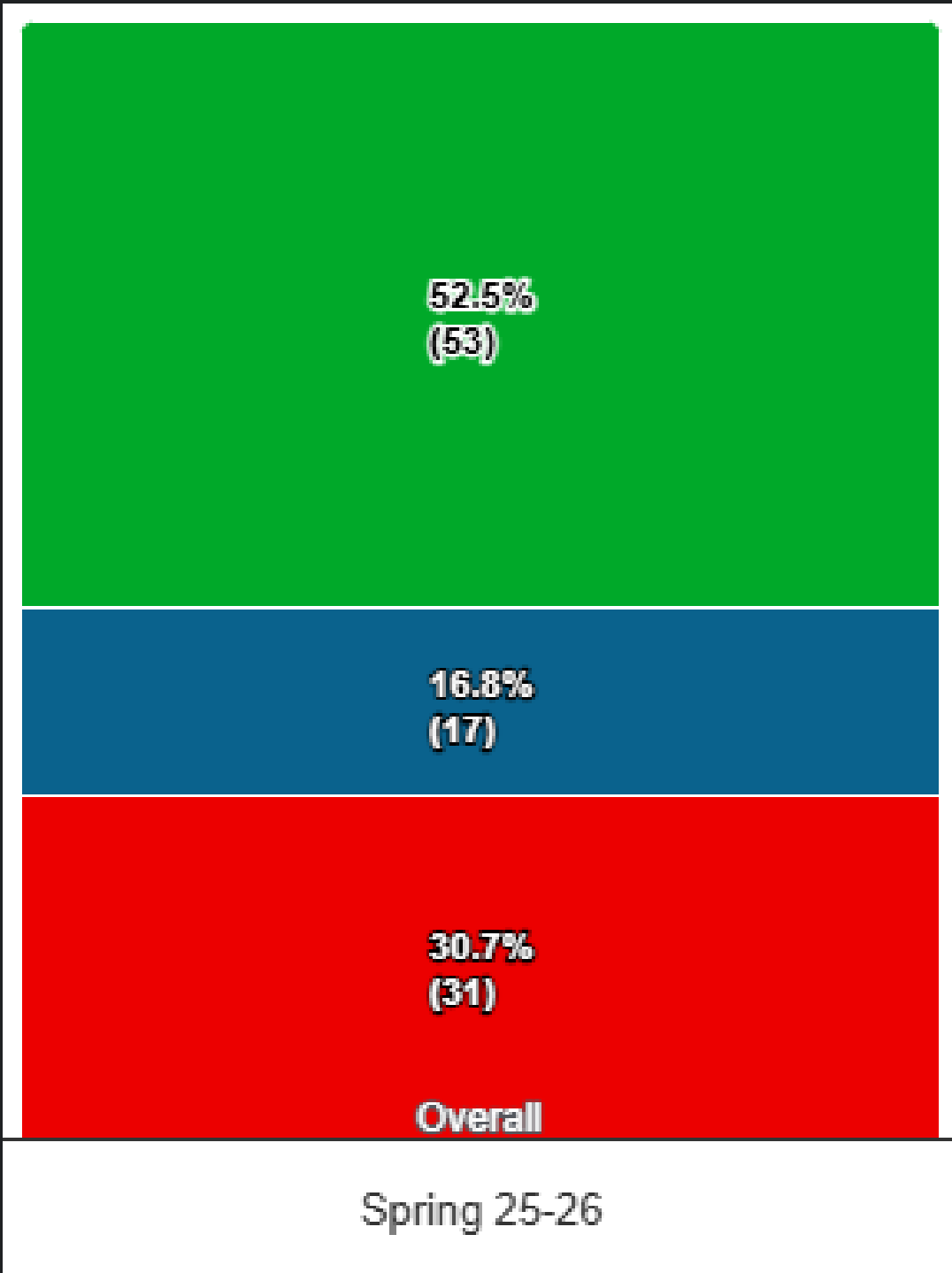
needs.

Targeted Strategies

- Intervention groups
- Small group support
- Increased opportunities to respond
- Enhanced Core Reading Instruction
- OSAS Interims, Sample Problems, Target Reports
- Focus on Priority Standards
- Freckle/Lalilo

Quick Facts

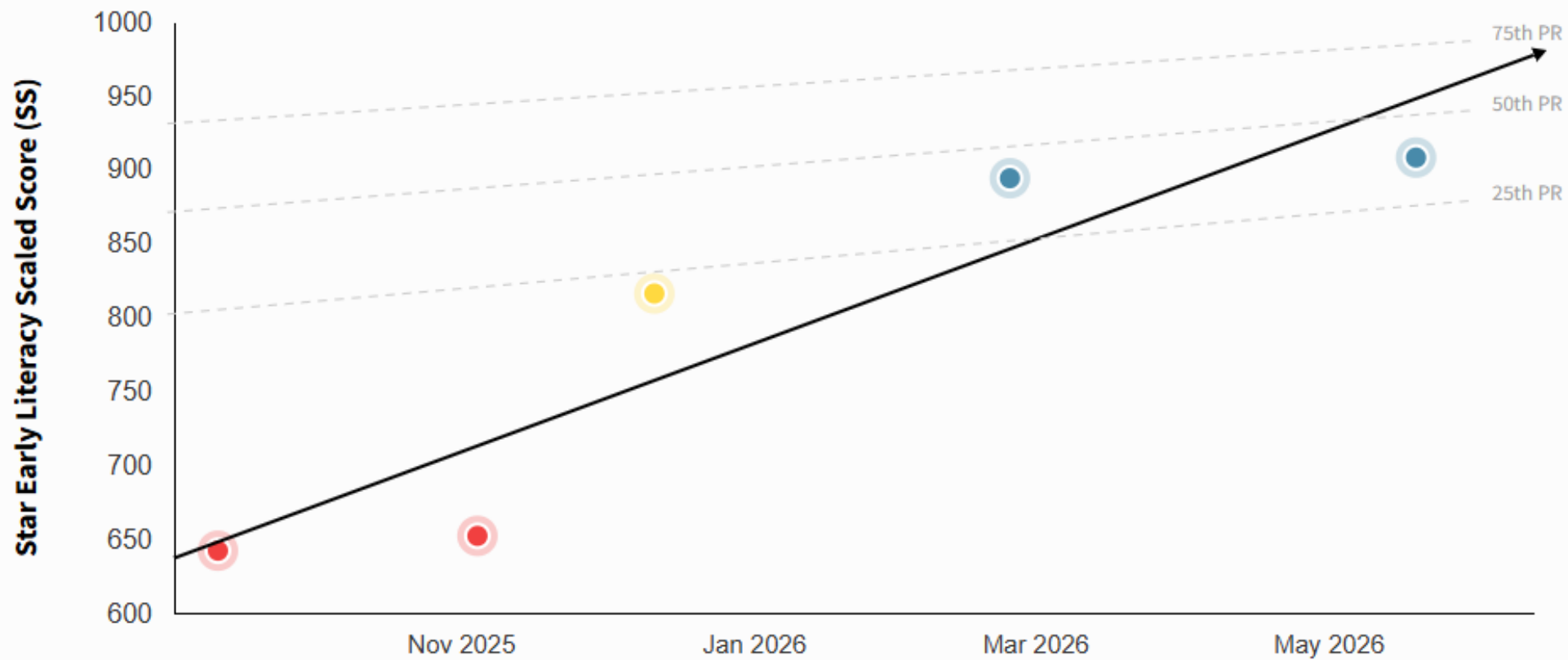
- STAR Reading- Curriculum Based Measures (ex. Passage Reading Fluency)
- Benchmark taken in Sept./Dec./May
- Students receiving intervention or being monitored will have progress assessed more frequently



● At/Above Benchmark ● On Watch ● Intervention



Student Example- 2nd Grade



Star Early Literacy Test Scores

● At/Above Benchmark ● On Watch ● Intervention ● Urgent Intervention

→ **Trend line** is statistically calculated after four or more tests to show the direction the scores are moving.

-- **PR lines** represent the 25th, 50th, and 75th percentile ranks (PR) for this grade

Test	Test Date	SS	GE	PR	PR Range	NCE	IRL	ZPD
5	9/11/25	642	<PK	3	3 - 3	10.4	0.0	0.0 - 0.0
4	11/4/25	652	<PK	3	1 - 3	10.4	0.0	0.0 - 0.0
3	12/11/25	816	1.3	21	12 - 32	33	0.0	0.0 - 0.0
2	2/23/26	894	2.3	40	23 - 61	44.7	0.0	0.0 - 0.0
1	5/19/26	908	2.5	35	23 - 51	41.9	0.0	0.0 - 0.0

Supporting Students

- **Benchmark testing (happens in F/W/S)**
- **Data Teams – Team comes together to discuss concerns, place in intervention**
- **Progress Monitoring – assessments that happen between benchmarking to track progress and make adjustments to interventions as needed (time, group size, curriculum, etc.)**
- **Continued supports in classroom and intervention**
- **On-track to meet the goal?**

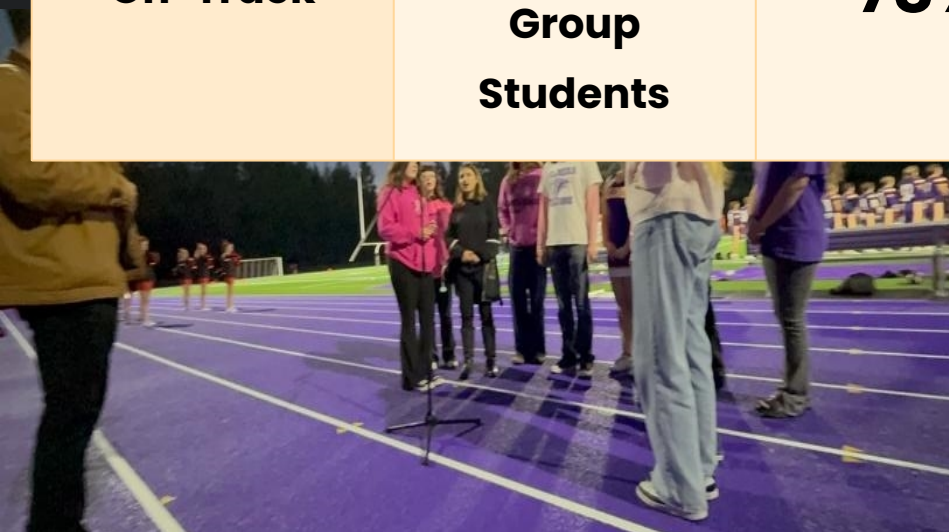


9TH GRADE ON-TRACK

Ninth Grade On-Track:

The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

Metric	Target Type	23-24	24-25	25-26 Goal	25-26 Actual
9th Grade On-Track	Baseline: All Students	81%	82.9%	82.8%	
9th Grade On-Track	Stretch: All Students	81%	82.9%	86.2%	
9th Grade On-Track	Gap-Closing: All Focal Group Students	78%	84.6%	79%	





9TH GRADE ON-TRACK

Ninth Grade On-Track:

The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

3rd Quarter Grades

- 2023-24 36 Students, 77 Total Failures
- 2024-25 23 Students, 50 Total Failures
- 2025-26 25 Students, 54 Total Failures

- **9th Grade Success Team – Meets monthly**
- **Focused Future Success Classes**
- **1-1 Meetings with CTE/School Success Coordinator**





9TH GRADE ON-TRACK

85% On-Track

- 99 9th Grade Students
- 13 Not On-Track
- 10 More - Can Not Fail Anymore this Semester

Ninth Grade On-Track:

The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.

- **9th Grade Success Team – Meets monthly**
- **Focused Future Success Classes**
- **1-1 Meetings with CTE/School Success Coordinator**





4 - YEAR GRADUATION

Four-year Graduation:

The percentage of students earning a regular or modified diploma within four years of entering high school.

- **2 Counselors to support EHS Students**
- **Credit Recovery**
- **Graduation Committee**

Metric	Target Type	23-24	24-25	25-26 Goal
4 Year Cohort Graduation	Baseline: All Students	77.6%	88.78%	87%
4 Year Cohort Graduation	Stretch: All Students	77.6%	88.78%	93.7%
4 Year Cohort Graduation	Gap-Closing: All Focal Group Students	63.83%	85.96%	86%





5 - YEAR COMPLETION

Five-year Completion:

The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.

- **2 Counselors to support EHS Students**
- **Credit Recovery**
- **Graduation Committee**

Metric	Target Type	23-24	24-25	25-26 Goal
5 Year Completion	Baseline: All Students	93.02%	85.29%	93.25%
5 Year Completion	Stretch: All Students	93.02%	85.9%	94.4%
5 Year Completion	Gap-Closing: All Focal Group Students	87.5%	78.85%	90.8%





FRSD NEXT STEPS

OSAS Deep-Dive

- **July School Board Meeting**
- **Provide Board with OSAS Background**
- **Look closely at a few grade levels over time (Longitudinal)**
- **Discuss academic impacts – strengths – weaknesses – possible solutions**



FRSD NEXT STEPS

- **Continue to focus work around PGTs**
- **Support buildings in creating a Student Support Team Handbook that breaks down the process and steps for their Multi-Tiered Systems of Support (MTSS)**
- **Be intentional with professional development and learning**
- **Engage families and community members (ex. attendance messaging)**
- **Interim Assessments 3rd-11th**

QUESTIONS?



FERN RIDGE SCHOOL DISTRICT 28J
RESOLUTION NO. #25-26/12

RESOLUTION ADOPTING THE BUDGET

BE IT RESOLVED that the Board of the Fern Ridge School District 28J hereby adopts the budget for fiscal year 2026-2027 in the total of **\$51,864,509**. This budget is now on file at the District Administration Office.

RESOLUTION MAKING APPROPRIATIONS

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2026, and for the purposes shown below are hereby appropriated:

GENERAL FUND	
1000 Instruction	\$ 11,283,131
2000 Support Services	\$ 9,683,207
5200 Interfund Transfers	\$ 718,500
6000 Contingency	\$ 419,327
TOTAL GENERAL FUND	\$ 22,104,165
SPECIAL REVENUE FUND	
1000 Instruction	\$ 4,629,515
2000 Support Services	\$ 3,377,353
3000 Enterprise & Community Services	\$ 1,477,799
4000 Facility Acquisition & Construction	\$ 1,188,375
6000 Contingency	\$ 3,298,119
TOTAL SPECIAL REVENUE FUNDS	\$ 13,971,161
DEBT SERVICE FUND	
5100 Debt Service	\$ 3,846,832
TOTAL DEBT SERVICE FUNDS	\$ 3,846,832
CAPITAL FUND	
2000 Support Services	\$ 105,000
4000 Facility Acquisition & Construction	\$ 7,895,000
TOTAL GENERAL FUND	\$ 8,000,000
TOTAL APPROPRIATIONS, ALL FUNDS	\$ 47,922,158
TOTAL UNAPPROPRIATED AND RESERVE AMOUNTS, ALL FUNDS	\$ 3,942,351
TOTAL ADOPTED BUDGET	\$ 51,864,509

RESOLUTION IMPOSING THE TAX

BE IT RESOLVED that the following ad valorem property taxes are hereby imposed for tax year 2026-2027 upon the assessed value of all taxable property within the District:

- (1) At the rate per \$1,000 of assessed value of \$4.8240 for permanent rate tax;
- (2) In the amount of \$2,956,869 for debt service for general obligation bonds

RESOLUTION CATEGORIZING THE TAX

BE IT RESOLVED that the taxes imposed are hereby categorized for purposes of Article XI section 11b as:

Education Limitation	
Permanent Rate Tax	\$4.8240 / \$1,000
Excluded from Limitation	
General Obligation Debt Service	\$ 2,956,869

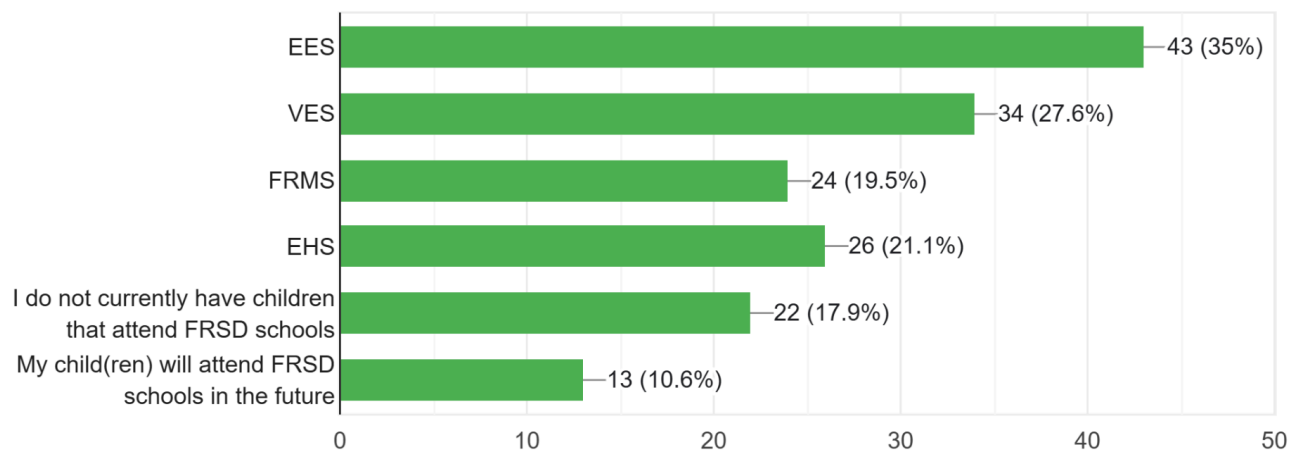
The above resolution statements were approved, and declared adopted on this 15th day of June, 2026.

WC Grover, Chairperson
Board of Directors

Gary Carpenter, Superintendent

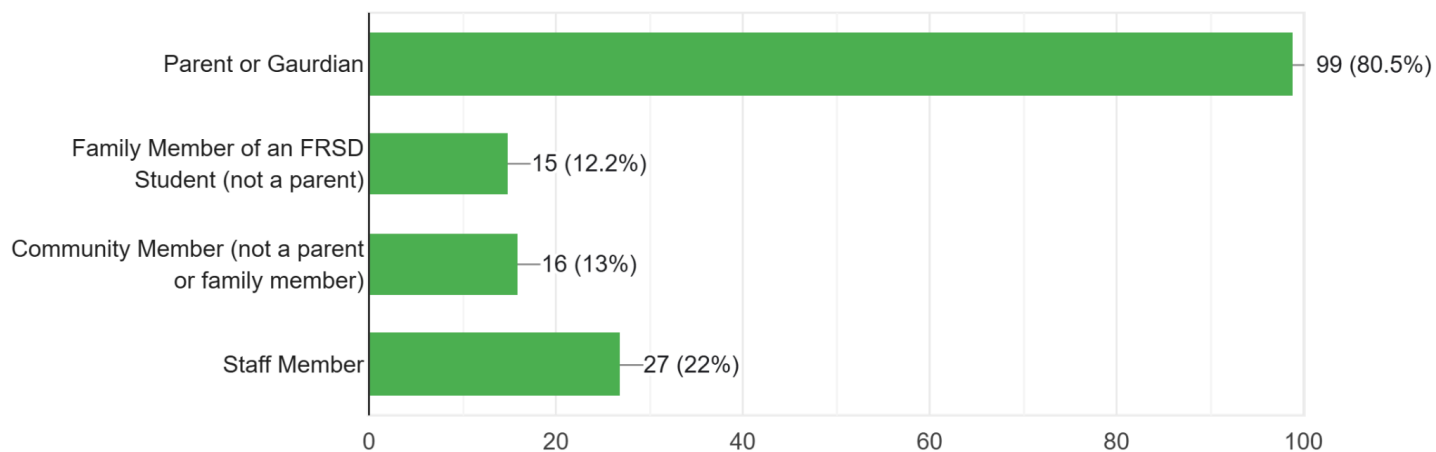
I am a parent/guardian of children in the following schools

123 responses



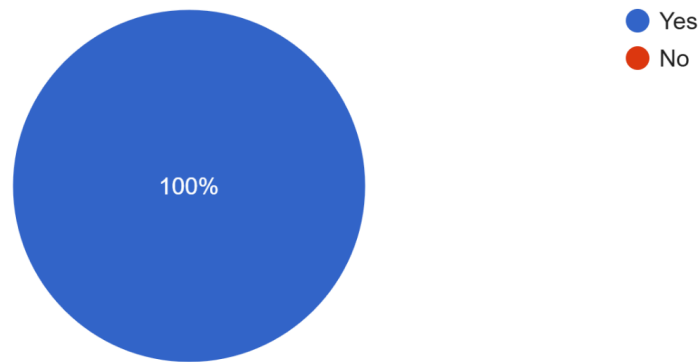
Status (select all that apply)

123 responses



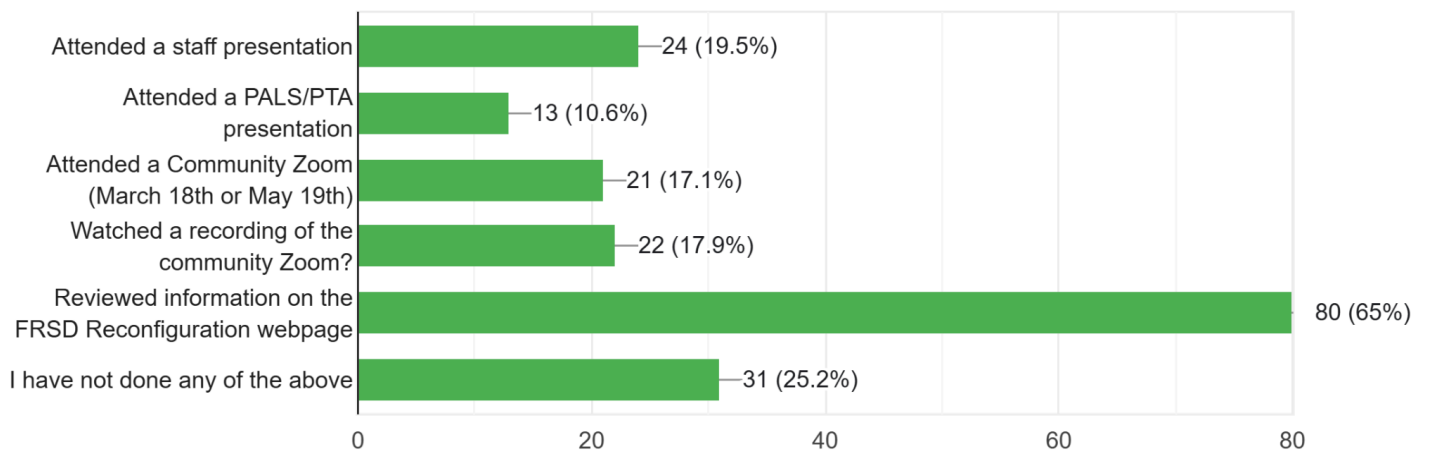
I have read and understand the statement above:

123 responses



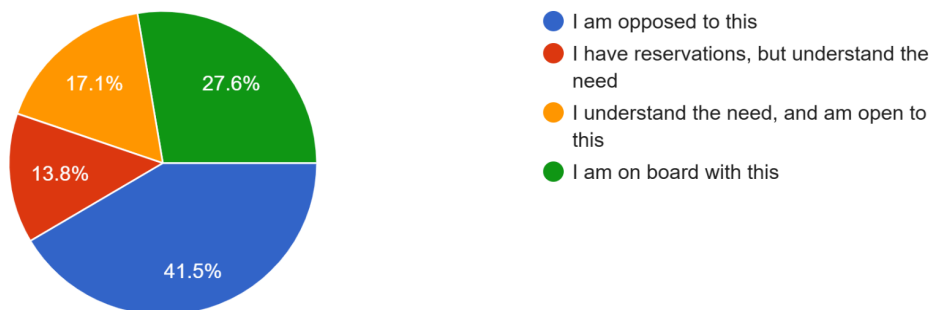
Have you participated in any of the following regarding K-2 /3-5 Reconfiguration?

123 responses



Level of support

123 responses



OSBA Model Sample Policy

Code: EEACC
Adopted:

Student Conduct on School Buses

The following regulations will govern student conduct on school buses and Type 10 School Activity Vehicles if used for transporting students from home to school, school to home and to and from district-sponsored activities and will be posted in a conspicuous place in all buses:

1. Students being transported are under authority of the bus driver;
2. Fighting, wrestling or boisterous activity is prohibited on the bus;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening;
5. Students will not bring firearms, weapons or other potentially hazardous material on the bus;
6. Students will not bring animals, except approved service animals, on the bus;
7. Students will remain seated while the bus is in motion;
8. Students may be assigned seats by the bus driver;
9. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;
10. Students will not extend their hands, arms or heads through the bus windows;
11. Students will have written permission to leave the bus other than for home or school;
12. Students will converse in normal tones; loud or vulgar language is prohibited;
13. Students will not open or close windows without permission of the driver;
14. Students will keep the bus clean and must refrain from damaging it;
15. Students will be courteous to the driver, fellow students and passersby;
16. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

The superintendent will establish other administrative regulations as necessary for the safe conduct of students riding district school buses or other forms of district transportation and for disciplinary procedures. Such regulations will be available to all parents and students and posted in each school bus or other district vehicle.

Students who violate bus rules of conduct may be denied the use of district transportation.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)
[ORS 820.100 to -820.190](#)

[OAR 581-021-0050 to -0075](#)
[OAR 581-023-0040](#)
[OAR 581-053-0002](#)
[OAR 581-053-0003](#)

[OAR 581-053-0004](#)
[OAR 581-053-0010](#)
[OAR 581-053-0210](#)

Letter Opinion, Office of the OR Attorney General (Nov. 22, 1988).

Fern Ridge School District 28J

Code: **EEACC-AR**

Adopted: 3/10/08

Readopted: 5/23/05, 12/12/05, 3/10/08

Orig. Code(s): 6351 AR

Discipline Procedures for District-Approved Student Transportation

All students eligible for district-approved student transportation shall receive safety instruction and a code of conduct.

Violation of the code of conduct or conduct which jeopardizes the health/safety of self and/or others may result in the loss of district-approved transportation services.

The following procedures address:

- | | |
|-------------------------|--------------------------------|
| 1. Safety instructions; | 6. Right of appeal; |
| 2. Code of conduct; | 7. Reinstatement; |
| 3. Violations; | 8. Education; |
| 4. Suspension; | 9. Special education students. |
| 5. Expulsion; | |

1. Safety Instructions

- a. Each September and January the transportation supervisor will direct all bus drivers to conduct a safety review with all students who are regularly transported by the district.
 - (1) Safe school bus riding procedures, including but not limited to loading, unloading, crossing etc;
 - (2) Use of emergency exits; and
 - (3) Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.
- b. Each September and January the transportation supervisor will direct all bus drivers to conduct a safety review with all other students.
 - (1) The drivers shall review safe bus riding procedures.
 - (2) The drivers shall review use of emergency exits.
- c. The transportation supervisor will record dates and content of safety instructions by each driver. Such information shall be kept as a part of the district's records.

2. Code of Conduct

Each year the district will include the following transportation rules in the student/parent handbook or issue a code of conduct to all students and parents accompanied by the following form to be acknowledgment of being read and understood. The district will provide interpretation to those students/parents whose primary language is not English.

While riding a school bus, students will:

1. Obey the driver at all times;
2. Not throw objects;
- *3. Not have in their possession any weapon as defined by Board policy JFCJ - Weapons in the Schools;
- *4. Not fight, wrestle or scuffle;
- *5. Not stand up and/or move from seats while the bus is in motion;
- *6. Not extend hands, head, feet or objects from windows or doors;
- *7. Not possess matches or other incendiaries and concussion devices;
- *8. Use emergency exits only as directed by the driver;
- *9. Not damage school property or the personal property of others;
- *10. Not threaten or physically harm the driver or other riders;
- *11. Not do any disruptive activity which might cause the driver to stop in order to reestablish order;
- *12. Not make disrespectful or obscene statements;
- *13. Not possess and/or use tobacco, alcohol or illegal drugs;
14. Not eat or chew gum;
15. Not carry glass containers or other glass objects;
16. Not take onto the bus skateboards, musical instruments or other large objects which might pose safety risks or barriers to safe entry and exit from the bus;
17. Accept assigned seats;
18. Stay away from the bus when it is moving;
19. Be at the bus stop five minutes before the scheduled pick up time (schedules will be posted on all buses);
- **20. Answer to coaches, teachers and chaperons who are responsible for maintaining order on trips.

* These regulations, if broken, are SEVERE violations with severe consequences because of the threat to the safety of others.

** Coaches, teachers and chaperons: (1) must have a copy of the bus regulations and know them before going on a trip; and (2) must position themselves on the bus as to be in control of discipline at all times.

I have read the above rules and have discussed them with my student. We understand the importance of this code of conduct.

Parent

Student

3. Violations

Each year the district will include the following procedures for violations in the student/parent handbook or issue the procedures to all students and parents accompanied by a form to be signed as an acknowledgment of being read and understood.

The district will provide interpretation to those students/parents whose primary language is not English.

DISCIPLINARY PROCEDURES FOR VIOLATIONS

1. First Citation - Warning*: The driver verbally restates behavior expectations and issues a warning citation*. The driver may assign the student to a particular seat.
2. Second Citation*: The student is suspended from the bus until a conference, arranged by the transportation supervisor, has been held with the student, the parent, the bus driver, the transportation supervisor and the principal.
3. Third Citation* of the year: The student receives a 5- to 10-day suspension and will not be able to ride the bus until a conference, arranged by the transportation supervisor, has been held with the student, the parent, the bus driver, the transportation supervisor and the principal. Further violations of bus regulations will be considered a severe violation.
4. Severe Violations: Any severe violation may result in the immediate suspension of the student for a minimum of 10 days, and up to a 1-year expulsion. There will be a hearing at this time, arranged by the transportation supervisor, involving the student, the bus driver, the transportation supervisor, the parent and the principal.
5. In all instances, the appeal process may be used if the student and/or parent desires.

* All citations must be signed by the parents, the transportation supervisor, the bus driver and the principal before the student will be allowed to ride the bus again.

Definitions:

“Suspension” means any disciplinary removal, other than expulsion, for up to 10 school days.

“Expulsion” means any disciplinary removal beyond 10 school days up to one calendar year.

APPEAL PROCEDURE

If a student or parent wishes to appeal the application of the discipline policy, the steps outlined below should be used. If the student or parent wishes to complain about a school employee's decision, use policy KLD - Public Complaints about District Personnel.

- STEP 1: The student or his/her representative will discuss the issue with [the transportation supervisor] and principal.
- STEP 2: If the student is not satisfied with the outcome of the discussion, he/she may file a written statement with the principal and transportation supervisor. This is to be done within 10 school days of the act or condition which is the basis of the complaint. The administration will, within three school days, arrange a student, parent, [transportation supervisor], principal conference with the goal of resolving the issue.
- STEP 3: Within five school days, the principal is to communicate, in writing, the decision to the student and the student's parents.
- STEP 4: If, after five school days from receipt of the administrator's reply, the issue still remains unresolved, the student may submit the matter in writing to the superintendent. The superintendent will meet with the student within three school days and will respond to the issue, in writing, within five school days after the appeal.
- STEP 5: If the issue is still unresolved, the student may appeal to the Board. The Board will notify persons involved that a hearing will be held within 14 days of receipt of the appeal. The Board shall review correspondence, hear relevant facts and respond to the student within three school days following the hearing.

Please return this signed form to the driver on or before the second day of school.

I have read and understand the transportation contract plan. I understand that transportation is an important service and that the safety of my student is the primary concern.

Student's Name	Parent's Signature	Date
----------------	--------------------	------

Bus Route #	Phone Numbers: (Home)		(Work)
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School _____

4. Suspension Procedures

Due process procedures used by the district governing student behavior shall be applied. Normally the suspension process shall be in accordance with the following procedures:

- a. Suspension hearings shall be conducted in private, and will be more informal than is the case of an expulsion hearing. The hearing will be conducted by the [superintendent or designated representative. The procedure should be more of a conversation between the two parties than a formal hearing;
- b. The student will be informed of the violation(s) and given the opportunity to be heard and present his/her view of the occurrence;
- c. If a suspension follows, the student will be given the reason(s) for the action, the duration of the suspension and the tentative procedures for reinstatement;
- d. If possible, parents will be notified immediately by telephone of the suspension and given reasons for the action. The parents will be encouraged to conference with the building administrator. Arrangement should be made for the student's transportation to and from school and to other school activities;
- e. A written communication will be mailed to the student and parents within one workday restating the reasons for the action(s), the duration of the suspension and procedure for arranging a mutually satisfactory time for a conference for possible readmittance;
- f. The written communication shall state that the parent may appeal the reason for suspension and the duration of suspension to the appropriate administrator;
- g. In special or emergency circumstances, a suspension may be continued until some specific pending action occurs, such as a physical or mental examination, incarceration by court action or if there is a serious risk that substantial harm will occur if the suspension is terminated pending an intended expulsion.

SCHOOL BUS INCIDENT REPORT

Date: _____ Route: _____ AM _____ PM

Dear Parents:

This report is to inform you of disciplinary action taken as a result of your student's actions which jeopardized the safety and well-being of all students on the bus. We urge you to support this corrective action by impressing upon your student the need for safety on our school buses.

_____ has been cited for an infraction of the rules listed below:

Description of incident:

☐	*Failed to obey driver.	_____
☐	*Threw an object(s).	_____
☐	*Possessed a weapon or other dangerous object(s).	_____
☐	*Fought, wrestled, scuffled.	_____
☐	*Stood/Changed seat with bus moving.	_____
☐	*Extended from bus door/window.	_____
☐	*Possessed matches, incendiaries, etc.	_____
☐	*Used emergency exit.	_____
☐	*Vandalism of property.	_____
☐	*Threatened/Harmed driver/rider.	_____
☐	*Disruption: Driver stopped bus.	_____
☐	*Disrespectful and/or obscene statements.	_____
☐	*Possessed alcohol, tobacco, unlawful drugs.	_____
☐	Eating or chewing gum.	_____
☐	Possessed glass container or object.	_____
☐	Impeded movement of bus.	_____

*** An asterisk may result in loss of transportation service with no warning citation.**

- () Warning
- () Second Citation: _____ may suspend until conference
- () Third Citation: _____ 5-10 day suspension
- () SEVERE INFRACTION: 10-day suspension to 1-year expulsion

Route Number: _____ Driver Signature: _____

Student Phone Number: _____ Parent Signature: _____

District Representative: _____

CITATIONS MUST BE SIGNED BY PARENT

5. Expulsion Procedures

- a. Due process procedures used by the district governing student behavior shall be applied. Students will not be expelled without a hearing unless the student's parents waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

- (1) Notice will be given to the student and the parent by personal service or by certified mail at least five school days prior to the scheduled hearing. Notice will include:
 - (a) The specific charge or charges;
 - (b) The conduct constituting the alleged violation, including the nature of the evidence of the violation;
 - (c) A recommendation for expulsion;
 - (d) The student's right to a hearing;
 - (e) When and where the hearing will take place; and
 - (f) The right to representation.
- (2) The superintendent or designee will act as hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will conduct the hearing and will not be associated with the initial actions of the building administrators;
- (3) In case the parent or student has difficulty understanding the English language or has other serious communication disabilities, the district will provide a translator;
- (4) The student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney and/or parent. The school district's attorney may be present;
- (5) The student will be afforded the right to present his/her version of the charge(s) and to introduce evidence by testimony, writings or other exhibits;
- (6) The student will be permitted to be present and to hear the evidence presented by the district;
- (7) The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. Findings of fact as to whether the student has committed the alleged conduct will be submitted to the Board, along with the officer's decision on disciplinary action, if any, including the duration of any expulsion. This decision will be available in identical form to the Board, the student and the student's parents at the same time;
- (8) The hearings officer or the student may make a record of the hearing;
- (9) The hearings officer's decision is final. However, this decision may be appealed to the Board. At its next regular meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision. Parents or students who wish to appeal the hearings officer's decision will have the opportunity to be heard at the time the Board reviews the decision;

(10) Expulsion hearings will be conducted in private and Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing by the hearings officer, the following will not be made public:

- (a) The name of the minor student;
- (b) The issues involved;
- (c) The discussion;
- (d) The vote of Board members, which may be taken in executive session.

6. Right of Appeal

- a. At each step of the discipline procedures used in district-approved transportation services, parents, students and/or a representative have a right to appeal.
- b. All appeals must be in writing.
- c. Appeals are to be made to the responsible person at the level of appeal.
- d. Final appeal may be made to the Board.
- e. Board decisions are final.

7. Reinstatement

A conference to discuss reinstatement shall be conducted under the following guidelines:

- a. When deemed necessary, parent(s) and student shall be present at the conference;
- b. The [principal] shall fully explain matters and permit the parties involved to fully explain their positions;
- c. The principal shall make a decision which provides guidelines for the student to follow when transportation services are reinstated.

8. Education

- a. Disciplinary action for violating the transportation code of conduct and/or transportation health and safety requirements shall be confined to district-approved transportation services.

Therefore, students who have lost district-approved transportation services through a disciplinary action shall be expected to continue with the district's educational requirements.

- b. Students' academic grades will reflect academic achievement. Therefore, misconduct or absenteeism shall not be a sole criterion for grade reduction. Students will be expected to continue to meet the district's attendance and educational requirements.
- c. Makeup work may be provided:

If makeup work is needed, the district's policy and procedures will be followed.

- d. Alternative education may be provided:

If alternative education is needed, the district's policy and procedures will be followed.

9. Special Education Students

Special education students will be disciplined in accordance with Board policy JGDA/JGEA – Discipline of Disabled Students and accompanying administrative regulation. the following:

a. Definition

The district applies the following definitions when considering disciplinary action:

- (1) “Behavioral intervention plan” means an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.
- (2) “Current educational placement” means the type of educational placement of the student as described in the student’s “annual determination of placement” document at the time of the disciplinary removal. It does not mean the specific location or school but the types of placement on the continuum of placement options.
- (3) “Disciplinary removal” means suspension, expulsion or other removal from school for disciplinary reasons, including removals pending completion of a risk assessment. It does not include:
 - (a) Removals by other agencies;
 - (b) Removals for public health reasons (e.g. head lice, immunizations, communicable diseases, etc.);
 - (c) In-school suspensions if the student continues to have access to the general curriculum and to special education and related services as described in the student’s IEP, and continues to participate with nondisabled students to the extent they would in their current placement; or
 - (d) Bus suspensions, unless the student’s IEP includes transportation as a related service, the district makes no alternative transportation arrangements for the student, and the student does not attend school as a result of the bus suspension.

“Functional behavioral assessment” means an individualized assessment of the student that results in a team hypothesis about the function of a student’s behavior and, as appropriate, recommendations for a behavior intervention plan.

“Suspension” means any disciplinary removal other than expulsion.

b. Disciplinary Change of Placement

- (1) Disciplinary removal of a student with a disability constitutes a change in the student’s educational placement when:
 - (a) The removal is for more than 10 consecutive school days; or
 - (b) The removal is for more than 10 cumulative school days and constitutes a pattern of removals.
- (2) The district may consider any unique circumstances on a case-by-case basis when

determining whether to order a disciplinary change in placement.

c. Manifestation Determination

- (1) Within 10 days of any decision to initiate a disciplinary change in placement of a student with a disability, the district convenes a manifestation determination meeting.
- (2) The district follows all required special education procedures for determining whether a student's conduct that led to a disciplinary removal from school was caused by, or had a substantial relationship to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

d. Disciplinary Removals for up to 10 School Days

- (1) The district may remove students with disabilities from their current educational placement, to an appropriate interim alternative educational setting, another setting, or suspension, for up to 10 school days in a school year to the same extent, and with the same notice, for violation of a code of conduct as for students without disabilities. These removals are not considered a change in placement.
- (2) During disciplinary removals for up to 10 school days:
 - (a) The district is not required to provide access to special education and the general curriculum unless students without disabilities are provided access during this time.
 - (b) The district is not required to determine whether the student's behavior resulting in the disciplinary removal is a manifestation of the student's disability.
 - (c) The district counts days of suspension for the purposes of procedural safeguards as follows:
 - i) Suspensions of a half day or less will be counted as a half day; and
 - ii) Suspensions of more than a half day will be counted as a whole day;
 - iii) If a student moves from another district in Oregon, any days of suspension from the former district apply, unless the district does not have knowledge of previous suspensions.

e. Disciplinary Removals of More than 10 Cumulative School Days and Pattern of Removal

- (1) The district may remove students with disabilities from their current educational placement to an appropriate interim alternative educational setting, another setting or suspension for additional periods of up to 10 days in a school year to the same extent, and with the same notice as for students without disabilities, if the removals do not constitute a pattern. These removals do not constitute a change in placement.
- (2) In determining whether removals of additional periods of up to 10 school days constitute a pattern or removals, school personnel will consider, on a case by case basis:
 - (a) Whether the behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - (b) Additional factors such as the length of each removal, the total number of days of

removal, and the proximity of removals to one another.

- (3) During removals of additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will provide services that are necessary to enable the student to:
 - (a) Continue to participate in the general education curriculum;
 - (b) Progress toward achieving the goals in the student's IEP; and
 - (c) The services and location for delivery of services in this section will be determined by school personnel, in consultation with at least one of the student's teachers, or by the student's IEP team.
 - (4) The determination regarding whether a series of removal constitutes a pattern is subject to review in an expedited due process hearing.
- f. Removal to an Interim Alternative Educational Setting for Not More Than 45 Days by the District under Special Education Circumstances
- (1) The district may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year for a drug or weapon violation, or for infliction of serious bodily injury, without regard to whether the behavior is manifestation of the student's disability. This removal is considered a change in placement. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order such a removal.
 - (2) For the purpose of determining a drug or weapon violation or serious bodily injury, the district will apply the following definitions:
 - (a) "Drug" means illegal drug or controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or otherwise legally possessed. It does not include alcohol or tobacco.
 - (b) "Drug violation" means the use, possession, sale or solicitation of drugs at school or a school function.
 - (c) "Infliction of serious bodily injury" means serious bodily injury caused by a student to another person while at school, on school premises or at a school function under the jurisdiction of ODE or a district.
 - (d) "Serious bodily injury" means bodily injury, which involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 - (e) "Weapon" means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that it does not include a pocket knife with a blade of less than 2 ½ inches in length.
 - (f) "Weapon violation" means carrying a weapon to school or to a school function or acquiring a weapon at school.
 - (3) On the date that the district decides to remove a student to an interim alternative

educational placement because of a drug or weapon violation or for serious bodily injury, the district notifies that parent(s) of the decision and gives the parent(s) a Procedural Safeguards Notice.

- (4) Within 10 school days of any decision to remove the student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the district:

- (a) Convenes a meeting to determine whether the behavior is a manifestation of the student's disability; and
- (b) Conducts, as appropriate, a functional behavior assessment, and develops a behavior intervention plan based on the functional behavior assessment that is designed to address the behavior so it does not recur.

g. Removal to an Interim Alternative Educational Setting for Not More than 45 Days by Administrative Law Judge for Injurious Behavior

- (1) The district may request an expedited due process hearing to obtain an administrative law judge's order to remove a student to an interim alternative educational setting for not more than 45 school days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.
- (2) The interim alternative educational setting must meet the requirements of the "Interim Alternative Educational Setting" section.

h. Interim Alternative Educational Setting

When a student with a disability is placed in an interim alternative educational setting, the setting:

- (1) Is determined by the student's IEP; and
- (2) Enables the student to:
 - (a) Continue to participate in the general curriculum, although in another setting;
 - (b) Progress toward achieving the goals in the student's IEP; and
 - (c) Receive services and modifications designed to address the misconduct that led to placement in the interim alternative educational setting and to prevent the misconduct from recurring.

i. Placement Pending Appeal

If a parent disagrees with the manifestation determination or any decision about placement related to the disciplinary removal and requests a due process hearing, the student will remain in the interim alternative educational setting pending the decision of the administrative law judge, or until the end of the disciplinary removal, whichever is shorter, unless the parent and district agree to another placement pending the hearing.

j. Conduct and Outcome of a Manifestation Determination

- (1) Within 10 school days of any decision to change the placement of a student with a disability for disciplinary reasons, the district convenes a manifestation determination meeting.
- (2) The team that determines whether a student's behavior that led to a disciplinary removal from school was caused by, or had a substantial relationship to the student's disability or was a direct result of the district's failure to implement the student's IEP, includes the parent(s), district representatives and other relevant members of the IEP team, as determined by the parent and district.
 - (a) The team reviews all relevant student information, including the student's IEP, teacher observations and information provided by the parent.
 - (b) The team concludes that the conduct in question is a manifestation of the student's disability if it determines the behavior was caused by, or had a substantial relationship to, the child's disability, or if it was the direct result of the district's failure to implement the IEP.
- (3) If the team determines that the district did not implement the student's IEP or identifies other deficiencies in the student's IEP or placement, the district corrects the identified deficiencies immediately.
- (4) Regardless of whether the behavior was a manifestation of the student's disability, the district may remove the student to an interim alternative educational setting for weapons or drug violations or for infliction of serious bodily injury for up to 45 days.
- (5) When behavior is a manifestation of disability.

If the team concludes that the behavior was a manifestation of the student's disability:

- (a) The district will not proceed with a disciplinary removal for more than 10 days.
- (b) The district conducts a functional behavioral assessment and develops a behavior plan to address the behavior that led to the disciplinary action. If the district has already conducted a functional behavioral assessment or if the student already has a behavior intervention plan regarding that behavior, the district reviews, modifies as necessary and implements the plan to address the behavior.
- (c) The district may review and revise the student's IEP and placement through normal IEP and placement processes.
- (d) The district may enter into an agreement with the parent to change the student's placement as part of the modification of the behavioral intervention plan.
- (e) If the district believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others, the district may appeal the decision of the manifestation determination team by requesting an expedited due process hearing. An administrative law judge who concludes that maintaining the current educational placement is substantially likely to result in injury to the student or to others may order a change in placement to an interim alternative educational setting for no more than 45 days.

(6) When behavior is not a manifestation of disability.

If the IEP team determines that the student's behavior is not a manifestation of the student's disability the district may proceed with disciplinary removals, in the same manner and for the same duration, as would be applied to students without disabilities. If the district takes such action, applicable to all students, the district:

- (a) Notifies the parent(s) of the decision to remove the student on the date that decision is made and gives the parents a Procedural Safeguards Notice;
- (b) Give the parent(s) prior written notice of any proposed change in placement;
- (c) Provides services to the student in an interim alternative educational setting that is determined by the IEP team; and
- (d) Provides, as appropriate, a functional behavioral assessment, develops appropriate behavioral interventions to address the behavior and implements those interventions.

k. Protections for Students not yet Eligible for Special Education

- (1) The district will follow all special education disciplinary procedures for a student who has not yet been identified as a student with a disability if the district had knowledge that the student had a disability and needed special education.
- (2) The district is presumed to have such knowledge if, before the behavior that precipitated the disciplinary action occurred:
 - (a) The student's parent(s) expressed a concern in writing to supervisory or administrative school personnel, or to a teacher of the student, that the student is in need of special education and related services;
 - (b) The student's parent(s) requested a special education evaluation of the student; or
 - (c) The student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the district's special education director or other district supervisory personnel.
- (3) The district is not presumed to have knowledge of a disability if:
 - (a) The parent has not allowed an evaluation of the student or has refused the initial provision of special education services to the student; or
 - (b) The student has been evaluated and found not eligible for special education services.
- (4) If the district did not have knowledge before taking disciplinary action against the student, the district may take the same disciplinary actions as applied to students without disabilities who engaged in comparable behaviors. However:
 - (a) If a special education evaluation is requested, or if the district initiates a special education evaluation, the evaluation will be conducted in an expedited manner.
 - (b) Until the evaluation is completed, the student may remain in the educational placement determined by school personnel, which may include suspension,

- expulsion or placement in alternative education.
- (c) Upon completion of the evaluation, if the student is determined to be a student with a disability, the district will conduct an IEP meeting to develop an IEP and determine placement and will provide special education and related services in accordance with the IEP.
 - (d) The district will apply the IDEA discipline protections beginning on the date of the eligibility determination.

OSBA Model Sample Policy

Code: EEACC-AR
Revised/Reviewed:

Discipline Procedures for District-Approved Student Transportation

All students eligible for district-approved student transportation shall receive safety instruction and be provided the behavior expectations outlined in a code of conduct for district-approved student transportation.

Violation of the code of conduct or conduct which jeopardizes the health or safety of themselves and/or others, may result in the loss of district-approved transportation services.

1. Safety Instructions

- a. Within the first 6 weeks of school and in January, the transportation supervisor will direct all bus drivers to conduct instruction with all students who are regularly transported by the district.

The instruction will include:

- (1) Safe school bus riding procedures, including but not limited to loading, unloading and crossing;
- (2) Use of emergency exits; and
- (3) Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.

- b. Within the first 6 weeks of school and in January, the transportation supervisor will direct all bus drivers to conduct instruction with all other students.

The instruction will include:

- (1) Safe school bus riding procedures, including but not limited to loading, unloading and crossing; and
- (2) Use of emergency exits.

- c. The transportation supervisor will record dates and the content of the instructions given by each driver. Such information shall be kept as a part of the district's records.

2. Student Conduct on School Buses

Each year the district will include the following transportation rules in the student/parent handbook or issue a code of conduct to all students and parents accompanied by a form to be signed as acknowledgment of being read and understood. The district will provide interpretation to those students/parents whose primary language is not English.

The following regulations will govern student conduct on school buses and will be posted in a conspicuous place in all buses:

1. Students being transported are under authority of the bus driver;
2. Fighting, wrestling or boisterous activity is prohibited on the bus;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening;
5. Students will not bring firearms, weapons or other potentially hazardous material on the bus;
6. Students will not bring animals, except approved assistance guide animals, on the bus;
7. Students will remain seated while bus is in motion;
8. Students may be assigned seats by the bus driver;
9. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;
10. Students will not extend their hands, arms or heads through bus windows;
11. Students will have written permission to leave the bus other than for home or school;
12. Students will converse in normal tones; loud or vulgar language is prohibited;
13. Students will not open or close windows without permission of the driver;
14. Students will keep the bus clean and must refrain from damaging it;
15. Students will be courteous to the driver, fellow students and passersby;
16. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

The superintendent will establish other regulations as necessary for the safe conduct of students riding district school buses or other forms of district transportation and for disciplinary procedures. Such regulations will be available to all parents and students and posted in each school bus or other district vehicle. Students who violate bus rules of conduct may be denied the use of district transportation.

3. Education

- a. Disciplinary action for violating the transportation code of conduct and/or transportation health and safety requirements shall be confined to district-approved transportation services. Students who have lost district-approved transportation services through a disciplinary action shall be expected to continue with the district's educational requirements.
- b. Students' academic grades will reflect academic achievement. Misconduct or absenteeism shall not be a sole criterion for grade reduction. Students will be expected to continue to meet the district's attendance and educational requirements.
- c. Makeup work may be provided. If makeup work is needed, the district's policy and procedures will be followed.
- d. Alternative education may be provided. If alternative education is needed, the district's policy and procedures will be followed.

4. Special Education Students

Special education students will be disciplined in accordance with Board policy JGDA - Discipline of Students with Disabilities and its accompanying administrative regulation.

5. Violations

The district will include procedures for responding to violations of the code of conduct in the student/parent handbook.

The district will provide interpretation to those students/parents whose primary language is not English.

6. Suspension Procedures

The due process procedures for suspension of a student, in violation of Board policy EEACC - Student Conduct on School Buses or this administrative regulation, are found in Board policy JGD - Suspension.

7. Expulsion Procedures

The due process procedures for expulsion of a student, in violation of Board policy EEACC - Student Conduct on School Buses or this administrative regulation, are found in Board policy JGE - Expulsion.

8. Right of Appeal

- a. At each step of the discipline procedures used in district-approved transportation services, a parent, the student and/or a representative for the student has the right to an appeal.
- b. An appeal must be in writing.
- c. An appeal will be made to the responsible person at the appropriate level of appeal.
- d. A final appeal may be made to the Board.
- e. The Board's decision will be final.

9. Reinstatement

A conference to discuss reinstatement shall be conducted under the following guidelines:

- a. When deemed necessary, parent(s) and student shall be present at the conference;
- b. The principal shall fully explain matters and permit the parties involved to fully explain their positions;
- c. The principal shall make a decision which provides guidelines for the student to follow if, or when, transportation services are reinstated.

Violations

Each year the district will include the following procedures for violations in the student/parent handbook or issue the procedures to all students and parents accompanied by a form to be signed as an acknowledgment of being read and understood.

DISCIPLINARY PROCEDURES FOR VIOLATIONS

1. First Citation - Warning*: **First citation**, please consider it a warning and review the importance of school bus "Code of Conduct" with your student. No parent conference is required at this time; however, you or a representative of the school district may request one.
2. Second Citation*: **Second citation**; there may be discipline which may include a two (2) day suspension of riding privileges. No conference is required at this time; however, you or a representative of the school district may request one.
3. Third Citation*: **Third citation**; there may be discipline which may include a five (5) day suspension up to a one-year expulsion of riding privileges. There may be a mandatory parent, school principal, bus driver, and transportation supervisor conference required. Please contact the First Student office at 935-1969 to set this appointment. Your student will not be allowed to resume bus riding privileges until this conference is held.
4. Severe Violations: **SEVERE INFRACTION**, may result in suspension of up to one year from District provided student transportation. There is a mandatory conference required before your student is allowed to resume riding privileges on any Fern Ridge school bus. Please contact the First Student office at 935-1969 to set up this conference.

In all instances, the appeal process may be used if the student and/or parent desires.

*Citations will be shared with building principals. Building principals will: meet with student(s) and call parents/guardians to discuss the citation and any disciplinary action.

Definitions:

"Suspension" means any disciplinary removal, other than expulsion, for up to 10 school days.

"Expulsion" means any disciplinary removal beyond 10 school days up to one calendar year.

APPEAL PROCEDURE

If a student or parent wishes to appeal the application of the discipline policy, the steps outlined below should be used.

A student or parent that wishes to complain about a school employee's decision, will use Board policy KL - Public Complaints.

- Step 1: The student or their representative will discuss the issue with the transportation supervisor and principal.
- Step 2: If the student is not satisfied with the outcome of the discussion, they may file a written statement with the principal or the transportation supervisor. This is to be done within 10 school days of the act or condition which is the basis of the complaint. The administration will, within three school days, arrange a conference with the student, a parent, the transportation supervisor and the principal with the goal of resolving the issue.
- Step 3: Within five school days, the principal is to communicate, in writing, the decision to the student and a parent.
- Step 4: If, after five school days from receipt of the principal's reply, the issue still remains unresolved, the student or parent may appeal the decision of the principal in writing to the superintendent. The superintendent will meet with the student and a parent within three school days and will respond to the issue, in writing, within five school days after the appeal.
- Step 5: If the issue is still unresolved, the student or parent may appeal the decision of the superintendent in writing to the Board. The Board will notify persons involved that a hearing will be held within 14 days of receipt of the appeal. The Board shall review correspondence, hear relevant facts and respond to the student within three school days following the hearing.

Please return this signed form to the driver on or before the second day of school following receipt.

I have read and understand the transportation contract plan. I understand that transportation is an important service and that the safety of my student is the primary concern.

Student's Name Parent's Signature Date

Bus Route # _____ Phone Numbers: (Home) _____ (Work) _____

School _____

FERNRIDGE SCHOOL DISTRICT 28J
SCHOOL BUS CONDUCT REPORT

Office Use:

Date: ___ / ___ / ___

Route: _____ AM PM

School _____
Grade _____
Phone _____

Dear Parent:

This report is to inform you of disciplinary action taken as a result of your student's actions which jeopardized the safety and wellbeing of students on the bus. We urge you to support this corrective action by impressing upon your student the need for safety on our school buses.

_____ has been cited for infraction of the rules listed below:

- ☐ Failed to obey the instructions of the bus driver
- ☐ Threw an object(s)
- ☐ Possessed dangerous weapons/objects
- ☐ Fought, wrestled or scuffled on bus
- ☐ Stood up or changed seat with bus moving
- ☐ Extended arm/hand/limb from door/window
- ☐ Used emergency exit without permission
- ☐ Vandalism of property
- ☐ Threatened/harmed driver/rider
- ☐ Disruption (driver had to stop bus to regain order)
- ☐ Possessed alcohol, tobacco, drugs
- ☐ Used vulgar/profane language on bus
- ☐ Eating or drinking
- ☐ Possessed glass container or object
- ☐ Impeded movement of bus
- ☐ Other (see description of incident)

Description of Incident:

CONSEQUENCES

- ☐ This is the **first citation**, please consider it a warning and review the importance of school bus "Student Conduct on School Buses" with your student. No parent conference is required at this time; however, you or a representative of the school district may request one.
- ☐ This is the **second citation**; there may be discipline which may include a two (2) day suspension of riding privileges. No conference is required at this time; however, you or a representative of the school district may request one.
- ☐ This is the **third citation**; there may be discipline which may include a five (5) day suspension up to a one-year expulsion of riding privileges. There may be a mandatory parent, school principal, bus driver, and transportation supervisor conference required. Please contact the First Student office at 541-935-1969 to set this appointment. Your student will not be allowed to resume bus riding privileges until this conference is held.
- ☐ This is a **SEVERE INFRACTION**, which may result in suspension of up to one year from District provided student transportation. There is a mandatory conference required before your student is allowed to resume riding privileges on any Fern Ridge school bus. Please contact the First Student office at 541-935-1969 to set up this conference.

Discipline assigned _____

Suspension will begin on ___ / ___ / ___ and end on ___ / ___ / ___ Riding privileges will resume on ___ / ___ / ___

Driver Signature: _____

Principal Signature: _____

Student Signature: _____

Parent Signature: _____ / ___ / ___

Citation Copies : To first Student-_____ To Parents-_____ Student File-_____

OSBA Model Sample Policy

Code: JGDA
Adopted:

Discipline of Students with Disabilities**

When considering student disciplinary procedures that may result in removal of the student, the district follows all special education procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) if:

1. The student is receiving individualized education program (IEP) services; or
2. The student has not yet been identified as a student with a disability, but the district had knowledge that the student had a disability and needed special education.

For a violation of a code of conduct, the district may remove a student with a disability from a current educational placement to an appropriate interim alternative educational setting, another setting, or suspension, for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities, if the removals do not constitute a pattern. The district may remove a student with disabilities for additional periods of up to 10 days if the removals do not constitute a pattern. The determination regarding whether a series of removals constitutes a pattern is subject to review in an expedited due process hearing.

Disciplinary removal of a student with a disability constitutes a change in the student's educational placement when the removal is for more than 10 consecutive school days, or the removal is for more than 10 cumulative school days and constitutes a pattern of removals. When considering whether to order a disciplinary change of placement the district may consider any unique circumstances on a case-by-case basis. Any decision to initiate a disciplinary change in placement requires a determination of whether the conduct leading to the disciplinary removal was caused by, or was substantially related to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

For a violation involving drugs, weapons or the infliction of serious bodily injury, the district may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year without regard to whether the behavior is a manifestation of the student's disability. This removal is considered a change in placement.

The district will provide educational services to a student who is suspended or expelled for more than 10 school days in a school year. These services may be provided in a different location or interim alternative educational setting as determined by the IEP and placement teams.

END OF POLICY

Legal Reference(s):

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.252](#)

[ORS 343.177](#)

[OAR 581-015-2400](#)

[OAR 581-015-2405](#)

[OAR 581-015-2410](#)

[OAR 581-015-2415](#)

[OAR 581-015-2420](#)

[OAR 581-015-2425](#)

[OAR 581-015-2430](#)

[OAR 581-015-2435](#)

[OAR 581-015-2440](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1415(k) (2012).

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.507, § 300.508(a)-(c); §§ 300.510-300.514; §§ 300.530-300.536 (2017).

OSBA Model Sample Policy

Code: JGDA-AR
Adopted:

Discipline of Students with Disabilities**

1. Definition

- a. The district applies the following definitions when considering disciplinary action:
 - (1) “Behavioral intervention plan” means an individualized plan, including positive interventions, designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.
 - (2) “Current educational placement” means the type of educational placement of the student as described in the student’s “annual determination of placement” document at the time of the disciplinary removal. It does not mean the specific location or school but the types of placement on the continuum of placement options.
 - (3) “Disciplinary removal” means suspension, expulsion or other removal from school for disciplinary reasons, including removals pending completion of a risk assessment. It does not include:
 - (a) Removals by other agencies;
 - (b) Removals for public health reasons (e.g., head lice, immunizations, communicable diseases);
 - (c) In-school suspensions if the student continues to have access to the general curriculum and to special education and related services as described in the student’s individualized education program (IEP), and continues to participate with nondisabled students to the extent they would in their current placement; or
 - (d) Bus suspensions, unless the student’s IEP includes transportation as a related service, the district makes no alternative transportation arrangements for the student, and the student does not attend school as a result of the bus suspension.
- b. “Functional behavioral assessment” means an individualized assessment of the student that results in a team hypothesis about the function of a student’s behavior and, as appropriate, recommendations for a behavior intervention plan.
- c. “Suspension” means any disciplinary removal other than expulsion.

2. Disciplinary Change of Placement

- a. Disciplinary removal of a student with a disability constitutes a change in the student’s educational placement when:
 - (1) The removal is for more than 10 consecutive school days; or
 - (2) The removal is for more than 10 cumulative school days and constitutes a pattern of removals.
- b. The district may consider any unique circumstances on a case-by-case basis when determining whether to order a disciplinary change in placement.

3. Manifestation Determination

- a. Within 10 days of any decision to initiate a disciplinary change in placement of a student with a disability, the district convenes a manifestation determination meeting.
- b. The district follows all required special education procedures for determining whether a student's conduct that led to a disciplinary removal from school was caused by, or had a substantial relationship to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

4. Disciplinary Removals for up to 10 School Days

- a. The district may remove students with disabilities from their current educational placement to an appropriate interim alternative educational setting, another setting or suspension, for up to 10 school days in a school year, to the same extent and with the same notice for violation of a code of conduct as for students without disabilities. These removals are not considered a change in placement.
- b. During disciplinary removals for up to 10 school days:
 - (1) The district is not required to provide access to special education and the general curriculum unless students without disabilities are provided access during this time.
 - (2) The district is not required to determine whether the student's behavior resulting in the disciplinary removal is a manifestation of the student's disability.
 - (3) The district counts days of suspension for the purposes of procedural safeguards as follows:
 - (a) Suspensions of a half day or less will be counted as a half day; and
 - (b) Suspensions of more than a half day will be counted as a whole day;
 - (c) If a student moves from another district in Oregon, any days of suspension from the former district apply, unless the district does not have knowledge of previous suspensions.

5. Disciplinary Removals of More than 10 Cumulative School Days and Pattern of Removal

- a. The district may remove students with disabilities from their current educational placement to an appropriate interim alternative educational setting, another setting or suspension for additional periods of up to 10 days in a school year, to the same extent and with the same notice as for students without disabilities, if the removals do not constitute a pattern. These removals do not constitute a change in placement.
- b. In determining whether removals of additional periods of up to 10 school days constitute a pattern of removals, school personnel will consider, on a case-by-case basis:
 - (1) Whether the behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - (2) Additional factors such as the length of each removal, the total number of days of removal and the proximity of removals to one another.

- c. During removals of additional periods of up to 10 school days in a school year that do not constitute a pattern, the district will provide services that are necessary to enable the student to:
 - (1) Continue to participate in the general education curriculum;
 - (2) Progress toward achieving the goals in the student's IEP; and
 - (3) The services and location for delivery of services in this section will be determined by school personnel, in consultation with at least one of the student's teachers, or by the student's IEP team.
 - d. The determination regarding whether a series of removal constitutes a pattern is subject to review in an expedited due process hearing.
6. Removal to an Interim Alternative Educational Setting for Not More Than 45 Days by the District under Special Education Circumstances
- a. The district may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year, for a drug or weapon violation or for infliction of serious bodily injury, without regard to whether the behavior is manifestation of the student's disability. This removal is considered a change in placement. School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order such a removal.
 - b. For the purpose of determining a drug or weapon violation or serious bodily injury, the district will apply the following definitions:
 - (1) "Drug" means illegal drug or controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or otherwise legally possessed. It does not include alcohol or tobacco.
 - (2) "Drug violation" means the use, possession, sale or solicitation of drugs at school or a school function.
 - (3) "Infliction of serious bodily injury" means serious bodily injury caused by a student to another person while at school, on school premises or at a school function under the jurisdiction of the Oregon Department of Education (ODE) or a district.
 - (4) "Serious bodily injury" means bodily injury, which involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 - (5) "Weapon" means a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that it does not include a pocket knife with a blade of less than 2-1/2 inches in length.
 - (6) "Weapon violation" means carrying a weapon to school or to a school function or acquiring a weapon at school.
 - c. On the date that the district decides to remove a student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the district notifies that parent(s) of the decision and gives the parent(s) a *Procedural Safeguards Notice*.
 - d. Within 10 school days of any decision to remove the student to an interim alternative educational placement because of a drug or weapon violation or for serious bodily injury, the district:

- (1) Convenes a meeting to determine whether the behavior is a manifestation of the student's disability; and
 - (2) Conducts, as appropriate, a functional behavior assessment, and develops a behavior intervention plan based on the functional behavior assessment that is designed to address the behavior so it does not recur.
7. Removal to an Interim Alternative Educational Setting for Not More than 45 Days by Administrative Law Judge for Injurious Behavior
 - a. The district may request an expedited due process hearing to obtain an administrative law judge's order to remove a student to an interim alternative educational setting for not more than 45 school days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.
 - b. The interim alternative educational setting must meet the requirements of the "Interim Alternative Educational Setting" section.
8. Interim Alternative Educational Setting

When a student with a disability is placed in an interim alternative educational setting, the setting:

 - a. Is determined by the student's IEP; and
 - b. Enables the student to:
 - (1) Continue to participate in the general curriculum, although in another setting;
 - (2) Progress toward achieving the goals in the student's IEP; and
 - (3) Receive services and modifications designed to address the misconduct that led to placement in the interim alternative educational setting and to prevent the misconduct from recurring.
9. Placement Pending Appeal

If a parent disagrees with the manifestation determination or any decision about placement related to the disciplinary removal and requests a due process hearing, the student will remain in the interim alternative educational setting pending the decision of the administrative law judge, or until the end of the disciplinary removal, whichever is shorter, unless the parent and district agree to another placement pending the hearing.
10. Conduct and Outcome of a Manifestation Determination
 - a. Within 10 school days of any decision to change the placement of a student with a disability for disciplinary reasons, the district convenes a manifestation determination meeting.
 - b. The team that determines whether a student's behavior that led to a disciplinary removal from school was caused by, or had a substantial relationship to the student's disability or was a direct result of the district's failure to implement the student's IEP, includes the parent(s), district representatives and other relevant members of the IEP team, as determined by the parent and district.
 - (1) The team reviews all relevant student information, including the student's IEP, teacher observations and information provided by the parent.

- (2) The team concludes that the conduct in question is a manifestation of the student's disability if it determines the behavior was caused by, or had a substantial relationship to, the child's disability, or if it was the direct result of the district's failure to implement the IEP.
- c. If the team determines that the district did not implement the student's IEP or identifies other deficiencies in the student's IEP or placement, the district corrects the identified deficiencies immediately.
- d. Regardless of whether the behavior was a manifestation of the student's disability, the district may remove the student to an interim alternative educational setting for weapons or drug violations or for infliction of serious bodily injury for up to 45 days.
- e. When behavior is a manifestation of disability.

If the team concludes that the behavior was a manifestation of the student's disability:

- (1) The district will not proceed with a disciplinary removal for more than 10 days.
- (2) The district conducts a functional behavioral assessment and develops a behavior plan to address the behavior that led to the disciplinary action. If the district has already conducted a functional behavioral assessment or if the student already has a behavior intervention plan regarding that behavior, the district reviews, modifies as necessary and implements the plan to address the behavior.
- (3) The district may review and revise the student's IEP and placement through normal IEP and placement processes.
- (4) The district may enter into an agreement with the parent to change the student's placement as part of the modification of the behavioral intervention plan.
- (5) If the district believes that maintaining the current placement of the child is substantially likely to result in injury to the student or to others, the district may appeal the decision of the manifestation determination team by requesting an expedited due process hearing. An administrative law judge who concludes that maintaining the current educational placement is substantially likely to result in injury to the student or to others may order a change in placement to an interim alternative educational setting for no more than 45 days.
- f. When behavior is not a manifestation of disability.

If the IEP team determines that the student's behavior is not a manifestation of the student's disability, the district may proceed with disciplinary removals in the same manner and for the same duration as would be applied to students without disabilities. If the district takes such action, applicable to all students, the district:

- (1) Notifies the parent(s) of the decision to remove the student on the date that decision is made and gives the parents a *Procedural Safeguards Notice*;
- (2) Give the parent(s) prior written notice of any proposed change in placement;
- (3) Provides services to the student in an interim alternative educational setting that is determined by the IEP team; and
- (4) Provides, as appropriate, a functional behavioral assessment, develops appropriate behavioral interventions to address the behavior and implements those interventions.

11. Protections for Students not yet Eligible for Special Education

- a. The district will follow all special education disciplinary procedures for a student who has not yet been identified as a student with a disability if the district had knowledge that the student had a disability and needed special education.
- b. The district is presumed to have such knowledge if, before the behavior that precipitated the disciplinary action occurred:
 - (1) The student's parent(s) expressed a concern in writing to supervisory or administrative school personnel, or to a teacher of the student, that the student is in need of special education and related services;
 - (2) The student's parent(s) requested a special education evaluation of the student; or
 - (3) The student's teacher or other school personnel expressed specific concerns about a pattern of behavior demonstrated by the student directly to the district's special education director or other district supervisory personnel.
- c. The district is not presumed to have knowledge of a disability if:
 - (1) The parent has not allowed an evaluation of the student or has refused the initial provision of special education services to the student; or
 - (2) The student has been evaluated and found not eligible for special education services.
- d. If the district did not have knowledge before taking disciplinary action against the student, the district may take the same disciplinary actions as applied to students without disabilities who engaged in comparable behaviors. However:
 - (1) If a special education evaluation is requested, or if the district initiates a special education evaluation, the evaluation will be conducted in an expedited manner.
 - (2) Until the evaluation is completed, the student may remain in the educational placement determined by school personnel, which may include suspension, expulsion or placement in alternative education.
 - (3) Upon completion of the evaluation, if the student is determined to be a student with a disability, the district will conduct an IEP meeting to develop an IEP and determine placement and will provide special education and related services in accordance with the IEP.
 - (4) The district will apply the Individuals with Disabilities Education Act (IDEA) discipline protections beginning on the date of the eligibility determination.



Fern Ridge School District 28J

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Classified/Confidential/Manager/Coach Employees Resignations/New Hires/Transfers/Other Report June 15, 2026

Resignations/Retirements

1. Resignation of Jennifer Gent, Assistant 3.5 Secretary I at Veneta Elementary School, effective June 11, 2026.

New Hires/Transfers

1. Hiring of Shaina Brown, Assistant 3.5 Secretary I at Veneta Elementary School, effective August 31, 2026.

Other

1. None at this time.

Coaches

1. Hiring of Pete Frazee, Head Cross Country Coach at Elmira High School, effective August 17, 2026.
2. Resignation of Aaron Garcia, JV 2 Boys Basketball Coach at Elmira High School, effective May 4, 2026.
3. Resignation of Jeannie Core, JV Volleyball Coach at Elmira High School, effective January 29, 2026.
4. Resignation of Nick Anderson, JV Girls Basketball Coach at Elmira High School, effective April 20, 2026.