

AGENDA	CORBETT SCHOOL DISTRICT REGULAR SCHOOL BOARD MEETING ZOOM virtual 35800 E Historic Columbia River Highway Corbett, Oregon 97019	7:00 PM Wednesday, August 18, 2021
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1. PRELIMINARY BUSINESS	
1. Call to Order	
2. Review and Acceptance of Agenda	3
3. Board Chair Report Information Item	
a. <b>RESOLUTION NO. 8.24-21 - RESOLVED</b> that the Board adopt the resolution as attached in the Board packet regarding local Board decisions.	<b>5</b>
2. Approval of Minutes Action Item	7
3. Introduction and Comments of Guests and Representatives	18
a. Rock Mershon, patron	
1. Principal / Director/ Supervisor Reports	22
4. FINANCIAL REPORTS / MATTERS	
1. Report Information Item	45
5. Interim Superintendent Wold's Report Information item	
1. Enrollment Update	
2. Update on Corbett School campus upgrades and/or grants	
6. CONSENT AGENDA	
1. <b>Consent agenda **Resolution items 8.27-21** through 8.36-21**</b>	<b>47</b>
<b>Action Items</b>	
7. CURRICULUM	125
8. STUDENTS	
9. TRANSPORTATION, BUILDINGS AND MAINTENANCE	
10. CO-CURRICULAR ACTIVITIES	
11. Personnel	
1. Vacant Positions Information Item	
a. Vacant Positions Information Item	
12. Policy	
1. Corbett Education Association Wellness Incentive Action Item	135
2. First Reading of Policy Section E Information Item	137
13. Matters for the Good of the Order	
14. COMING EVENTS	
1. New hire workshop, Friday, August 20, 2021	
2. Monday-Thursday, August 23-26, 2021 - Teacher In-service and Preparation	
3. Community Open House / Conference (eve), Thursday, August 26, 2021	
4. First Day of School for all students, Monday, August 30, 2021	
Bond Oversight Committee Meeting, Tuesday, August 31, 2021, 7:00 p.m. ZOOM virtual	

5. Monday, September 6, 2021, Labor Day Holiday - no school
  6. Friday, September 10, 2021 - School Day  
Wednesday, September 15, 2021 - Regular School Board Meeting at 7:00 p.m. in  
the MPB/Board Room and via ZOOM
  7. OSBA Annual Convention - November 11-13, 2021 - Salem Convention  
Center/Hybrid
15. ADJOURNMENT

# Corbett School District 39

Code: BDDC  
Adopted: 10/16/19  
Orig. Code(s): BDDC

## Board Meeting Agenda

The Board chair, ~~with the assistance of~~ will assist the superintendent, ~~will prepare~~ in preparing an agenda for all regular meetings of the Board. Items of business may be suggested by any Board member, staff member, student or patron of the district by notifying the superintendent at least five working days prior to the meeting.

A consent agenda may be used by the Board for noncontroversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A Board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.

The agenda will follow a general order established by the Board. Opportunities for the audience to be heard may be included on the agenda. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board.

Items of business not on the agenda may be discussed and acted upon if the majority of the Board agrees to consider them.

The agenda, together with supporting materials, will be distributed by the district office or superintendent to Board members at least three full working days prior to the meeting. The agenda will be available to the press and to interested patrons through the superintendent's office at the same time it is available to the Board members. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets.

A copy of the agenda will be posted on the district website on the day of the meeting.

The district will ensure equally effective communications are provided to qualified persons with disabilities, upon request, as required by the Americans with Disabilities Act.

Appropriate auxiliary aids and services may include, but are not limited to, qualified interpreters, assistive listening systems, note takers, large print, Braille materials, audio recordings and readers. Primary consideration will be given to the request of the person with a disability in the selection of the appropriate auxiliary aid and/or service. Should the Board demonstrate such a request would result in a fundamental alteration in the service, program or activity or an undue financial and administrative burden, an alternate, equally effective communication will be used.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

END OF POLICY

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### Legal Reference(s):

10/06/19 | 111

ORS 192.630

ORS 192.640

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2015); 28 C.F.R. Part 35 (2015).

Americans with Disabilities Act Amendments Act of 2008.

WHEREAS, the Oregon Health Authority, the Oregon Department of Education, and the Oregon Governor revoked local control regarding some COVID-related issues; and

WHEREAS, The Corbett School District has proven that when we have some local control over the health and safety of our students, the outcomes are positive; and

WHEREAS, there was no spread of the current pandemic among students and staff when we returned to in-person learning last spring, and there were no outbreaks or large clusters of cases in our schools; and

WHEREAS, being leaders of our Corbett School District and role models, we are committed obeying directives lawfully issued; and

WHEREAS, penalties for not following legally issued mandates could have a negative financial impact on the school district, and therefore our ability to serve our community; and

WHEREAS, teachers not following legally issued mandates or administrators not enforcing legally issued mandates could have their licenses negatively affected, with suspension or revocation;

Therefore, be it resolved on this 18th day of August, 2021, by the Board of Directors of the Corbett School District, that:

The Corbett School Board of Directors objects to the Oregon State Leadership usurpation of local control; and,

The Corbett School District will make every reasonable effort to comply with any mandates that are lawfully issued; and,

The Corbett School District will make every reasonable effort to keep our students, staff and visitors safe, while simultaneously respecting peoples rights; and,

The Corbett School District will continue to maintain a welcoming, accepting, and civil school learning environment for all during challenging times.

Adopted by the Board of Directors of the Corbett School District #39, Multnomah County, Oregon, this 18th day of August, 2021.

By: \_\_\_\_\_ (Board Chair)

Attest: \_\_\_\_\_ (Superintendent)

# Corbett School District 39

Code: BDDG  
Adopted: 9/17/14  
Orig. Code: BDDG

## Minutes of Board Meetings

The Board secretary will take written minutes of all Board meetings. The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;
2. All motions, proposals, resolutions, orders and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name;
4. The substance of any discussion on any matter;
5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of approved current minutes at the administration office. Minutes need not be approved by the Board prior to being available to the public. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain and make available to staff and other interested patrons an updated copy of the meeting minutes.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential ~~medical records and that student's educational program~~; the discussion; and each Board member's vote on the issue.

END OF POLICY

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### Legal Reference(s):

ORS 192.610 - 192.710

ORS 332.061

House Bill 2514 (2019)

Letter Opinion, Office of the OR Attorney General (Nov. 20, 1970).

# Minutes of Regular Board Meeting, July 21, 2021

Board Approved \_\_\_\_\_  
Corbett School District

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A Regular Meeting of the Board of Trustees of Corbett School District was held Wednesday, July 21, 2021, beginning at 7:00 PM in the Virtual via ZOOM. Board Members present were Bob Buttke; Board Elect David Granberg; Michelle Vo, Rebecca Bratton; Katey Kinnear; Todd Mickalson and Todd Redfern. Also present were Dan Wold, Interim Superintendent; Cindy Duley, Business Manager; Holly Elvins-Dearixon, Curriculum Coordinator/TOSA/ZOOM Moderator and Robin Lindeen-Blakeley, Deputy Clerk/HR Lead. Student Representative, Spencer Arnold was also in attendance beginning at 7:21 p.m. NOTE: The minutes are prepared to coincide with time scheduled matters and the numbering system of the agenda and is not necessarily the actual order of happenings at the meeting.

## 1. Preliminary Business

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/86432510383>

Or iPhone one-tap :

US: +16699006833,,86432510383# or +12532158782,,86432510383#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 929 205 6099 or +1 301 715 8592 or +1 312 626 6799

Webinar ID: 864 3251 0383

International numbers available: <https://us02web.zoom.us/j/86432510383>

### 1.1. Call to Order

**Presenter:** Michelle Vo-Board Chair, called the meeting to order at 7:01 p.m.

### 1.2. Review and Acceptance of Agenda

**Presenter:** Michelle Vo- Board Chair, announced the agenda OK as written.

### **Attachments:** (1)

### 1.3. Board Chair Report Information/Discussion

**Presenter:** Michelle Vo - Board Chair – announced the following information:

**Description:** a. OSBA Summer Board Virtual Conference - Board Leadership and Administrative Professionals Workshop

Fri., July 23, 8 am-1 pm

Registration fee \$80, Registration closed at 5 pm on July 21

Raising the  
Equity Question

Sat., July 24

8 am-4 pm

Registration fee \$160

Registration closed at 5 pm on July 22

b. Board Self-Evaluation for 2021 – Robin tasked to contact OSBA, but there is no Board policy for future reference.

### **Attachments:** (3)

1.4. Administer Oath of Office/Seat new Board member Action Item

**Presenter:** Michelle Vo, Board Chair

Todd Redfern moved and Bob Buttke seconded:

**RESOLUTION NO. 7.1-21- RESOLVED** that the Board swore in new Board member, David Granberg, with oath of office, so he assumed official duties of his board position. (Board Policy BBBB/ORS 332.005)

**Attachments:** (1)

David Granberg read aloud the oath of office and Michelle Vo welcomed him to the Board.  
The vote of the Board was 7-0.

## 2. Elect Board Chair and Board Vice Chair Action Item

**Presenter:** Michelle Vo, Board Chair and/or new Board Chair

Todd Redfern moved and Bob Buttke seconded:

**RESOLUTION NO. 7.2-21 - RESOLVED** that the Board Elected Michelle Vo as Board Chair.

The vote of the Board was 7-0.

Todd Redfern moved and Michelle Vo seconded **RESOLUTION NO. 7.2a-21 - RESOLVED** that the Board Elected Todd Mickalson as Board Vice Chair.

The vote of the Board was 7-0.

(Board Policies BC/BCA and BCB/ORS 332.040)

**Attachments:** (1)

## 3. Approval of Minutes Action Item

**Presenter:** Board Chair, Michelle Vo

Todd Redfern moved and Bob Buttke seconded:

**RESOLUTION NO. 7.3-21 - RESOLVED** that the Board approved the minutes of the Public Hearing 2021-2022 Budget and Regular Board meeting of June 16, 2021.

**Attachments:** (4)

The vote of the Board was 5-2 with abstentions from Katey Kinnear and David Granberg.

## 3.1. Designate Regular Meeting Dates, Time and Place Action Item

**Presenter:** Board Chair, Michelle Vo

**RESOLUTION NO. 7.4-21 - RESOLVED** that the Board approved the Regular School Board meetings for 2021-22 as the third Wednesday of every month except for March 2022, when the meeting will be held on the second Wednesday of the month.

**Attachments:** (1)

Board discussion.

Follow up information for August meeting from Interim Superintendent Wold with September Board meeting in person.

The vote of the Board was 7-0.

10 public attendees and 21 participants at the meeting.

## 4. Introduction and Comments of Guests and Representatives

**Presenter:** Board Chair, Michelle Vo – reminded the audience to use the raise hand function.

There were no public comments.

**Attachments:** (1)

Spencer Arnold, Student Representative, commented that it has been a fun summer and that football was having summer practices. He said graduation was great. He will do a school wide email communication to find a replacement as student representative for next school year. He hopes for better student turnout in baseball next spring.

Mr. Wold noted that August 30 is the first day for school.

## 4.1. Principal / Director/ Supervisor Reports

**Presenter:** Dan Wold, Interim Superintendent, advised there were none for this meeting.

**Attachments:** (1)

## 5. FINANCIAL REPORTS / MATTERS

**Presenter:** Dan Wold, Interim Superintendent and Cindy Duley, Business Manager  
**Attachments:** (4)

#### 5.1. Report Information Item

Ms. Duley noted that she sent an email to the Board today of the preliminary report numbers. There will be more work to show after the July payroll, with the last teacher's pay to reflect then. This is a cleanup month. Auditors will come back earlier this fall and are working across both years. District office is staffed through the summer. BFB was estimated for the budget adoption with \$2.79 million GF.

Michelle Vo noted that the EFB will become the BFB.

Todd Redfern asked when it is finalized.

Ms. Duley expressed that next board meeting will have more concrete numbers with trial balance to auditors on September 9.

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#### 5.2. See 7.1

**Description:** <http://policy.osba.org/corbett/AB/BBA%20D1.PDF>  
<http://policy.osba.org/corbett/D/DJC%20D1.PDF>  
<http://policy.osba.org/corbett/D/DJC%20R%20G1.PDF>

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#### 5.3. See 7.1

**Description:** <http://policy.osba.org/corbett/D/DH%20D1.PDF>

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#### 5.4. See 7.1

**Description:** <http://policy.osba.org/corbett/D/DGA%20D1.PDF>

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#### 5.5. See 7.1

**Description:** <http://policy.osba.org/corbett/D/DG%20D1.PDF>

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#### 5.6. See 7.1

**Description:** <http://policy.osba.org/corbett/C/CB%20D1.pdf>  
<http://policy.osba.org/corbett/C/CBA%20G3.pdf>

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#### 5.7. See 7.1

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**Description:** <http://policy.osba.org/corbett/C/CCA%20D1.pdf>  
<http://policy.osba.org/corbett/D/DJ%20G1.PDF>  
<http://policy.osba.org/corbett/D/DK%20D1.PDF>

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5.8. See 7.1

**Description:** <http://policy.osba.org/corbett/AB/BCG%20D1.PDF>

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5.9. See 7.1

**Description:** <http://policy.osba.org/corbett/D/DK%20D1.PDF>  
<http://policy.osba.org/corbett/D/DJ%20G1.PDF>

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5.10. See 7.1

**Description:** <http://policy.osba.org/corbett/D/DFA%20D1.PDF>  
<http://policy.osba.org/corbett/D/DFA%20R%20G1.PDF>

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5.11. See 7.1

**Description:** <http://policy.osba.org/corbett/AB/BCG%20D1.PDF>

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## 6. Interim Superintendent Wold's Report Information item

**Presenter:** Dan Wold, Interim Superintendent

- a. Summer Learning – going well with lots on campus and also off-campus field trips.
  - b. Woodard Road property project – user group meeting of teachers and staff to weigh in on design phase, 100% complete. Still hopeful for fall 2022 opening.
  - c. Fall opening plans – registration open now and closes on August 15. As of July 21 it looks like there are 1144 families, down 57. We will see when all are back at school. Final guidance for fall as directive on July 22. All students in school all day and every day. Will meet on August 2 for lunch with three principals, three directors, two board members – representatives, to discuss parameters. The three largest districts will require K-8 masking with 9-12 optional, K-5 masking with 6-12 optional and K-12 optional masking.
  - d. Goals for 2021-2022 – not covered at this meeting.
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- 6.1. Enrollment Update – We may want to target numbers for policies regarding lottery. Enrollment cap target was 1050 and we are currently at 1091. 1050 divided by 13 is 81 cap/grade. We are four classes over that, but should not cut kids.  
Board discussion.  
Action item for August.
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## 6.2. Update on Corbett School campus upgrades and/or grants-

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We have about \$88,000 more SIA grant dollars, and all was tied to community input and staffing goals in process decided previously, as well as CTE equipment and supplies.

Board discussion.

## 7. CONSENT AGENDA

Bob Buttke moved and Todd Mickalson seconded:

### 7.1. Consent agenda **\*\*Resolution items 7.5-21\*\* through 7.20-21\*\* Action Items**

**5.2\*\*RESOLUTION NO. 7.5-21\*\* - RESOLVED** that the Board of Directors for Corbett School District is the governing body and Local Public Contract Review Board for the school under ORS 279A.060 as delegated. (Board Policies BBA, DJC (see 13. Policy) and DJC-AR) <https://policy.osba.org/corbett/D/DJC%20R%20G1.PDF>

**5.3\*\*RESOLUTION NO. 7.6-21\*\*- RESOLVED** that the Board bonded Dan Wold, 1.0 FTE Interim Superintendent; Robin Lindeen-Blakeley, 1.0 FTE Deputy Clerk/HR Lead; Debbie Schneider 1.0 FTE and Christie Dillard .75 FTE, Business Office Assistants, each in the amount of \$750,000 fidelity-bonds, as required under ORS 332.525. (Board Policy DH) <https://policy.osba.org/corbett/D/DH%20D1.PDF>

**5.4\*\*RESOLUTION NO. 7.7-21\*\* - RESOLVED** that the Board designated Dan Wold, Interim Superintendent and Robin Lindeen-Blakeley, Deputy Clerk/HR Lead, as custodians of funds who will sign checks for Corbett School District No. 39, Multnomah County, and Dan Wold, Interim Superintendent; and Debbie Schneider, Business Office Assistant, as custodians for Corbett Middle/High School Student Body Account funds in compliance with ORS 328.441; and that such funds be disbursed only in the manner provided in subsection (1) of ORS 328.44 <https://policy.osba.org/corbett/D/DGA%20D1.PDF> <https://policy.osba.org/corbett/D/DH%20D1.I>

**5.5\*\*RESOLUTION NO. 7.8-21\*\* - RESOLVED** that the Board designated Oregon State Treasury Local Government Investment Pool, U.S. National Bank, the Bank of New York Mellon and Zions Bank as depositories for 2021--2022. (ORS 328.441, 294.805-294.895, 328.445 & Board Policy DG - see 13. Policy)

**5.6\*\*RESOLUTION NO. 7.9-21\*\*- RESOLVED** that the Board designated Dan Wold as Chief Administrative Officer/School District Clerk and Budget Officer who should prepare or supervise the preparation of the budget document effective July 1, 2022, in compliance with ORS 294.331 and ORS 332.515. (Board Policy CB and Board Policy CBA - see consent agenda 13.1)

**5.7\*\*RESOLUTION NO. 7.10-21\*\*- RESOLVED** that the Board designated Robin Lindeen-Blakeley, 1.00 FTE Deputy Clerk/HR Lead and Cindy Duley, 1.00 FTE Business Manager through MESD Resolution dollars. (Policy CCA - consent agenda 13.1 and DJ – see Policy 13.)

**5.8\*\*RESOLUTION NO. 7.11-21\*\*- RESOLVED** that the Board confirmed The Hungerford Law Firm as our advisor and representative for legal matters and OSBA Legal Services as assistant representatives.

**5.9\*\*RESOLUTION NO. 7.12-21\*\*- RESOLVED** that the Board authorized its superintendent or the superintendent's designee to enter into and approve payment on contracts for products, services that are within appropriations made by the district school board. (ORS 332.075(2-3) and Board Policy DJ and DJ-AR see 13. Policy)

**5.10\*\*RESOLUTION NO. 7.13-21\*\* - RESOLVED** that Board approved the financial auditors of Talbot, Korvola & Warwick, LLP (ORS 328.465,327.137,297.405)

**5.11\*\*RESOLUTION NO. 7.14-21\*\* - RESOLVED** that the Board approved The Gresham

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Outlook as our designated newspaper of record for official district notices.  
(Policy DJC-AR - see 13. Policy)

**12.1.b.\*\*RESOLUTION NO. 7.15-21\*\* - RESOLVED** that the Board confirmed the hire of Jefferson Bunte, 1.00 FTE 4th/5th Grade Teacher effective August 20, 2021.

**12.1.c.\*\*RESOLUTION NO. 7.16-21\*\* - RESOLVED** that the Board reconfirmed the FMLA/OFLA for Simone Bogar Soo, 1.00 FTE K-8 Music Teacher, effective through December 19, 2021.

**12.1.d.\*\*RESOLUTION NO. 7.17-21\*\* - RESOLVED** that the Board confirmed the hire of Janet Ruddell, .83 FTE K-12 SPED/ED Assistant I, effective August 20, 2021.

**12.1.e.\*\*RESOLUTION NO. 7.18-21\*\* - RESOLVED** that the Board confirmed the hire of 1.0 FTE Intervention Specialist, Summer Bell-Watkins, effective August 20, 2021.

**12.1.f.\*\*RESOLUTION NO. 7.19-21\*\* - RESOLVED** that the Board confirmed the hire of Helen Leedom, 1.0 FTE High School Counselor, effective August 20, 2021.

**13.1.a.\*\*RESOLUTION NO. 7.20-21\*\* - RESOLVED** that the Board confirmed the second reading and adopted Policies or deletions of Section C, as were first read at June 16, 2021 Board meeting.

**Attachments:** (3)

The vote of the Board was 7-0 in favor of **\*\*Resolution Items 7.5-21\*\*** through **7.20-21\*\***.

8. CURRICULUM – New math curriculum coming in the fall. Any questions about critical race theory standards and will continue to do so.

9. STUDENTS- no information at this time in the meeting.

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## 10. TRANSPORTATION, BUILDINGS AND MAINTENANCE

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### 10.1. Pre-Engineered Metal Building for Woodard project Action Item

**Presenter:** Dan Wold, Interim Superintendent – Claudia Becker, Groundskeeper, is working

Hard to get fields ready in fall. The wait would be six months for the pre-engineered metal

with a five-month window, so we are proceeding with legal OK. Financial risk about \$21,000.

Board discussion.

Todd Redfern moved and Bob Buttke seconded:

**RESOLUTION NO. 7.21-21 - RESOLVED** that the Board approved the proposal for 20%

deposit to secure Pre-Engineered Metal Building (PEMB) for Woodard Rd. G.O. Bond

project.

The vote of the Board was 7-0 for Resolution No. 7.21-21.

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11. CO-CURRICULAR ACTIVITIES – Mr. Wold said sports seasons will be scheduled at regular times again this year. Students are pumping iron and Athletic Director is meeting with coaches.

Board discussion.

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12. Personnel

**Presenter:** Dan Wold, Interim Superintendent

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12.1. Sam Wallace, 1.00 FTE 4th/5th Grade Teacher, re-transferred to 8th/9th Grade Teacher for 2021-2022.

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12.1.a. Vacant Positions      Information Item - Read aloud by Chair Vo

We have vacant positions open for the 2021-2022 school year for:

Substitute Bus Drivers; 1.00 FTE AP US History/AP Literature Teacher temporary; 1.0

FTE 6th-12th Learning Specialist; .85 FTE Special Education Assistant 1; Temporary

Music Teacher and High School Assistant Varsity Football Coaches for fall through

Boosters.

<https://corbett.tedk12.com/hire/Index.aspx>

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12.1.b. See 7.1

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12.1.c. See 7.1

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12.1.d. See 7.1

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12.1.e. See 7.1

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12.1.f. See 7.1

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13. Policy

**Presenter:** Michelle Vo, Board Chair

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13.1. Corbett Education Association Wellness Incentive Action Item

**Presenter:** Dan Wold, Interim Superintendent – In 2017 the District and Association an MOU was written and carried into the 2019-20 rollover. When the contract was redone In 2020 it was overlooked. This June the teachers wanted to know about it. Tough year with other negotiations. Mr. Wold presented an alternative for personal days rewording, and it was rejected by ECBC, needing more study. Working with union leadership again and hoping for a different sign off.

Board discussion.

Michelle Vo tabled to take up in August and Bob Buttke seconded:

**RESOLUTION NO. 7.22-21 - RESOLVED** that the Board approve tabled the Wellness Incentive MOU with Corbett Education Association as written in the attachment in the Board packet.

**Attachments:** (1)

13.1.a. See 7.1

**Attachments:** (1)

13.2. First Reading of Policy Section D Information Item

**Attachments:** (1)

13.3. Update Corbett SD School Calendar Action Item

Todd Mickalson moved and Bob Buttke seconded:

**RESOLUTION NO. 7.23-21 - RESOLVED** that the Board update the 2021-22 school calendar to include July 4, 2021 and June 19, 2022 as holidays for 12 month employees, change August 23, 2021 to teacher prep and August 25, 2021 to

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in-service, and increase student contact days to 147 with Friday School on March 11, 2022.

**Attachments:** (1)

Board discussion.

The vote of the Board was 7-0.

14. Matters for the Good of the Order

**Presenter:** Board of Directors

- a. Todd Mickalson requested an email blast about football coaches needed for youth and he will follow up by reaching out to folks.

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15. COMING EVENTS

**Presenter:** Board Chair, Michelle Vo

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15.1. New hire workshop, Friday, August 20, 2021

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15.2. Monday-Thursday, August 23-26, 2021 - Teacher In-service and Preparation

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15.3. Wednesday, August 18, 2021 - Regular School Board Meeting, via ZOOM

(if item 3.1 is approved)

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15.4. Community Open House / Conference (eve), Thursday, August 26, 2021 – 4:00 to

8:00 p.m. with food

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15.5. First Day of School for all students, Monday, August 30, 2021

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15.6. Monday, September 6, 2021, Labor Day Holiday - no school

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15.7. Friday, September 10, 2021 - School Day

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15.8. OSBA Annual Convention - November 11-13, 2021 - Salem Convention

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Center/Hybrid – please let Robin know for signup.

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16. ADJOURNMENT – The Board adjourned at 8:19 p.m.

**Presenter:** Board Chair, Michelle Vo

# Corbett School District 39

Code: BDDH  
Adopted: 1/17/18  
Orig. Code: BDDH

## Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites district community members to attend Board meetings to become acquainted with the program and operation of the district. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids<sup>1</sup> and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, an alternative, equally effective means of communication will be used.

### Audience

During a session of a Board meeting open to the public, members of the public may be invited to present comments during the designated portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.

### Request for an Item on the Agenda

A member of the public may request the superintendent or Board chair consider placing an item on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent or Board chair for consideration at least seven working days prior to the scheduled meeting.

### Procedures for Public Comment at Meetings

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

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<sup>1</sup> Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.
2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.
3. Any person who is invited by the Board chair to speak to the Board during a meeting should state his/her name and address and, if speaking for an organization, the name and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.
4. Statements by members of the public should be brief and concise. The Board chair may use discretion to establish a time limit on discussion or oral presentation by visitors.
5. Questions asked by the public, when possible, will be answered by the Board chair or referred to the superintendent for reply. Questions requiring investigation may, at the discretion of the Board chair, be referred to the superintendent for response at a later time.
6. At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card or sign-in sheet, prior to the Board meeting in order to allow the chair to provide adequate time for each agenda item.

The Board chair should be alert to see that all visitors have been acknowledged and thanked for their presence and for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

### **Petitions**

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

### **Comments Regarding Staff Members**

Speakers may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a legitimate complaint involving a staff member. The association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 165.535](#)  
[ORS 165.540](#)

[ORS 192.610 to -192.690](#)  
[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Americans with Disabilities Act Amendments Act of 2008.

*Baca v. Moreno Valley Unified Sch. Dist.*, 936 F. Supp. 719 (C.D. Cal. 1996).

*Leventhal v. Vista Unified Sch. Dist.*, 973 F. Supp. 951 (S.D. Cal. 1997).

# Corbett School District 39

Code: BDDH-AR  
Revised/Reviewed: 1/17/18  
Orig. Code(s): BDDH-AR

## Public Comment at Board Meetings

(Recommend having this statement/form somewhere on the agenda itself)

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

To make a comment or present a topic during public comment, if the opportunity is available on the Board agenda, please complete the Intent to Speak card and submit it to the Board secretary prior to the start of the meeting. An individual that has submitted an Intent to Speak card and has been invited to speak by the Board chair, will be allowed three minutes.

Any person, who is invited by the Board chair to speak to the Board during a meeting, should state his/her name and address and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

Please keep in mind that reference to a specific employee or group of employees, is prohibited as follows:

Board policy BDDH - Public Comment at Board Meetings:

“Comments Regarding Staff Members -

Speakers may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a legitimate complaint involving a staff member. The association contract governing the employee’s rights will be followed. A commendation involving a staff member should be sent to the superintendent.”

### INTENT TO SPEAK

The Board welcomes your input. Please submit this completed card to the Board secretary prior the start of the meeting.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Address: \_\_\_\_\_  
Email (optional): \_\_\_\_\_  
Topic or comment to be presented (brief description): \_\_\_\_\_

A complaint brought before the Board shall be referred to the proper school authorities. A complaint shall be processed in accordance with Board policy KL - Public Complaints and KL-AR - Public Complaints Procedure. A hearing conducted before the Board regarding personnel shall take place in an executive session.

**The Board requests that a topic or comment is limited to three minutes or less.**

# Corbett School District 39

Code:  
Adopted:

BD/BDA

## Board Meetings (Version 2)

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. "Meeting" means the convening of a quorum of the Board as the district's governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the governing body, i.e. a work session. The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. All meetings will be conducted in compliance with state and federal statutes. All Board meetings, including Board retreats and work sessions, will be held within district boundaries. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business.<sup>1</sup> No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation<sup>2</sup>, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they were not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall provide an interpreter for hearing-impaired persons. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice. Communications with all qualified individuals with disabilities shall be as effective as communications with others.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act and the smoking provisions contained in the Public Meetings Law.

### 1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the organizational meeting in July and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold an organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board

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<sup>1</sup> ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction as long as no deliberations toward a decision are involved.

<sup>2</sup> As defined in ORS 174.100.

meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may also be scheduled if less than a quorum is present at a meeting or additional business still needs to be conducted at the ending time of a meeting. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

## 2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic communication. Electronic communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;
- c. Board meeting agendas or information concerning agenda items;
- d. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals) so long as that information is also being made available to the public;
- e. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members should have the following notice:

*Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by Public Records and Meetings Law.*

## 3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by the Public Meetings Law.

5. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with the state law on public meetings, including notice and minutes. The Board may make official decisions during a work session. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

6. Executive Sessions

Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

END OF POLICY

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**Legal Reference(s):**

ORS 174.100

ORS 174.104

ORS Chapter 192

ORS Chapter 193

ORS 255.335

ORS 332.040 to -332.061

ORS 433.835 to -433.875

38 OR. ATTY. GEN. OP. 1995 (1978)

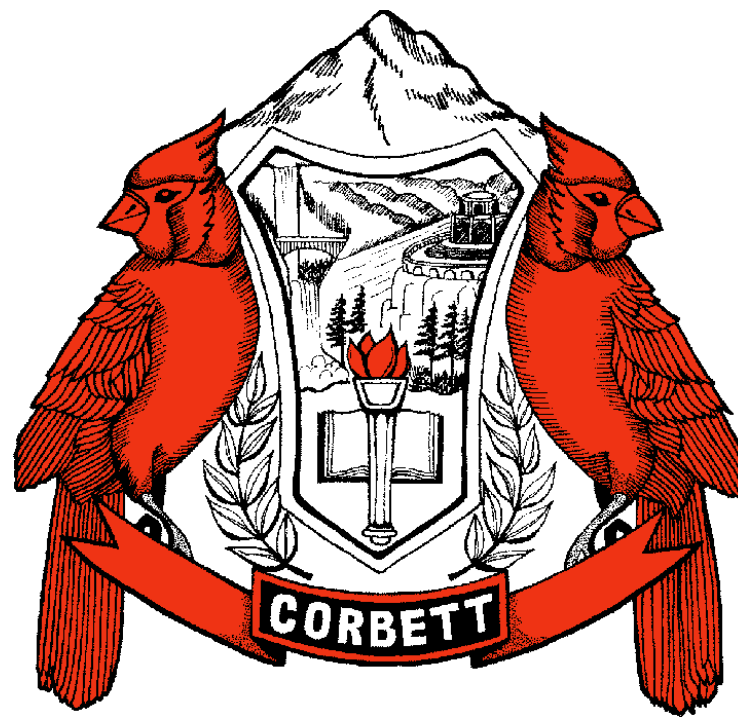
41 OR. ATTY. GEN. OP. 28 (1980)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Americans with Disabilities Act Amendments Act of 2008.

OR. ATTY. GEN. Public Records and Meetings Manual (2014).





**American Rescue Plan Elementary and Secondary  
School Emergency Relief Fund (ARP ESSER);  
OAR 581-022-0106 (State Operational Plan)**

**Safe Return to In-Person Instruction and Continuity of Services Plan**

## District Information

Institution ID: 2186 Institution Name: Corbett School District

District Continuity of Services Plan/RSSL Contact Name and Title:

Holly Dearixon - Curriculum & Assessment Coordinator

Contact Phone: 503-261-4238 Contact Email: hdearixon@corbett.k12.or.us

## Safe Return to In-Person Instruction and Continuity of Services Plan

In order to best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision-making and transparency of health and safety measures in the communities that school districts serve. The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:

- 1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under [Executive Order 21-06](#); and
- 2) Meets the requirements for:
  - a. An operational plan required under [OAR 581-022-0106\(4\)](#), while aligning the [CDC Guidance](#) on School Reopening with the [Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](#) (RSSL Resiliency Framework);
  - b. [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements](#) for Safe Return/Continuity of Services Plan; and
  - c. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](#) (Division 22 requirements).

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As districts plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to [consider and balance](#) the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.

- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

*Continued on next page.*

## Planning Mental Health Supports

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Devote time for students and staff to connect and build relationships	<p>The district has and will continue to enact the following procedures:</p> <ul style="list-style-type: none"> <li>• K- 8 multiage classes</li> <li>• Summer Countdown to Kindergarten Program</li> <li>• All Middle School Team Building at Skamania</li> <li>• 8/9 Academy Jumpstart Orientation</li> <li>• High School Homeroom Period</li> <li>• Middle School/High School Friday Programing</li> </ul>	<p>Corbett School District recognizes the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Corbett SD will continue to apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child. The district continues to implement the Oregon Equity Lens when making decisions related to safe return to-person instruction and continuity of services.</p>
Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences	<p>All teachers will be directed to plan time the first two weeks of school for welcome back activities. Students will have the opportunity to discuss, write about and/or create art related to their experiences during the past year. Throughout the school year teachers will continue to encourage students to find ways to process their experiences. The students will also have the opportunity to meet with mental health professionals individually and in small groups throughout the school year.</p> <p>The student intervention team (SIT) will send out weekly Mantra Monday messages to promote wellness for staff and students.</p>	<ul style="list-style-type: none"> <li>• Create safe and welcoming classroom learning communities.</li> <li>• Implement culturally responsive pedagogy that promotes culturally relevant SEL practices.</li> <li>• Create safe and welcoming classroom learning communities.</li> </ul>

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ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Link staff, students and families with culturally relevant health and mental health services and supports	<ul style="list-style-type: none"> <li>• Students will have the opportunity to meet with mental health professionals throughout the school year.</li> <li>• The Student Intervention Team(SIT) will also work with the classroom teachers to Implement Corbett’s Suicide Prevention Plan. This includes: QPR training (all staff), Sources of Strength (3-5), Look, Listen, Link (6-7), More Than Sad (8-12). <ul style="list-style-type: none"> <li>• The district includes information in the monthly newsletter, on the website and in emails to parents/guardians.</li> <li>• The building principals will include information in their monthly principal chats.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Corbett School District will create programs for underserved populations who are struggling with socio-emotional growth tied to Recovery Service. <ul style="list-style-type: none"> <li>• The SIT team will conduct home visits to make sure that families have access to the health and mental health supports they need.</li> <li>• Materials will be translated into families requested languages.</li> </ul> </li> </ul>
Foster peer/student lead initiatives on wellbeing and mental health	<ul style="list-style-type: none"> <li>• The SIT team will meet with student groups in grades 4-8 to discuss topics related to wellbeing &amp; mental health. <ul style="list-style-type: none"> <li>• Classroom teachers will foster opportunities for student led wellbeing &amp; mental health initiatives within the classroom.</li> <li>• Three student-led teams with a focus on wellbeing &amp; mental health will continue at the high school.</li> <li>• CAPS and the middle school will investigate beginning Student Voice teams focusing on wellbeing &amp; mental health.</li> </ul> </li> </ul>	District leadership will focus on creating diversity within any peer/student-led initiative. An emphasis will be placed on recruiting students from traditionally underrepresented groups.

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## Communicable Disease Management Plan

Please provide a link to the district’s **communicable disease management plan** that describes measures put in place to limit the spread of COVID-19 within school settings. ([OAR 581-022-2220](#)). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the [RSSL Resiliency Framework](#) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: [https://www.multnomahesd.org/uploads/1/2/0/2/120251715/multnomah\\_education\\_service\\_district\\_-](https://www.multnomahesd.org/uploads/1/2/0/2/120251715/multnomah_education_service_district_-)

ARP ESSER Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Coordination with local public health authority(ies) including Tribal health departments	Corbett School District consulted with Multnomah Educational Service District (MESD) to revise and adopt a Comprehensive Communicable Disease Management Plan. The MESD worked with all relevant health services organizations to develop this plan including the LPHA and local tribal health departments. This plan was updated in June 2021.	In creating this plan the MESD consulted with the local LPHA, local health and community organizations in order to plan for the health and safety needs of all students, families and staff members, including Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness.

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## Isolation Plan

Please provide a link to the district's plan to **maintain health care and space** that is appropriately supervised and adequately equipped for providing first aid, and **isolates** the sick or injured child. ([OAR 581-022-2220](#)). If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number. Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the [RSSL Resiliency Framework](#).

Link: <https://docs.google.com/document/d/1ANNabPbJFuvs4rPFef6V9FXbhvLvk2aRgg-c0aEpTs/edit?usp=sharing>

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*Continued on next page.*

## Health and Safety Strategies

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#))

Please complete the table below to include the extent to which the district has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each health and safety strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools, Safe Learners website](#).

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<a href="#">COVID-19 vaccinations</a> to educators, other staff, and students if eligible	<ul style="list-style-type: none"> <li>• Corbett School District will promote access to COVID-19 vaccinations for families, students, staff, and partners through distric wide email messages, on the district website, and in the monthly newsletter.</li> <li>• Focus efforts on increasing awareness and confidence that fully vaccinated people are at low risk of symptomatic or severe infection from COVID-19.</li> <li>• Corbett School District will partner with Multnomah County school health centers to provide access to COVID vaccines.</li> <li>• Corbett School Distrcit’s leadership team will investigate the hosting of a COVID-19 vaccination clinic on site.</li> </ul>	<ul style="list-style-type: none"> <li>• The district will reach out to traditionally underserved groups with vaccine information in requested languages.</li> <li>• The district has access to Transact which provides translations to families in multiple languages.</li> <li>• Transportation will be offered to families for which transportation can be a barrier to accessing resources in the community, including vaccinations and school health centers.</li> <li>• Families whose home language is other than English will be provided translators or interpreters as needed.</li> </ul>

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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p>Universal and correct wearing of <a href="#">face coverings</a></p>	<ul style="list-style-type: none"> <li>• All individuals over two years of age will be required to wear face coverings while indoors during school hours regardless of vaccination status following the rule adopted by OHS on August 2, 2021 (OAR 333-019-1010).</li> <li>• Face coverings will be required on buses.</li> <li>• Face coverings will not be required during outdoor activities (individuals may choose to wear them).</li> <li>• The district will provide face coverings, masks and face shields to anyone who needs one.</li> <li>• Reasonable accommodations will be made for medical needs or disabilities following ODE's Supplemental Face Covering Guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with disabilities or communication challenges will have IEPs or 504s that document the individualized specific accommodations or modifications for face covering use.</li> <li>• Counselors will be available to support who have social emotional challenges.</li> <li>• The district will provide translation and interpretation services as needed to explain the face covering policy.</li> </ul>
<p><a href="#">Physical distancing and cohorting</a></p>	<ul style="list-style-type: none"> <li>• Physical distancing will be supported in all daily activities and instruction, maintaining three feet between individuals to the maximum extent possible.</li> <li>• When possible, students will enter their classroom through outside doors.</li> <li>• Students who struggle maintaining social distance will receive instruction/coaching. Students will not be punished.</li> <li>• Stable cohorts will be supported when possible on buses and in school.</li> <li>• Student contact tracing will be completed via attendance.</li> </ul>	<ul style="list-style-type: none"> <li>• Cohorts will be designed such that all students (including those protected under ADA and IDEA) maintain access to general education, grade-level academic content standards, and peers.</li> <li>• Secondary students will be allowed to choose mealtime cohorts.</li> </ul>

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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<a href="#">Ventilation and air flow</a>	<ul style="list-style-type: none"> <li>• When possible outdoor ventilation of clean air into indoor spaces will be increased. Windows and doors will be open unless doing so creates a health or safety risk.</li> <li>• Teachers will be encouraged to conduct some activities, meals, and classes outside when reasonable.</li> <li>• The maintenance supervisor will research and evaluate the HVAC system and run it in a way that healthy air circulation is maximized.</li> <li>• The maintenance supervisor will plan for the best way to increase airflow (HVAC, windows, fans).</li> </ul>	<p>All buildings and classrooms will maintain the same standards related to ventilation and airflow.</p>
<a href="#">Handwashing and respiratory etiquette</a>	<ul style="list-style-type: none"> <li>• Time will be spent the first day of school and periodically throughout the year as necessary reviewing proper handwashing/sanitizing practices.</li> <li>• All individuals will wash/sanitize their hands upon building entry, before and after transitioning to a new activity or location, and prior to snack and lunch.</li> <li>• Signage describing effective handwashing practices will be placed throughout the school buildings.</li> <li>• Time will be spent the first day of school and periodically throughout the year as necessary reviewing proper respiratory etiquette</li> <li>• Signage describing proper respiratory etiquette will be placed throughout the school buildings.</li> </ul>	<ul style="list-style-type: none"> <li>• All Information related to handwashing and respiratory etiquette will provided in students' home language.</li> <li>• Access to interpretation and translation services home languages will be offered.</li> <li>• Counselors will be available to support those who have social-emotional challenges around handwashing and respiratory etiquette.</li> </ul>

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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<a href="#">Free, on-site COVID-19 diagnostic testing</a>	<ul style="list-style-type: none"> <li>• Corbett School District will continue to offer free diagnostic testing to students or staff who develop symptoms at school or are exposed to COVID-19 at school.</li> <li>• Students who develop symptoms or are exposed to COVID-19 at school will be offered diagnostic testing with parent/guardian permission.</li> <li>• The school nurse will oversee the program in collaboration with the building administrators.</li> <li>• This testing may be used to shorten the length of quarantine for exposed individuals who test negative if this is recommended by the local public health authority (LPHA).</li> </ul>	<ul style="list-style-type: none"> <li>• The diagnostic testing program will be available to all students and staff who experience symptoms or are exposed to COVID-19 at school.</li> <li>• Translation and outreach services will be maintained to ensure that all populations including traditionally underserved groups have the resources they need in order to be able to make informed decisions regarding testing.</li> <li>• Translation and support services will be provided for staff and parents/guardians of students who test positive for COVID-19 to help them with health resources and quarantine requirements.</li> </ul>
<a href="#">COVID-19 screening testing</a>	<p>Corbett School District does not plan to offer screening testing to students or staff who are not experiencing symptoms of, or exposure to, COVID-19.</p>	<p>Translation and outreach services will be maintained to ensure that all populations including traditionally underserved groups have the information and resources they need related to COVID-19 testing and health services.</p>

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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><a href="#">Public health communication</a></p>	<ul style="list-style-type: none"> <li>• A letter, outlining infection control measures, the face covering requirement, and quarantine and isolation procedures, will be shared with all families in their requested language through print and electronically.</li> <li>• All communication will be posted on the district website and in the school newsletter.</li> <li>• In the event of a confirmed case of COVID-19 among staff or students the school nurse/MESD school health services coordinator will immediately communicate with staff and families of students who came in close contact with a confirmed case of COVID-19.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication will be provided in the parent/guardian's home language.</li> <li>• Translations and interpretations of school communications will be provided in the home language.</li> <li>• Counselors and ELD Specialists will continue to survey families in regards to how they want to be communicated with and what further information or support they might need.</li> </ul>
<p><a href="#">Isolation:</a> Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by <a href="#">OAR 581-022-2220</a>.</p>	<p>Before the beginning of on-site learning, the superintendent will send a (Can my Student go to School Today?) communication to staff and families directing anyone who has or is living with someone who has COVID-19 symptoms to stay home. This document clearly outlines the COVID-19 symptoms, and requirements for returning to on-site instruction. The school nurse and school staff will consult the Exclusion Summary Chart to support compliance with screening and exclusion guidelines. Isolation protocols as outlined in the Isolation Plan linked in this document will be followed.</p>	<ul style="list-style-type: none"> <li>• Parents/guardians will be notified in their home language of their child being sent home by the school.</li> <li>• Students whose primary language is other than English will not leave the school until a parent/guardian has been notified by phone. The child will not be placed on a bus without a parent's permission in their home language.</li> <li>• When appropriate, parents/guardians will receive a call or information about their child's health in their home language via interpreter or translator.</li> </ul>

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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><u>Exclusion</u>: School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (<a href="#">OAR 333-019-0010</a>)</p>	<ul style="list-style-type: none"> <li>• The school nurse will follow LPHA advice on restricting from school any student or staff known to have been exposed to COVID-19. See “Planning for COVID-19 Scenarios in Schools” and the COVID-19 Exclusion Summary Guide.</li> <li>• Staff or students with a chronic or baseline cough that has worsened or is not well controlled with medicine will be excluded from school.</li> <li>• Staff or students with other symptoms that are chronic or baseline (e.g., asthma, allergies, etc.) will not be excluded from school following the COVID-19 Exclusion Summary Guide.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/guardians will be notified in their home language of their child is being excluded from school.</li> <li>• When appropriate, parents/guardians will receive a call or information about their child’s health in their home language via interpreter or translator.</li> <li>• Counselors and ELD Specialists will be available to support families whose students are required to quarantine.</li> <li>• On-line educational support will be provided to students who are required to quarantine.</li> </ul>

## Accommodations for Children with Disabilities

Please describe the extent to which the district has adopted policies related to [appropriate accommodation](#) for children with disabilities with respect to health and safety protocols. Please describe any such policies.

Corbett School District follows OSBA policy recommendations and stays current and updated with policy changes relevant to COVID-19. Parents/guardians who have students identified by IDEA or 504 Plans are provided their due process rights following the IDEA procedural guidelines as per Oregon Department of Education. Parents/guardians are provided time to address concerns related to COVID-19 health and safety procedures or protocols prior to IEP or 504 meetings, as well as during an IEP or 504 meeting. This includes safety, academic, behavioral, and social-emotional accommodations and modifications to provide equal access and FAPE. Parents/guardians may request meetings throughout the school year that include a review of Recovery Services, growth over time for IEP goals, and other topics. Corbett School District conducts meetings when requested including all pertinent team members and provides the appropriate modifications needed to support and address individualized student needs.

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## Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review, and as appropriate, revise its Safe Return to In-Person Instruction and Continuity of Services Plan.

Date Last Updated: 8/12/21

# Corbett School District COVID-19 Isolation Plan

## Isolation

*Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services.*

Before the beginning of on-site learning, the superintendent will send a (Can my Student go to School Today?) communication to staff and families directing anyone who has or is living with someone who has COVID-19 symptoms to stay home. This document clearly outlines the COVID-19 symptoms, and requirements for returning to on-site instruction. The school nurse and school staff will consult the [Exclusion Summary Chart](#) to support compliance with screening and exclusion guidelines.

## Staff Screening

- Staff members are required to self-screen for COVID-19 symptoms daily and are not allowed on campus if they have any COVID-19 symptoms.
- Staff are required to report to their supervisor when they have symptoms related to COVID-19.
- Staff are required to report to their supervisor when they or anyone living in their home may have been exposed to COVID-19.
- Staff members are not responsible for screening other staff members for symptoms.

## Visitors/Volunteers Screening

- Visitors and volunteers will be allowed into school buildings at the building principal's discretion. All visitors and volunteers must sign in and self-screen for COVID-19 symptoms.
- School will maintain a contact log for visitors and volunteers to document with whom the individual interacted and for how long.
- Visitors and volunteers will not be allowed in the school buildings if they are experiencing COVID-19 symptoms or have been exposed to COVID-19 regardless of vaccination status.
- All visitors and volunteers must wear face coverings while indoors and follow safety protocols while on school grounds regardless of vaccination status.

## Student Screening

- Parents/guardians will be asked to conduct a daily health screening before sending their student(s) to school following the guidelines outlined on the **Can My Child go to School Today?** document.
- Each student will be assigned an entrance point (a specific door) to the school building. Students will use an outside door leading directly into their classroom whenever possible.
- Students will go directly to their assigned entry point.
- Staff will be present at each entry point to visually screen students for symptoms.
- In addition to COVID-19 symptoms, students must be excluded from school for signs of other infectious diseases, per existing school policy and protocols.
- If a student arrives at the school building displaying symptoms of COVID-19 or other excludable symptoms, the school nurse or health assistant will be notified and isolation protocols will begin.
- The school nurse and building principal will consult the [Planning for COVID-19 Scenarios in Schools](#) to determine the next steps.

# Corbett School District COVID-19 Isolation Plan

## Protocols for Isolation

- A designated primary isolation area (Care Room) has been set up for symptomatic students in the grade school, CAPS and the middle school. Symptomatic 8/9 Academy and high school students will use the Care Room located in the middle school.
- Proper ventilation will be provided in the Care Rooms including access to outside air when possible.
- If able to do so, the student will wear a face covering while in the Care Room.
- If a student is screened as symptomatic during arrival, the school nurse will be called. When possible the school nurse or health assistant will escort the student to the designated Care Room. If the nurse or health assistant is not available, another designated staff member will be called.
- When possible, students who are symptomatic before getting on the bus for arrival will not be allowed on the bus. If a parent/guardian or another designated adult is present, they will be asked to take the student home. If a parent/guardian is not at the bus stop the student will be transported to school and isolation protocols will be followed.
- Symptomatic students will remain at school until a designated adult can pick them up.
- Staff will be assigned to supervise students who are symptomatic and will maintain six feet of distance if possible, and wear appropriate PPE.
- Secondary isolation areas will be identified as needed.
- School health staff who need to be in close contact with a symptomatic individual will wear appropriate PPE including a medical grade face mask. They will follow appropriate PPE removal and hand washing steps.
  - Any PPE used during care of a symptomatic individual will be properly removed and disposed of prior to exiting the Care Room.
  - After removing PPE, hands will be immediately washed with soap and water for at least 20 seconds.
  - If soap and water are not available, hands can be cleaned with an alcohol-based hand sanitizer that contains 60-95% alcohol.
- To reduce fear, anxiety, or shame related to isolation, the staff member supervising the student will provide a clear explanation of procedures, including use of PPE and handwashing.
- Staff who are symptomatic will be isolated and will leave the school building as soon as possible.

## Emergency Transportation:

- If a symptomatic individual requires transportation the school nurse will consult with the building principal, transportation coordinator, parents/guardians and/or the superintendent to arrange to safely transport the individual home or to a healthcare facility.
- In the event of an emergency the school nurse will call 911 and work with emergency medical personnel to arrange transportation to a healthcare facility.

# Corbett School District COVID-19 Isolation Plan

## Ill Staff and Students:

- Staff and students who are ill must stay home from school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.
- The school nurse will communicate with the staff member or student's family regarding requirements for returning to on-site instruction.
- The "[Planning for COVID-19 Scenarios in Schools.](#)" document will be consulted regarding returning to on-site instruction.
- A record of students and staff who were isolated or sent home will be available for the LPHA review.
- The appropriate delegated staff member will complete the MESD Symptom Tracking Tool in collaboration with the MESD Health Services nursing staff.

### *How do the district's policies, protocols, and procedures center on equity?*

- Parents/guardians will be notified in their home language of their child being sent home by the school.
- Students whose primary language is other than English will not leave the school until a parent/guardian has been notified by phone. The child will not be placed on a bus without a parent's permission in their home language.
- When appropriate, parents/guardians will receive a call or information about their child's health in their home language via interpreter or translator.

## Exclusion

### *Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services*

- The school nurse will follow LPHA advice on restricting from school any student or staff known to have been exposed (e.g., by a household member) to COVID-19. See "[Planning for COVID-19 Scenarios in Schools](#)" and the [COVID-19 Exclusion Summary Guide](#)
- Staff or students with a chronic or baseline cough that has worsened or is not well controlled with medicine will be excluded from school.
- Staff or students with other symptoms that are chronic or baseline (e.g., asthma, allergies, etc.) will not be excluded from school following the COVID-19 Exclusion Summary Guide.
- A record of the students and staff who are excluded will be available for the LPHA review.

## Response to an outbreak

- The district will coordinate with local public health authority (LPHA) to establish communication channels related to current transmission level.
- The district will have plans in place to ensure continuous education services for students and support for staff.
- The district will continue to provide meals for students.
- Surfaces will be cleaned (e.g. door handles, sink handles, drinking fountains, transport vehicles) following CDC guidance.

## Corbett School District COVID-19 Isolation Plan

*How do the district's policies, protocols, and procedures center on equity?*

- Parents/guardians will be notified in their home language of their child being excluded from school.
- When appropriate, parents/guardians will receive a call or information about their child's health in their home language via interpreter or translator.
- Counselors and ELD Specialists will be available to support families whose students are required to quarantine.
- On-line educational support will be provided to students who are required to quarantine.

**Corbett School District**  
**Financial Report to the Board of Directors**  
**Wednesday, August 18, 2021**

The attached report shows year-to-date expenditures compared to the legally appropriated budget for the fiscal year 2021-22, as recorded through July 31, 2021. Recordkeeping for the month of July is substantially complete.

During July the business office completed the final pay cycle for 2020-21 and the first pay cycle for 2021-22, made grant claims and invoiced for end-of-year, and paid bills. We are working to get the 2020-21 books wrapped up in preparation for audit in September.

This is an abbreviated report that does not include the usual year-to-year statements, as we are still working to close 2021. Next month's reports will return to the usual format which includes year-to-year fund statements and a graph of revenues and expenditures by month.

Thank you,

Cindy Duley, Business Manager

[cduley@corbett.k12.or.us](mailto:cduley@corbett.k12.or.us)

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**Board Financial Reports Guide:**

**Summary of Budget and Actual Expenditures by Fund and Major Function**

Shows the year-to-date expenditures compared to the legally appropriated budget. Actual expenditures cannot exceed appropriation.

**Year-to-Year Fund Statements**

Shows the current year-to-date revenues and expenditures compared to the same time last year for the following funds:

- General Fund
- Food Services Fund
- Federal Funds
- Student Investment Account
- GO Bond 2021

**Year-to-Year General Fund Revenues and Expenditures by Month**

Shows prior year and current year-to-date revenues and expenditures in more detail, by major category and month, for the General Fund.

**Corbett School District 39**  
**Monthly Financial Report**  
**As of July 31, 2021**

**Summary of Budget and Actual Expenditures by Fund and Major Function**

<b>Current Budget vs Actual Total Expenses</b>	<b>Current Budget</b>	<b>Jul 31 2021 YTD Actuals</b>	<b>Jul 31 2021 Balance</b>
<b>Fund: 01 General Fund</b>			
1000 Instruction	8,737,883	24,478	8,713,405
2000 Support Services	5,573,550	231,588	5,341,962
3000 Enterprise & Community Serves	11,180	-	11,180
4000 Facilities Acquisition/Construction	40,000	-	40,000
5100 Debt Service	296,742	4,168	292,574
5200 Transfers Out	198,000	-	198,000
6000 Contingencies	125,042	-	125,042
<b>Fund: 01 General Fund Total</b>	<b>14,982,397</b>	<b>260,235</b>	<b>14,722,162</b>
<b>Fund: 02 Food Services Fund</b>			
3000 Enterprise & Community Serves	426,000	13,481	412,519
<b>Fund: 02 Food Services Fund Total</b>	<b>426,000</b>	<b>13,481</b>	<b>412,519</b>
<b>Fund: 03 Federal Funds</b>			
1000 Instruction	259,951	-	259,951
2000 Support Services	13,993	-	13,993
6000 Contingencies	632,940	-	632,940
<b>Fund: 03 Federal Funds Total</b>	<b>906,884</b>	<b>-</b>	<b>906,884</b>
<b>Fund: 04 Student Investment Account</b>			
1000 Instruction	554,652	-	554,652
2000 Support Services	195,275	-	195,275
<b>Fund: 04 Student Investment Account Total</b>	<b>749,927</b>	<b>-</b>	<b>749,927</b>
<b>Fund: 09 GO Bond 2021</b>			
2000 Support Services	205,203	-	205,203
4000 Facilities Acquisition/Construction	3,000,000	-	3,000,000
<b>Fund: 09 GO Bond 2021 Total</b>	<b>3,205,203</b>	<b>-</b>	<b>3,205,203</b>
<b>Fund: 10 Bond Matching Grant</b>			
4000 Facilities Acquisition/Construction	4,000,000	-	4,000,000
<b>Fund: 10 Bond Matching Grant Total</b>	<b>4,000,000</b>	<b>-</b>	<b>4,000,000</b>
<b>Fund: 20 Energy Projects Fund</b>			
4000 Facilities Acquisition/Construction	13,708	-	13,708
5200 Transfers Out	25,000	-	25,000
<b>Fund: 20 Energy Projects Fund Total</b>	<b>38,708</b>	<b>-</b>	<b>38,708</b>
<b>Fund: 11 Debt Service Fund</b>			
5100 Debt Service	370,400	-	370,400
<b>Fund: 11 Debt Service Fund Total</b>	<b>370,400</b>	<b>-</b>	<b>370,400</b>
<b>Fund: 06 Student Body Trust Fund</b>			
1000 Instruction	300,000	-	300,000
<b>Fund: 06 Student Body Trust Fund Total</b>	<b>300,000</b>	<b>-</b>	<b>300,000</b>
<b>Grand Total - All Funds</b>	<b>24,979,519</b>	<b>273,715</b>	<b>20,705,804</b>

# Corbett School District 39

Code: DA  
Adopted: 10/16/97  
Orig. Code: DA

## Fiscal Management Goals

(OSBA has removed this policy from its samples.)

The Board will review the needs of the district annually, considering needs in instruction, capital outlay, building improvements and adjustments to accommodate any growth or decline of student enrollment or district area. The Board encourages the input of staff, parents and patrons as a part of the review and recommendation process. After this evaluation, the Board will adopt fiscal goals for the school year.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

# Corbett School District 39

Code: DB/DBA/DBD  
Adopted: 10/16/97  
Orig. Code: DB/DBA/DBD

## District Budget

The district budget will serve as the financial plan of operation for the district and will include estimates of expenditures for a given period and purpose and the proposed means of financing the estimated expenditures.

The district budget will be prepared and authorized in full compliance with the Local Budget Law. The superintendent will be designated as budget officer and will prepare the written budget document.

The district's budgeting system will be in accordance with federal, state and local laws, regulations and locally adopted procedures.

The fiscal year will extend from July 1 to June 30 inclusive.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)      [ORS 328.542 to -328.565](#)

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

# Corbett School District 39

Code: DBC  
Adopted: 10/16/97  
Orig. Code: DBC

## Budget Calendar

The Board will ~~annually~~ adopt ~~annually~~ a budget calendar which will identify dates and deadlines required for the legal presentation and adoption of the budget.

The superintendent will prepare and recommend a proposed calendar for Board approval. Such calendar will identify dates and activities which comply with state law.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

[ORS 328.542 to -328.565](#)

# Corbett School District 39

Code: DBD  
Adopted: 10/16/97  
Orig. Code(s): DBD

## Budget Priorities

As the budget is prepared, The district staff will use a prioritizing system consistent with program needs as identified by staff and the Board. Priorities should be established to be used as a basis for budget additions or reductions.

The budget committee will review suggested priorities and will either accept, modify or reject them priorities.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

# Corbett School District 39

Code: DBE  
Adopted: 10/16/97  
Orig. Code(s): DBE

## Budget Preparation

The superintendent has the overall responsibility for the budget preparation and will develop such procedures necessary to ensure that the proposed district budget reflects all areas of the district's operation.

The superintendent and administrative staff will establish budget priorities for the district and will make appropriate recommendations related to those priorities to the Board and the budget committee.

The superintendent will deliver the completed budget document and budget message and actual budget document to the budget committee when the message and budget have been completed and they are ready for presentation.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

[ORS 328.542 to -328.565](#)

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

# Corbett School District 39

Code: DBEA  
Adopted: 3/12/14  
Orig. Code: DBEA

## Budget Committee

By law, the budget committee is charged with making recommendations concerning financial priorities.

The budget committee will have the responsibility for reviewing the financial programs of the district, reviewing the proposed district budget as presented by the superintendent, and recommending an annual or biennial district budget in keeping with the provisions of applicable state laws.

Educational policy decisions, however, are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease. The committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, set an amount that changes the recommended budget and may request the administration make such changes in accordance with priorities set by the Board.

The following will govern the make up and process of establishing the district's budget committee:

1. The budget committee consists of seven members appointed by the Board plus the elected Board members of the district. To be eligible for appointment, the appointive member must:
  - a. Live and be registered to vote in the district;
  - b. Not be an officer, agent or employee of the district.
2. No budget committee member may receive any type of compensation from the district.
3. At its first meeting in July, the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive applications from interested persons during the month of July. Such applications will include a signed statement that the applicant is willing to serve as a member of the budget committee and to adhere to the policies of the district. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate.
4. At the first regular Board meeting in August, the Board will review the names of persons filing applications and names of those persons who have served previously and are willing to be reappointed. At the first regular meeting in September, the Board will appoint persons to fill the vacant positions.
5. The appointive committee members of a budget committee in a district that prepares an annual budget will be appointed for three-year terms. The terms will be staggered so that, as near as practicable, one-third of the appointive members' terms end each year. The Appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year

terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members expire each year.

6. If any appointive member is unable to complete the term for which he/she was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

### **Budget Committee Responsibilities**

The following items explain the budget committee's responsibilities:

1. At its first meeting after appointment, the budget committee will elect a presiding officer from among its members. It may also establish other ground rules as necessary for successful operation of the committee.
2. A majority of the constituted committee is required for passing an action item. Majority for a 14-member budget committee is 8. Therefore, if only 8 members are present, a unanimous vote is needed for passing an action.
3. The budget committee shall hold one or more meetings to receive the budget message, receive the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.
4. The budget committee may request any information used in the preparation of or for revising the budget document from the superintendent or business manager ~~any information used in the preparation of or for revising the budget document~~. The committee may request the attendance of any district employee at its meetings. The budget committee will approve the budget document as submitted by the superintendent or as subsequently revised by the committee.
5. After approval of the original or revised budget document, the budget committee's duties cease. The hearing on the approved budget is held by the Board.

END OF POLICY

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#### **Legal Reference(s):**

[ORS 174.130](#)

[ORS 192.610 to -192.695](#)

[ORS 294.305 to -294.565](#)

[ORS 433.835 to -433.875](#)

# Corbett School District 39

Code: DBG  
Adopted: 12/17/98  
Orig. Code: DBG

D

## Budget Hearing

(OSBA has removed this policy from its samples)

The Board shall provide for a public hearing on the budget, in accordance with the law, after the budget document has been approved by the budget committee. Consideration shall be given to matters discussed at the public hearing.

It is the responsibility of the Board to set salaries of employees and to make recommendations to the budget committee regarding fiscal requirements of the district.

After a public hearing on the budget and any modifications of the budget deemed necessary, the Board will approve the proper resolutions to adopt and appropriate the budget and to determine, make and declare the ad valorem property taxes to be certified to the assessor for the ensuing year; and itemize and categorize the ad valorem property taxes.

The superintendent will ensure all necessary documentation is submitted to the county assessor's office as required by the Local Budget Law.

END OF POLICY

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### Legal Reference(s):

[ORS 192.610 to -192.695](#)

[ORS 294.305 to -294.565](#)

[ORS 433.835 to -433.875](#)

T

F

# Corbett School District 39

Code: DBH  
Adopted: 9/20/00  
Orig. Code(s): DBH

## Budget Adoption Procedures

After the public hearing on the budget and any modifications of the budget deemed necessary as a result of that hearing, the Board will approve the ~~proper~~ resolutions to adopt and appropriate the budget. The Board will further determine, make and declare the ad valorem property tax amount or ~~the~~ rate to be certified to the assessor for the ensuing year, and itemize and categorize the ad valorem property tax amount or rate as provided in Oregon Revised Statute (ORS) 310.060.

The superintendent will ensure all necessary documentation is submitted to the county assessor's office as required by the Local Budget Law.

END OF POLICY

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### Legal Reference(s):

[ORS Chapter 255](#)  
[ORS 294.305 to -294.565](#)

[ORS 310.060](#)  
[ORS 328.542](#)

[OAR 150-310-0020](#)

# Corbett School District 39

Code: DBI  
Adopted: 9/20/00  
Orig. Code(s): DBI

## Budget Amendments Procedures

The budget estimates and proposed ad valorem property tax amount or rate of any fund as shown in the budget document may be amended by the Board prior to adoption. Such amendment may also be made following adoption if the amendments are adopted prior to the commencement of the fiscal year budget period to which the budget relates.

The amount of estimated expenditures for each fund, however, shall not be increased by more than \$5,000 or 10 percent of the estimated expenditures, whichever is greater.

The ad valorem property tax amount or rate to be certified shall not exceed the amount approved by the budget committee, unless the amended budget document is republished and another public hearing is held as required by law.

END OF POLICY

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### Legal Reference(s):

[ORS 294.456](#)

[ORS 294.471](#)

[ORS 294.473](#)

# Corbett School District 39

Code: DBJ  
Adopted: 10/16/97  
Orig. Code: DBJ

## Budget Implementation

The district budget, as adopted by the Board, becomes the financial plan of the district for the coming year ensuing budget period when adopted by the Board.

The superintendent and staff are authorized to make expenditures and commitments in accordance with the policies of the Board and the adopted district budget.

The superintendent will make the Board aware of any substantial changes in expected revenues or unusual expenditures so the Board may adjust the budget, if necessary.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

[ORS Chapter 310](#)

# Corbett School District 39

Code: DBK  
Adopted: 10/16/97  
Orig. Code: DBK

## Budget Transfer Authority

The annual budget is a financial plan, and as such, which may be subject to change in response to circumstances or events occurring after the initial appropriation during the ensuing budget period. All appropriation transfers shall be authorized when completed by official resolution of the Board. The authorizing resolution must state: the need for the transfer; its purpose; and the amount of the transfer.

Transfers of general operating contingency appropriations, which in aggregate during a fiscal year or budget period exceed 15 percent of the total appropriations of the fund, may be made only after the adoption of a supplemental budget prepared for that purpose.

The [superintendent] has the authority to approve transfers between programs (i.e., elementary, middle school, high school) and or object codes (i.e., 100-salaries, 200-benefits, 300-purchasing service, 400-supplies) within the same appropriation.

(If current, move below into an AR)

~~Transfers within a fund or from one fund to another will follow these provisions:~~

- ~~1.— All appropriation transfers from one fund to another will be presented to the Board for approval;~~
- ~~2.— All budget transfers including appropriation transfers involving \$10,000 or more per transfer or which represent a material change in a given program will be presented to the Board as they are identified;~~
- ~~3.— All appropriation transfers involving less than \$10,000 per transfer or which do not represent a material change in a given program will be accumulated and presented to the Board for approval generally in June;~~
- ~~4.— All other budget transfers within a fund will be controlled by the superintendent.~~

~~The district will make expenditures by line item within the budget approved by the budget committee and adopted by the Board.~~

~~Only the Board is empowered to make intrafund and interfund changes to the adopted appropriations. The district administration will adhere to the following standards:~~

- ~~1.— Any funds budgeted but not needed will show as a resource in the next year's budget. Should a purchase be under budgeted, the superintendent will be notified and permission to over-expend the line item will be sought. To provide flexibility for schools, the aggregate of supplies and materials appropriation, by school and by program, will be considered a "line item";~~
- ~~2.— Over expenditures of \$500 per line item aggregate or more will be reported to the Board by the superintendent as soon as possible after the expenditure;~~

3. ~~Funds will be spent as allocated in the budget except in situations of emergency or financial crisis as determined by the Board.~~

END OF POLICY

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**Legal Reference(s):**

[ORS 294.463](#)

# Corbett School District 39

Code: DBK-AR  
Revised/Reviewed:

## Budget Transfer Procedures

Transfers within a fund or from one fund to another will follow these provisions:

1. All appropriation transfers from one fund to another will be presented to the Board for approval;
2. All budget transfers including appropriation transfers involving \$10,000 or more per transfer or which represent a material change in a given program will be presented to the Board as they are identified;
3. All appropriation transfers involving less than \$10,000 per transfer or which do not represent a material change in a given program will be accumulated and presented to the Board for approval generally in June;
4. All other budget transfers within a fund will be controlled by the superintendent.

The district will make expenditures by line item within the budget approved by the budget committee and adopted by the Board.

Only the Board is empowered to make intrafund and interfund changes to the adopted appropriations. The district administration will adhere to the following standards:

1. Any funds budgeted but not needed will show as a resource in the next year's budget. Should a purchase be under budgeted, the superintendent will be notified and permission to over-expend the line item will be sought. To provide flexibility for schools, the aggregate of supplies and materials appropriation, by school and by program, will be considered a "line item";
2. Over-expenditures of \$500 per line item aggregate or more will be reported to the Board by the superintendent as soon as possible after the expenditure;
3. Funds will be spent as allocated in the budget except in situations of emergency or financial crisis as determined by the Board.

**BUDGET TRANSFER REQUEST**

Date \_\_\_\_\_

Fund	Function	Object	Building	Area	Decrease	Increase

**Explanation of Request** (Statement of need and purpose.)

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**Requested by** \_\_\_\_\_

**Approved:** Administrator and/or  
Department Director

**Reviewed:**

\_\_\_\_\_  
Business Manager

**Approval:**

\_\_\_\_\_  
Superintendent/Clerk

# Corbett School District 39

Code: DD  
Adopted: 10/16/97  
Orig. Code(s): DD

## Funding Proposals and Applications

The district shall pursue federal, ~~or state, or private grants-in-aid~~ or other such funds that will assist the district in meeting adopted Board and district goals and objectives of the curriculum or in creating facilities or in purchasing equipment.

Proposals for external funds will be submitted to the Board for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board, the superintendent is authorized to use their judgment in approving it for submission. The superintendent will review the proposal with the Board at its next regular meeting. The Board reserves the right to reject funds associated with any grant which has been approved.

The Board shall, before an acceptance of a ~~grant-in-aid~~ such funds, consider the district's obligations, expectations or encumbrances when the grant ceases.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

[ORS 332.075](#)

# Corbett School District 39

Code: DDB  
Adopted: 8/16/17  
Orig. Code(s): DDB

## Native American Impact Aid Funds

(This policy is only required if the district receives these funds.)

The district may claim children residing on Indian lands for the purpose of receiving federal funds pursuant to the Title VII - Impact Aid laws.

The district ensures:

1. The equal participation of Indian children in the educational programs and activities of the district on the same basis as all other district students;
2. Parents of such children and Indian tribes are afforded an opportunity to present their views on such programs and activities, including an opportunity to make recommendations on the needs of those children and how the district may help such children realize the benefits of district programs and activities;
3. Parents and Indian tribes are consulted and involved in planning and developing such programs and activities;
4. Relevant applications, evaluations and program plans are disseminated to the parents and Indian tribes;
5. Parents and Indian tribes are afforded an opportunity to present their views to the district regarding the district's general educational program.

The policy will be reviewed annually and modified as needed.

Documentation demonstrating district compliance with the requirements of this policy and law will be maintained in the district office.

END OF POLICY

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### Legal Reference(s):

Every Student Succeeds Act, 20 U.S.C. § 7701-7714 (2012).  
Special Provisions for Local Educational Agencies that Claim Children Residing on Indian Lands, 34 C.F.R. §§ 222.90-222.122 (2017).

# Corbett School District 39

Code: DDC  
Adopted: 8/16/17  
Orig. Code(s): DDC

## Native American Education Program Grants - Title VI Indian Education

(This policy is only required if the district receives these funds.)

The district may submit a grant application for the purpose of receiving federal funds to support Native American Education Program efforts.

The application should include a description of the comprehensive program for meeting the language and cultural needs of Indian children, that includes:

1. How the program will offer programs and activities to meet the culturally related academic needs of Indian students;
2. Is consistent with the State, tribal and local plans;
3. Includes academic content and student academic achievement goals for identified children, and benchmarks for attaining goals that are based on the Oregon Department of Education's (ODE) academic standards and content and student academic achievement standards adopted under Title I for all students;
4. Explains how Federal, State and local programs, especially programs carried out under Title I, will meet the needs of Indian students;
5. Demonstrates how funds will be used for the activities described above;
6. Describes the professional development opportunities that will be provided, as needed, to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and all teachers involved in programs are properly trained to carry out such programs; and
7. Describes how the district will:
  - a. Periodically assess the progress of all Indian children enrolled in district schools, including Indian children who do not participate in programs assisted;
  - b. Provide results of each assessment to the committee described below, to the community served by the district and to the Indian tribes whose children are served by the district; and
  - c. Provide communication of responses to findings of any previous assessments, similar to the assessments described above.
8. Describes the process the district used to meaningfully collaborate with Indian tribe(s) located in the community in a timely, active and ongoing manner in the development of the comprehensive program and the actions taken as a result of such collaboration.

The district programs and activities shall be developed in consultation with and the written approval of a committee consisting of parents of Indian children and teachers, and when appropriate, Indian students at the secondary level. A majority of committee members shall be parents of Indian children.

END OF POLICY

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**Legal Reference(s):**

Every Student Succeeds Act, 20 U.S.C. §§ 7701-7714; 7421-7425 (2012).

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# Corbett School District 39

Code: DE/DEB/DEC  
Adopted: 10/16/97  
Orig. Code(s): DE/DEB/DEC

## Revenues from Private, State and Federal Sources

The Board may authorize, accept and use private, state or federal funds available to the district to carry out district educational programs. The district will comply with all regulations and procedures required for receiving and using such funds.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

[ORS 332.107](#)

# Corbett School District 39

Code: DFA  
Adopted: 10/16/97  
Orig. Code: DFA

## Investment of Funds

The Board may authorize the investment or reinvestment of funds which are not immediately needed for the operation of the district. Such investments will comply with state law and regulations.

The superintendent/deputy clerk will develop criteria for the appropriate investments of district funds and for the reporting of such investments to the Board on a regular basis.

END OF POLICY

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### Legal Reference(s):

[ORS 294.033](#)  
[ORS 294.035](#)

[ORS 294.125](#)  
[ORS 294.135](#)

[ORS 294.145](#)  
[ORS 294.155](#)

# Corbett School District 39

Code: DFA-AR  
Revised/Reviewed: 6/21/06  
Orig. Code(s): DFA-AR

## Investment of Funds

These regulations are issued for the guidance of the portfolio manager in the day-to-day operation of the investment program.

These regulations apply to activities of the portfolio manager with regard to investing the financial assets of all excess funds of the district including the General Fund, Special Revenue Funds, Capital Project Funds, Internal Services Funds and any and all Trust and Agency Funds under the control and direction of the district.

The portfolio manager will routinely and actively monitor the contents of the investment portfolio, the available markets and the relative values of competing investments and will adjust the portfolio accordingly. The portfolio manager, acting in accordance with these procedures and exercising due diligence, shall not be held personally responsible for a specific security's credit risk or market price changes, provided that these deviations are reported as soon as practical and that appropriate action is taken to control adverse developments.

All investments will be carried at cost. Gains or losses from investments will be credited or charged to investment income at the time of sale. Premiums or discounts on securities may be amortized over the life of the security.

### Diversification of Maturity

1. The district shall attempt, to the maximum extent possible, to match investment maturity schedules with anticipated cash flow requirements. In no event, unless specifically matched to specific requirements such as bond sinking funds or reserves, will the district invest in securities having a maturity more than 18 months from the date of purchase.
2. Investment maturities for operating funds shall be scheduled to coincide with projected cash flow needs.
3. In determining the amount of excess funds available for investment purposes, the portfolio manager will maintain cash flow projections and schedules as well as a historical record of expenditures and receipts. These forecasts and schedules will be reviewed and updated as required to reflect actual conditions as they exist.

### Qualified Institutions for Investment Purchases

1. The district shall evaluate each financial institution (as used herein, the term is meant to include brokers/dealers) from whom it purchases investments as to financial soundness at least once annually. Investigation may include review of the most recent Consolidated Report of Condition ("call" report), rating reports, financial statements as well as analysis of the particular institution's management, profitability, capitalization and asset quality.

2. Any financial institution with whom the district wishes to do business shall provide financial data at the request of the portfolio manager. The information will be reviewed by the portfolio manager who will decide on the soundness of the institution before adding that institution to those that are on the approved qualified institution list for the district. The district reserves the right to be selective and to add or delete institutions from the approved list at will.
3. The portfolio manager will maintain a qualified institution list. A financial institution must be on this approved list prior to transacting any business with the district. A basic requirement for inclusion on the approved listing is a capital adequacy ratio in excess of 120 percent (1.2 to 1).
4. All approved financial institutions must be chartered in Oregon and insured by either the **Federal Deposit Insurance Corporation (FDIC)** or ~~FSLIC~~.
5. Brokers or dealers not affiliated with a bank shall have offices located in Oregon, be classified as reporting dealers affiliated with the New York Federal Reserve Bank as primary dealers, or be required to meet capital adequacy requirements.

### **Diversification of Instrument of Investment**

1. The portfolio manager will diversify the investment portfolio to avoid incurring unreasonable risks inherent in overinvesting in specific instruments, individual institutions or maturities.
2. Time certificates of deposit: In purchasing a time certificate of deposit (TCD), the portfolio manager will not invest an amount which is more than 10 percent of the total deposits of any single institution. As required by Oregon Revised Statutes, the portfolio manager will be responsible to ensure that a Certificate of Participation has been presented by the issuing institution to cover any outstanding TCD above the statutory level of insurance provided by ~~FDIC/FSLIC~~. The district will always require full collateralization on all TCD investments.
3. Banker's acceptances: All banker's acceptances (BA's) will be purchased from an Oregon chartered financial institution.
4. Repurchase Agreements: All repurchase agreements will be collateralized 110 percent by U.S. Government or Agency obligations. All collateral will be held by third party safekeeping. A signed repurchase agreement will be obtained from the issuing institution.
5. U.S. Treasury Obligations: No limits on purchase.
6. U.S. Government Agency Securities: No limits on purchases other than limit on concentration of 25 percent in any one type issue.
7. Local Government Investment Pool (**LGIP**): The **LGIP** limits investment to accounts not to exceed the inflation-adjusted maximum under **Oregon Revised Statute (ORS)** 294.810. Other than this limitation, there is no limit to the amount that can be invested in the pool, although the pool does not collateralize or deliver investment instruments.
8. Diversification Guidelines: Investments will be consistent with statutory requirements under ORS 294.035 and Oregon Short Term Fund rules and recommendations.

# Corbett School District 39

Code: DFC  
Adopted: 10/16/97  
Orig. Code: DFC

## Grants from Private Sources

(added to DD)

Grant proposals for external funds from private sources will be submitted to the Board for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board, the superintendent is authorized to use his/her judgment in approving it for submission. The superintendent will review the grant proposal with the Board at its next regular Board meeting. The Board reserves the right to reject funds associated with any grant which has been approved.

END OF POLICY

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### Legal Reference(s):

[ORS 294.100](#)

[ORS 294.305 - 294.565](#)

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# Corbett School District 39

Code: DFEA  
Adopted: 10/16/97  
Orig. Code: DFEA

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## Free Admissions

District residents 62 year or age or older may be given a senior citizen guest pass for all school activities, including athletic events.

END OF POLICY

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Legal Reference(s):

[ORS Chapter 244](#)

[ORS 332.107](#)

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# Corbett School District 39

Code: DG  
Adopted: 10/16/97  
Orig. Code: DG

## Depository of Funds

The Board will, at its annual organizational meeting in July or at other times deemed necessary by the Board, designate one or more banks which that meet district, state and federal guidelines as official depositories for district funds.

END OF POLICY

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### Legal Reference(s):

[ORS 294.805 to -294.895](#)

[ORS 328.441](#)

[ORS 328.445](#)

# Corbett School District 39

Code: DGA  
Adopted: 2/21/07  
Orig. Code: DGA

## Authorized Signatures

The Board will, at its annual organizational meeting in July or at such other times as deemed necessary by the Board, authorize the superintendent and/or deputy clerk of the district to sign district checks. The Board may authorize the use of facsimile signatures by those persons authorized to sign district checks.

END OF POLICY

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### Legal Reference(s):

[ORS 294.120](#)

[ORS 328.441](#)

[ORS 328.445](#)

# Corbett School District 39

Code: DH  
Adopted: 9/18/13  
Orig. Code: DH

## Bonded Employees and Officers

All district employees responsible for funds, fees, cash collections or inventory control will be bonded to protect the district against loss in an amount determined by the Board and upon recommendation of the district's agent-of-record. In compliance with Oregon statutes and administrative rules, the superintendent, custodian of funds and other individuals as deemed necessary by the Board will have individual fidelity bond coverage or equivalent crime coverage. The district will pay the cost of such coverage.

END OF POLICY

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### Legal Reference(s):

[ORS 328.441](#)

[ORS 332.525](#)

[OAR 581-022-2405](#)

# Corbett School District 39

Code: DI  
Adopted: 10/16/97  
Orig. Code: DI

## Fiscal Accounting and Reporting

The district's accounting and reporting system will be in accordance with generally accepted accounting procedures and will conform with state laws and regulations.

All contracts and expenditures of Corbett School District are public information.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 to -294.565](#)

[OAR 581-023-0035](#)

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

# Corbett School District 39

Code: DIC  
Adopted: 10/16/97  
Orig. Code: DIC

## Financial Reports and Statements

~~Appropriate staff member(s) will be available at any Board meeting, upon request of the Board, to respond to questions and to present current financial information. The superintendent will notify the Board at any time that substantial deviations from anticipated income or expenditures are anticipated.~~

The Board will receive ~~and ratify~~ financial reports which will include estimates of expenditures for the ~~major~~ general fund budget ~~division~~ in comparison to budget appropriations, actual receipts in comparison to budget estimates and the overall cash condition of the district. Supplementary reports on other funds or accounts will be furnished upon request of the Board or superintendent.

The Board will receive a pre-audit report recapping the year-end closure of financial statements prior to the annual audit by the district's authorized accountant.

Appropriate staff member(s) will be available at any Board meeting, upon request of the Board, to respond to questions and to present current financial information. The superintendent will notify the Board at any time that substantial deviations from anticipated income or expenditures are anticipated.

END OF POLICY

### Legal Reference(s):

[ORS 294.155](#)

[ORS 294.311](#)

[ORS Chapter 297](#)

[ORS 328.465](#)

[ORS 332.105](#)

[OAR 162-010-0000 to -0330](#)

[OAR 162-040-0000 to -0160](#)

[OAR 581-023-0037](#)

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

# Corbett School District 39

Code: DID  
Adopted: 9/17/03  
Orig. Code(s): DID

## Property Inventories

The district will maintain an inventory of all fixed assets in accordance with governmental accounting standards. The district's inventory will be updated annually to include property newly purchased and disposed.

Fixed assets includes all district-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than \$5,000 as defined by the *Program Budget and Accounting Manual*, published by the Oregon Department of Education.

Other district supplies with a value greater than \$~~200~~500 will be included as part of the district's annual inventory. Current records shall be maintained for the receipt, distribution/disposal and inventory of commodity foods as required by federal law.

The Board may authorize the employment of an appraisal company to assist with the inventory procedure.

END OF POLICY

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### Legal Reference(s):

[ORS 332.155](#)

*Program Budget and Accounting Manual*, Oregon Department of Education (2000).

# Corbett School District 39

Code: DIE  
Adopted: 12/17/98  
Orig. Code: DIE

## Audits

An audit of all accounts of the district will be made annually by an independent certified public accountant selected by the Board in accordance with Oregon law. The audit examination will be conducted in accordance with minimum auditing standards established by the Secretary of State.

The annual audit of the books and accounts will include all funds under the control of the district, including but not limited to: General Fund, Federal Funds, Child Nutrition Fund, Student Body Funds, Trust Accounts, Debt Services Funds and Capital Project Funds and those factors that are used to compute the district's State School Fund distribution.

The cost of the audit will be a charge against the funds of the district.

A copy of the audit report will be presented to the Board. The superintendent will submit a copy of the audit report to the Oregon Department of Education.

The Board will review audit service on a three-year basis.

END OF POLICY

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### Legal Reference(s):

[ORS 294.155](#)

[ORS Chapter 297](#)

[ORS 327.137](#)

[ORS 328.465](#)

[OAR 162-010-0020\(11\)](#)

[OAR 581-023-0037](#)

# Corbett School District 39

Code: DJ  
Adopted: 4/20/05  
Orig. Code(s): DJ

## District Purchasing

The function of district purchasing is to serve the educational program by providing the necessary supplies, equipment and services. Items commonly used in the various schools and their subdivisions will be standardized whenever and be consistent with educational goals and in the interest of efficiency or economy.

The business manager is appointed by the Board to serve as purchasing agent. He/She The business manager will be responsible for developing and administering the district's purchasing program.

No obligation may be incurred by any officer or employee of the Board unless that expenditure has been authorized in the budget or by Board action and/or Board policy. In all cases calling for the expenditure of district money, except payrolls, a requisition and purchase order system must be used.

No purchase with the exception of a petty cash purchase will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on with an approved purchase orders.

The superintendent or designee is authorized to enter into and approve payment on contracts obligating district funds not to exceed \$150,000 for products, materials, supplies, capital outlay and services that are within current budget appropriations. The Board shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by district employees, such as custodial, food service and transportation services.

The business manager will review bills due and payable for the purchase of supplies and services to determine if they are within current budget amounts appropriations. After appropriate administrative review, the business manager will direct payment of the just claims against the district. The superintendent and business manager are responsible for the accuracy of all bills and vouchers.

No Board member, officer, employee or agent of this district shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or a member of their household, or for any business with which the Board member, or a relative, or member of household is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the district by any Board member, officer or employee of the district is prohibited.

END OF POLICY

### Legal Reference(s):

[ORS 244.040](#)  
[ORS Chapters 279, 279A, 279B,](#)  
[279C](#)

[ORS 294.311](#)  
[ORS 328.441 to -328.470](#)  
[ORS 332.075](#)

[OAR 125-055-0040](#)

# Corbett School District 39

Code: DJ-AR  
Revised/Reviewed:

## Expenditure of District Funds for Meals, Refreshments and Gifts

(on hold)

The district recognizes there may be occasions when it is appropriate for Board members, administrators and others to expend district funds in the course of conducting district business to provide meals or refreshments (i.e., bakery goods, snacks, fruit, punch, coffee, tea, soft drinks, etc.). The purchase of gifts may also be approved in certain situations. Such occasions may include, but are not limited to, various district and building level meetings, gatherings to celebrate district successes or recognize individual achievements, contributions or outstanding service to the district and other district and school-sponsored activities. Such expenditures may be made with prior [Board] [superintendent] approval only, subject to the provisions of this administrative regulation.

The use of district funds, as used in this regulation, means the use of money in any of the general accounts of the district. This includes the General Fund, Food Service Fund and others. It also includes money in student body accounts held at each school that are derived from any student activity or from parent organizations. Exceptions are funds collected from staff members or others for the specific purpose of providing gifts or parties. It is also recognized that buildings may have established a “social fund” or “sunshine fund” to which each staff member may voluntarily contribute. Such funds are generally used for birthday recognition, bereavement and illness acknowledgment activities, etc. These funds are also exempt from the following requirements.

### Meals and Refreshments

District funds may be used to pay for individual or group meals only if official district business is being conducted during the time in which the meal is provided and only if the meal provides a particularly practical time or setting for the discussion, consistent with Board policy and the following:

1. Meals may be provided by the district to recognize the contributions of staff, through retirement dinners or other recognition events;
2. Meals may be provided by the district as a part of Board or administrative work sessions, at district or building-level committee meetings or other district-approved activities.

Meals not directly business related may be provided to staff or others at the individual’s expense only.

Board members, principals and other district administrative staff may use district funds to provide refreshments for staff, parents or others at meetings, in-service programs or other similar district or school-sponsored activities, [not to exceed [\$ ] per participant and] subject to the following additional requirements:

1. The purchase of alcoholic beverages with district funds is strictly prohibited;
2. The use of district funds for parties is prohibited.

## Gifts

There are numerous occasions that may arise whereby Board members, administrators or other district staff may feel the need to recognize employees (i.e., Administrative Professional's Day, teacher appreciation week, classified employees' week, birthday, etc.). A Board member, administrator or other district employee may provide such recognition at his/her expense only, unless as otherwise permitted below:

1. The district may provide a small token of appreciation for a Board member's or employee's retirement and years of service and other related activities utilizing district funds, as approved in advance. For example, the Board generally proclaims special recognition for classified employees' week and teacher appreciation week;
2. Administrators may use district funds to provide an appropriate token of appreciation on behalf of the Board. The value of this item may not exceed [\$50] per person;
3. No other expenditure of district funds for gifts is permitted without prior authorization from the Board or superintendent.

# Corbett School District 39

Code: DJB  
Adopted: 2/21/07  
Orig. Code: DJB

## Petty Cash Accounts

~~The budget, as adopted by the Board, becomes the financial plan of the district for the ensuing budget period.~~ The deputy clerk will establish a petty cash fund not to exceed \$100. Money expended from the fund will be replaced as needed.

Petty cash funds will not be used to circumvent established purchasing procedures, but will be used as a convenience for immediate purchases of low-cost goods and services in an efficient manner.

Records will be kept of all expenditures from the petty cash fund and receipts will be furnished to account for all money expended. Expenses will be assigned to the proper budget account.

END OF POLICY

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### Legal Reference(s):

[ORS 294.311](#)

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

# Corbett School District 39

Code: DJC  
Adopted: 1/15/14  
Orig. Code: DJC

## Bidding Requirements

The Board is the Local Contract Review Board (LCRB) for the district. All public contracts shall be invited in accordance with applicable competitive procurement provisions of Oregon Revised Statutes and adopted public contracting rules.

The Board, acting as its own LCRB, adopts<sup>1</sup> the *Oregon Attorney General's Model Public Contract Rules*, OAR Chapter 137, Divisions 046 through 049 in effect at the time this policy is adopted.

The district shall procure the construction manager/general contractor services in accordance with model rules the Attorney General adopts under ORS 279A.065(3).

Additionally, the Board may include as part of its rules portions of the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125, Divisions 246-249 in effect at the time this policy is adopted.

Where necessary, the Board has made the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

The district shall review its rules each time the Attorney General adopts a modification of the model rules, as required by ORS 279A.065 (5)(b), to determine whether any modifications need to be made to district rules to ensure compliance with statutory changes. New rules, as necessary, shall be adopted by the Board. In the event it is unnecessary to adopt new rules, Board minutes will reflect that the review process was completed as required.

The Board recognizes that a public contracting agency that has not established its own rules of procedure as permitted under ORS 279A.065 (5) is subject to the model rules adopted by the Attorney General, including all modifications to the model rules that the Attorney General may adopt.

Procurements estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

END OF POLICY

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### Legal Reference(s):

<sup>1</sup> Public Contracts shall be governed by ORS Chapter 279, 279A, 279B and 279C. Additionally, the Board may, as provided by ORS 279A.065, adopt the Oregon Attorney General's Model Public Contract Rules, OAR Chapter 137 governing purchasing/bid procedures. The Board may also adopt the Oregon Department of Administrative Services rules governing Public Contract Exemptions, OAR Chapter 125. The Board may adopt portions of those rules or adopt its own rules. A Board that has not established its own rules of procedure for public contracts is subject to the model rules (OAR Chapter 137) adopted by the Attorney General.

ORS Chapters [279](#), [279A](#), [279B](#) and [279C](#)

[OAR Chapter 125](#), Divisions 246-249

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

# Corbett School District 39

Code: DJC-AR  
Revised/Reviewed: 4/20/16; 2/19/20  
Orig. Code(s): DJC-AR

## Special Procurements and Exemptions from Competitive Bidding

### *SPECIAL PROCUREMENTS*

The district shall submit a written request to the Board, acting as the Local Contract Review Board (LCRB), that describes the contracting procedure, the goods and services or class of goods and services that are the subject of the special procurement and circumstances that justify the use of a special procurement under the standards as follows: the special procurement is unlikely to encourage favoritism in the awarding of a public contract or to substantially diminish competition for public contracts and, (A) is reasonably expected to result in substantial cost savings to the district or to the public, or (B) otherwise substantially promote the public interest in a matter that could not practicably be realized by complying with requirements that are applicable under Oregon Revised Statute (ORS) 279B.055, 279B.060, 279B.065, 279B.070 or under any related rules. Public notice of the approval of a special procurement must be given in the same manner as provided in ORS 279B.055(4). If the district intends to award a contract through special procurements that calls for competition among prospective contractors, the district shall award the contract to the contractor it determines to be most advantageous to the district. When the LCRB approves a class special procurement the district may award contracts to acquire goods and services within the class of goods and services in accordance with the terms of the approval without making a subsequent request for a special procurement.

#### **1. Brand Names or Products, “Or Equal,” Single Seller and Sole Source**

- a. The district may purchase brand names or products from a single seller or sole source without competitive bidding subject to the limitations of this rule.
- b. Solicitation specifications for public contracts of the district shall not expressly or implicitly require any product of any particular manufacturer or seller except as expressly authorized in subsections c. and d. of this rule.
- c. The district may specify a particular brand name or equal specification when the use of a brand name or equal specification is advantageous to the district, because the brand name describes the standard of quality, performance, functionality and other characteristics of the product needed by the district.
  - (1) The district is entitled to determine what constitutes a product that is equal or superior to the product specified, and any such determination is final;
  - (2) The district is not prohibited from specifying one or more comparable products as examples of the quality, performance, functionality or other characteristics of the product needed by the district;
  - (3) A brand name specification may be prepared and used only if the district determines for a solicitation or class of solicitations that only the identified brand name specification will meet the needs of the district based on one or more of the following written determinations:

- (a) The use of a brand name specification is unlikely to encourage favoritism in the awarding of public contracts or substantially diminish competition for public contracts; or
  - (b) Specification of the brand name, mark or product would result in cost savings to the district; or
  - (c) There is only one manufacturer or seller of the product of the quality, performance or functionality required; or
  - (d) The efficient utilization of existing goods requires the acquisition of compatible goods and services.
- d. The district may award a contract for goods or services without competition when the LCRB determines in writing that the goods or services, or the class of goods or services, are available from only one source. The determination of the source must be based upon written findings that shall include:
- (1) A brief description of the contract or contracts to be covered, including contemplated future purchases;
  - (2) Description of the product or service to be purchased; and
  - (3) The reasons the district is seeking this procurement method, which shall include any of the following:
    - (a) That the efficient utilization of existing goods requires the acquisition of compatible goods or services; or
    - (b) That the goods or services required for the exchange of software or data with other public or private agencies are available from only one source; or
    - (c) That the goods or services are for use in a pilot or an experimental project; or
    - (d) To the extent reasonably practical, the contracting agency shall negotiate with the sole source to obtain contract terms advantageous to the contracting agency.
- e. The district may specify a product or service available from only one manufacturer but available through multiple sellers after complying with subsection c. above documenting the procurement file with the following information:
- (1) If the total purchase is over \$10,000 but does not exceed \$150,000, and a comparable product or service is not available under an existing Mandatory Use Contract, the district must obtain informal competitive quotes, bids or proposals and document this process in the procurement file;
  - (2) If the purchase does not exceed \$150,000, and the supplies or services are not available under an existing price agreement for information technology with competing products or Mandatory Use Contract, the district must first request and obtain prior written authorization from the LCRB to proceed with the acquisition.
- f. If the district intends to make several purchases of brand name-specific supplies and services from a particular manufacturer or seller for a period not to exceed five years, the district must so state this in the procurement file and in the solicitation document, if any, or a public notice of a solicitation. If the total purchase amount is estimated to exceed \$150,000, this shall be stated in the advertisement for bids or proposals.

## **Findings of Fact/Conclusion of Compliance with Law (OAR 125-247-0275)**

The district shall submit a written request to the local contract review board that describes the contracting procedure, goods and services subject of the special procurement and the circumstances that justify the use of the special procurement.

- a. It is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts and is reasonably expected to result in substantial cost savings to the district which could not be realized under ORS 279B.055, 279B.060, 279B.065 or 279B.070 as required by ORS 279B.085(4).
- a. Public notice of the approval must be given in the same manner as provided in ORS 279B.055(4).
- b. This rule requires the districts to make a good faith effort to determine that no other sources are available for the specified products.
- c. The district maintains open lists from which vendors are contacted for quotations and utilizes electronic means of determining new vendors on an ongoing basis.
- d. The awarding of a contract as described in this special procurement should result in substantial cost savings by virtue of the ability to reduce solicitation costs when it is known that comparable products are not available, or when specifying another product solely to meet a competition requirement might lead to lower initial cost but longer lifetime cost.
- e. When the local review board approves a class special procurement the district may award contracts to acquire goods and services within the class of goods and services in accordance with the terms of the approval without making a subsequent request for procurement.

## **2. Advertising Contracts, Purchase of**

- a. The district may purchase advertising in any media, regardless of a dollar amount, without competitive bidding.
- b. The Board acting as the LCRB of the district must use competitive methods whenever possible to achieve best value and must document in the procurement file the reasons why a competitive process was deemed impractical and the resulting contract must be in writing.
- c. If the anticipated purchase exceeds \$10,000 and a competitive method is used, the district must post notice on the Oregon Procurement Information Network (ORPIN).

## **Findings of Fact**

The district traditionally purchases advertising in newspapers. The following findings relate primarily to newspapers and written publications; however, the district may also purchase advertising for student activities or educational programs in other media, such as radio or television, where these findings apply:

- a. By their nature, media sources are generally unique. Advertisements are placed in a particular source because of the specific audience that source serves;
- b. Competition to furnish advertising space in daily newspapers of general, trade or business circulation in the vicinity of the district is limited;
- c. Cost savings are difficult to quantify where the sources are unique and not interchangeable;
- d. Advertisements may be placed to satisfy legal notice or Board policy requirements;
- e. Other published advertisements or notices, such as routine public notices, personnel recruitment information, etc., are placed in one or more of the publications of general circulation in the local area and other publications, as appropriate;
- f. The communities served by the district rely upon its use of the local daily newspaper as a central source of news and information regarding district activities;

- g. It is unknown whether contracts for advertisements placed with radio, television or other broadcast media are going to result in cost savings if not placed for competitive bid or request for proposal (RFP). If possible savings could be obtained through competitive means, the district would attempt to obtain competitive quotes or bids, as appropriate.

### **Conclusion of Compliance with Law**

Due to limited competition and unique nature of sources, it is unlikely that this class special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Further, any contracts awarded under this class special procurement would result in a cost savings available to the district where the district can achieve volume savings through contracts for advertising with a particular media source, or otherwise substantially promote the public interest.

### **3. Advertising Contracts, Sale of**

The district may sell advertising for district publications and activities, regardless of a dollar amount, without competitive bidding, including school newspapers, yearbooks, athletic programs, drama or music programs and the like.

### **Findings of Fact**

Sales of advertising for student activities are generally other fund revenues, where student groups solicit advertisements from local businesses to help with the cost of the activity itself. A common example is the sale of advertising in school newspapers and yearbooks. The circulation of the newspaper and yearbook is limited to the students, teachers, parents and interested members of the community associated with the activities of that particular school. Due to the limited circulation and audience, the businesses that participate by purchasing advertising do so partly in the spirit of good will. Any business is welcome to place an advertisement in the school newspaper or yearbook; all it needs to do is to contact any district school department which publishes one. The district itself would not achieve any increased revenue to the General Fund by seeking competitive bids or proposals for such advertising. This holds true for other student activities, such as athletics, drama or music events and the like.

### **Conclusion of Compliance with Law**

These findings indicate that it is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Any business or individual who wishes to advertise in this manner may do so by simply contacting the student group responsible for the activity.

The sale of advertising for student activities such as school newspapers, yearbooks, athletic, drama or music programs would not benefit from competitive procurement. Such a requirement would place an unnecessary burden on the student group's activity and there is no financial advantage to the district in doing so. Consequently, the cost savings test is not an issue.

### **4. Equipment Repair and Overhaul**

- a. The district may enter into a public contract for equipment repair or overhaul without competitive bidding, subject to the following conditions:

- (1) Service or parts required are unknown and the cost cannot be determined without extensive preliminary dismantling or testing; or
  - (2) Service or parts required are for sophisticated equipment for which specially trained personnel are required and such personnel are available from only one source; and
  - (3) The purchase is made within the limits and pursuant to the methods in subsection b. of this rule.
- b. The following limitations apply to this rule:
- (1) If the contract is less than or equal to \$150,000, the school or department shall submit in writing to the y or designee the reasons why competitive bids or quotes are deemed to be impractical. The superintendent or designee will accordingly document in its procurement file and may enter directly into the contract;
  - (2) If the school or department official thinks the contract may exceed \$150,000, he/she shall submit in writing to the superintendent or designee the reasons why competitive bidding is deemed to be impractical and a description of the cost savings to be obtained by a special procurement. The superintendent or designee may prepare a specific request for the anticipated contract to be obtained through special procurement procedures to submit to the LCRB for approval.

### **Findings of Fact**

- a. The need for equipment repair or overhaul cannot be anticipated by district staff. If a piece of equipment is broken or not working properly, the district incurs cost of downtime, possible replacement equipment rental fees, staff time and other inconveniences or liabilities to its programs.
- b. Generally, there are a limited number of vendors who are able to perform repair or overhaul on a particular piece of equipment because of its make or manufacture. Sophisticated equipment may require specially trained personnel available from only one source. Often, a piece of equipment will have a partial warranty in place which will guarantee some savings to the district in the parts and/or labor needed to do the repair or overhaul. This warranty savings may only be achieved if the original manufacturer or provider of the equipment performs the necessary repair or overhaul.
- c. The dollar limits on the use of this special procurement procedure ensure that when the cost of the equipment repair or overhaul is expected to exceed \$150,000, the district will either seek formal competitive bids or, if that is not practical or cost effective, obtain a specific special procurement procedure from the LCRB to proceed with the purchase of the needed repair or overhaul.

### **Conclusion of Compliance with Law**

It is unlikely that this special procurement procedure will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts because the dollar limits incorporated into this special procurement when the anticipated costs exceed \$150,000, insure the district will seek formal competitive bids and proposals. If the formal process is not practical, the district will obtain a specific exemption from the LCRB to proceed with the purchase of the needed repair or overhaul.

The awarding of public contracts under this special procurement will result in a cost savings to the district, as required by ORS 279B.085, because the district incurs direct and indirect costs from the moment equipment breaks down or becomes unusable. This special procurement only applies to equipment already owned by the district and does not provide for the purchase of new equipment.

The district must be able to purchase necessary services and parts as quickly as possible in order to minimize equipment downtime and potential costs during that downtime.

## **5. Copyrighted Materials**

The district may, without competitive bidding and regardless of a dollar amount, purchase copyrighted materials where there is only one known supplier available for such goods. Examples of copyrighted materials covered by this special procurement procedure may include, but are not necessarily limited to, newly adopted textbooks/instructional materials, workbooks, curriculum kits, reference materials, audio and visual media and non-mass-marketed software from a particular publisher or their designated distributor.

### **Findings of Fact**

- a. By their nature, copyrighted materials are protected for the use of a single owner. Copyrighted materials may not be duplicated by others without the copyright owner's permission or license. Copyrights are established and regulated under federal law.
- b. Often, copyrighted materials are produced by only one supplier who may be the owner of the copyright or his/her licensee. Textbooks/Instructional materials are examples of copyrighted materials that the district purchases through a sole source. Textbooks/Instructional materials are adopted through a statewide process under the authority of the Oregon Department of Education. A textbook/instructional material adoption defines the various materials which the district will purchase for use in its educational programs.

The district purchases its textbooks/instructional materials through the Northwest Textbook Depository. This practice enables the regional textbook depository to purchase and warehouse textbooks/instructional materials in conformance with adoptions made in the states of their region. The result is that savings are achieved through the depository's combined purchases on behalf of member districts. Freight costs for individual districts are reduced by the bulk purchases of the depository and the depository takes on the cost of stocking and warehousing enough to meet each member district's needs.

The system of textbook/instructional materials distribution enables the district to participate in the largest possible bulk purchasing activity of adopted textbooks/instructional materials in the region. This ensures a cost savings to the district. A savings that would be jeopardized if the district was to act as an individual purchaser.

### **Conclusion of Compliance with Law**

This special procurement will not encourage favoritism or substantially diminish competition in the awarding of public contracts. The production and distribution of copyrighted materials is controlled by the owner of the copyright and may only be permitted through a sole source. The district has no control over this.

The awarding of contracts pursuant to this special procurement will result in a cost savings to the district when it needs to purchase copyrighted materials and there is only one known supplier for such goods, or otherwise substantially promote the public interest.

## **6. Product Prequalification**

- a. When specific design or performance specifications must be met or such specifications are impractical to create or reproduce for a type of product to be purchased, the district may

specify a list of approved or qualified products by reference to the prequalified product(s) of particular manufacturers or vendors in accordance with the following product prequalification procedure:

- (1) The district will make reasonable efforts to notify all known manufacturers and vendors of competing products of the district's intent to compile a list of prequalified products. The notice will explain the opportunity manufacturers and vendors of competing products will have to apply to have their product(s) included on the district's list of prequalified products. At its discretion, the district may provide notice by advertisement in a trade paper of general statewide circulation or other appropriate trade publication; or instead of advertising, the district may provide written notice to those manufacturers and vendors appearing on the appropriate list maintained by the district; and
  - (2) The district will accept manufacturer and vendor applications to include products in the district's list of prequalified products up to 15 calendar days prior to the initial advertisement for bids or proposals for the type of product to be purchased, unless otherwise specified in the advertisement or in the district's written notice.
- b. If the district denies an application for including a product on a list of prequalified products, the district shall promptly provide the applicant with a written notice of the denial and include the reason for denial. The applicant may submit a written appeal within seven calendar days to the district business manager to request review and reconsideration of the denial.

### **Findings of Fact**

- a. There are occasions when the district needs to establish a list of prequalified products before it invites bids or proposals to furnish the products. The district may have a specific performance or design need, but it is impractical for the district to create a specification for the type of products to be purchased. An example is audiovisual equipment. There is a tremendous variety of audiovisual products offered in the market. The equipment technology is complex and constantly changing. It would be very burdensome and time consuming for the district to generate nonbrand name, generic performance specifications for such equipment every time it wants to make a purchase.

Also, competition would be poorly served because bidders and proposers would not know in advance whether their offered product would meet the general specification substantially enough to be considered a responsive offer. The decision to make an award would be slow, because each product offered would have to be analyzed against the district's specification. Slowdown in the award process affects both bidders, who are asked to hold their bids open until award is made, and district programs, because staff are not able to order the equipment they need until the contract is awarded.

In this case, it might be more cost effective and efficient for the district to prequalify products and establish a list of approved products before invitations to bid are sent out. The prequalification process can be done some time before the need for a new contract. Once the prequalified product list is established, the bidding and contract award process can go quickly and smoothly.

- b. A second occasion when prequalification of products will be useful is when the specific design or performance specifications for a product are so exacting that the district must have time to carefully consider what is offered in the market that may or may not meet the specifications and, if necessary, reconsider its options before issuing an invitation to bid.
- c. This rule sets out a process of prequalification which requires the use of advertisement or other appropriate means to notify vendors of competing products of their opportunity to submit

items for prequalification. The district maintains vendor mailing lists which are open to all interested vendors. The district uses these lists routinely to notify vendors of its intentions to prequalify products or to invite bids on products.

- d. This includes a 15-day time limit between the closure of a prequalification list and a related invitation to bid. This time factor ensures that vendors have a reasonable time to apply to include their products on a prequalified product list.
- e. Subsection b., of this rule provides vendors with an appeal process to follow if their application for prequalification is denied.

### **Conclusion of Compliance with Law**

Where prequalification of products is appropriate, it is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or diminish competition for such contracts. There are several safeguards in the rule to prevent this, including notice, advertising, time and appeal process requirements to ensure that vendors are given a fair and open opportunity to participate in the prequalification process.

The prequalification of products process is a time-consuming effort for the district. It is not a shortcut procurement method. The district would use this method only after balancing cost-saving considerations, such as the ability of the district to create or generate nonbrand name generic specifications for types of products or the need for lengthy product evaluation prior to a contract award. If the prequalification method is chosen, it will result in a cost savings to the district because the normal method of product selection is too cumbersome and costly to pursue, or otherwise substantially promote the public interest.

## **7. Requirements Contracts (Blanket Purchase Orders, Price Agreements)<sup>1</sup>**

- a. The business manager, on behalf of the district, may establish requirements contracts for the purposes of minimizing paperwork, achieving continuity of product, securing a source of supply, reducing inventory, combining district requirements for volume discounts, standardization among school and departments and reducing lead time for ordering.
- b. The district may enter into a requirements contract (also known as a blanket purchase order or price agreement) whereby it is agreed to purchase goods or services for an anticipated need at a predetermined price or price discount from a price list, provided the contract is led by a competitive procurement process pursuant to the requirements of the public contracting code and these rules.
- c. Once a requirements contract is established, schools and departments may purchase the goods and services from the awarded contractor without first undertaking additional competitive solicitation.
- d. School and departments shall use requirements contracts established by the district, unless otherwise specified in the contract, allowed by law or these rules or specifically authorized by the superintendent or designee.

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<sup>1</sup>The Oregon Procurement Information Network (ORPIN) allows authorized members to utilize the state's price agreement/contracts to purchase goods and services. Authorized Oregon Cooperative Procurement Program (ORCPP) members can legally attach to a state price agreement and forego the competitive bid process. Access to hundreds of competitive price contracts for a wide variety of goods and services: vehicles, computers, furniture, copiers, fax machines, travel, pharmaceuticals, office products, etc., is available. Counties, cities, schools, municipalities or their public corporate entities having local governing authority, a United States governmental agency or American Indian tribe or agency are eligible to participate.

- e. Under the authority of ORS 279A.025 and 279B.085, the district may use the requirements contracts entered into by another Oregon public agency when:
  - (1) The original contract met the requirements of public contracting code; and
  - (2) The original contract allows other public agency usage of the contract; and
  - (3) The original public contracting agency concurs and this is documented by a written interagency agreement between the district and the agency.
- f. The term of any district requirements contract, including renewals, shall not exceed five years unless otherwise permitted under the public contracting code.

### **Findings of Fact**

- a. This rule permits the district to enter into a requirements contract, in which the vendor agrees to provide specified goods and services over the term of the contract at the bid price or discount rate. A requirements contract is useful when the purchase of the goods or services are routine and repetitive. For example, school, office, custodial and facilities maintenance supplies are customarily purchased through requirements contracts.
- b. Requirements contracts are a common method of minimizing paperwork, achieving continuity of product, securing a source of supply, reducing inventory, obtaining volume discounts, standardizing usage among schools and departments and reducing lead time for ordering.
- c. The district establishes a requirements contract as a result of open competitive bidding or RFP processes, unless otherwise permitted under the public contracting code.
- d. The district limits the term of a requirements contract, including all renewal options, to a maximum of five years before competitive rebidding must be done, unless otherwise permitted under the public contracting code.
- e. The district may use the requirements contracts established by other public agencies, subject to certain conditions of state law, Board policy and administrative regulation.

### **Conclusion of Compliance with Law**

It is unlikely that this special procurement will result in favoritism in the awarding of public contracts or diminish competition for such contracts. The district will only enter into requirements contracts which result from open competitive bidding processes. This condition applies also to the use of requirements contracts established by other public contracting agencies.

The awarding of district requirements contracts will result in a cost savings to the district, or otherwise substantially promote the public interest. It would be costly and inefficient to make routine, repetitive purchases of goods and services through individual transactions. Also, the guaranteed volume of a requirements contract allows the district to get better prices from bidders.

## **8. Used Personal Property or Equipment, Purchase<sup>2</sup>**

- a. Subject to the provisions of this rule, the district may purchase used property or equipment without obtaining competitive bids or quotes, if the district has determined that the purchase will result in cost savings to the district and will not diminish competition or encourage favoritism. "Used personal property or equipment" is property or equipment which has been

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<sup>2</sup>When contracting with another governmental entity, a district has a statutory exception under ORS 279A.025. The district may purchase state/federal surplus property through the Department of Administrative Services (DAS), State Services Division for Surplus Property. For more information on this program, contact DAS at 503-378-3014.

placed in its intended use by a previous owner or user for a period of time recognized in the relevant trade or industry as qualifying the personal property or equipment as “used” at the time of district purchase. Used personal property or equipment generally does not include property or equipment if the district was the previous user, whether under a lease, as part of a demonstration, trial or pilot project or similar arrangement.

- b. For purchases of used personal property or equipment costing less than or equal to \$150,000, the district shall, where feasible, obtain three competitive quotes unless the district has determined and documented that a purchase without obtaining competitive quotes will result in cost savings to the district and will not diminish competition or encourage favoritism.
- c. For purchases of used personal property or equipment totaling \$150,000 or more, the district shall attempt to obtain three competitive quotes. The district will keep a written record of the source and amount of quotes received. If three quotes are not available, a written record must be made of the attempt to obtain quotes.

### **Findings of Fact**

- a. The district is responsible to manage expenditures in the best interests of the public. Cost savings can be achieved through the procurement of used property and equipment. The district purchases used property and equipment when it meets the district’s needs and is cost effective. Considerations include type, quality, quantity and estimated useful life of the used item.
- b. Used equipment and property becomes available sporadically and without notice. Used equipment and property is generally sold on a first-come, first-served basis. When used property or equipment does become available, the district must be able to respond immediately in order to obtain the property or equipment.
- c. Some types of property or equipment may not be readily available in the new goods market. The district may have to look for used items to fill the need.
- d. Competition to provide used property and equipment may be very limited and inconsistent, depending on the type of product.
- e. The district maintains vendor lists which include information on whether a vendor provides used property or equipment. These lists are open to all vendors.

### **Conclusion of Compliance with Law**

It is unlikely that this special procurement will encourage favoritism in the award of public contracts or substantially diminish competition for such contracts. The purchase of used property or equipment depends on an inconsistent, sporadic market. When a used item is available, there is often little competition available. Sources for used items of the type, quality and quantity required by the district are inconsistent. This rule requires the district to attempt to obtain and document quotes as appropriate to the dollar amount of the purchase. If the anticipated purchase is over \$150,000, the district will advertise its need.

The use of this special procurement will result in a cost savings to the district, or otherwise substantially promote the public interest. The cost of used equipment or property is generally substantially less than that of new. Savings of 20 percent to 50 percent are not uncommon. Used equipment can provide good value to the district and help ensure the continuation of district services and programs.

## **9. Information Technology Contracts**

The district may enter into a contract to acquire information technology hardware and software without competitive bidding subject to the following conditions:

- a. If the contract amount does not exceed \$150,000, the district shall attempt to obtain three competitive quotes pursuant to the rules governing Intermediate Procurements. The district shall keep a written record of the sources of the quotes or proposals received. If three quotes or proposals are not reasonably available, fewer will suffice, but the district shall make a written record of the effort made to obtain the quotes or proposals.
- b. If the contract amount exceeds \$150,000, the district shall determine and use the best procurement method, pursuant to the public contracting code and these rules, and shall solicit written proposals in accordance with the requirements of the *Attorney General's Model Public Contract and LCRB Rules*. The district shall document the evaluation and award process, which will be part of the public record justifying the award;
- c. If the amount of the contract is estimated to exceed \$150,000, the district shall provide proposers an opportunity to review the evaluation of their proposals before final selection is made.

### **Findings of Fact**

- a. Rapid changes in technology make it necessary for the district to be able to purchase needed computer equipment quickly.
- b. Pricing for high-technology equipment also changes rapidly. It is frequently possible to take advantage of frequent price changes in the marketplace in the purchase of computer equipment.
- c. There is generally sufficient competition among vendors of information technology hardware and software for district business.
- d. The district will follow rules governing special procurements and obtain at least three informally solicited quotes for purchases less than or equal to \$150,000.
- e. If the district requires a brand name or sole source product, the district will follow its rule governing Brand Names or Products, "Or Equal," Single Seller and Sole Source, Section 1. under Special Procurements, to procure it.

### **Conclusion of Compliance with Law**

It is unlikely that this special procurement will encourage favoritism in the award of district contracts or substantially diminish competition for district contracts. The purchase of information technology hardware and software will be made in accordance with other competitive bidding rules contained in this administrative regulation. If the anticipated purchase is over \$150,000, the district will advertise its need.

The use of this special procurement will result in a cost savings to the district, or otherwise substantially promote the public interest. Competition will be encouraged at all dollar levels of purchase of information technology hardware and software. This rule gives the district some flexibility in selecting the method of competitive procurement but requires adherence to the rule on brand name or sole source acquisitions if those situations occur.

## **10. Telecommunications Systems - Hardware and Software Contracts**

- a. The district may enter into a contract to acquire telecommunications system hardware and software, without competitive bidding, subject to the following conditions:
  - (1) If the contract amount does not exceed \$150,000, the district shall attempt to obtain three competitive quotes pursuant to the rules governing Intermediate Procurements. The district shall keep a written record of the sources of the quotes or proposals received. If

- three quotes or proposals are not reasonably available, fewer will suffice, but the district shall make a written record of the effort made to obtain the quotes or proposals.
- (2) If the contract amount exceeds \$150,000, the district shall determine and use the best procurement method, pursuant to the public contracting code and these rules and shall solicit written proposals in accordance with the requirements of Chapter 137, Divisions 047 and 049 of the *Attorney General's Model Public Contract and LCRB Rules*. The district shall document the evaluation and award process, which will be part of the public record justifying the award.
- b. The telecommunications solicitation authorized in subsection 10.a.(1) of these rules shall:
- (1) State the contractual requirements in the solicitation document;
  - (2) State the evaluation criteria to be applied in awarding the contract and the role of any evaluation committee. Criteria that would be used to identify the proposal that best meets the district's needs may include, but are not limited to, cost, quality, service and support, compatibility, product or system reliability, vendor viability and financial stability, operating efficiency and expansion potential;
  - (3) State the provisions made for bidders or proposers to comment on any specifications which they feel limit competition.

### **Findings of Fact**

- a. Rapid changes in technology make it necessary for the district to be able to purchase needed telecommunications hardware and software quickly.
- b. Since deregulation, there is generally adequate competition among vendors of telecommunication hardware and software to allow the district to make competitive purchases.
- c. Pricing for telecommunications hardware and software also changes frequently. It is important for the district to take advantage of price competition in the marketplace.
- d. The district will follow procedures governing special procurements and document reasonable efforts to obtain at least three informally solicited quotes for purchases over \$10,000 but less than or equal to \$150,000.
- e. If a purchase of telecommunications hardware or software is expected to cost more than \$150,000, the district will use a formal competitive bidding or proposal process in accordance with these rules and the *Attorney General's Model Public Contract and LCRB Rules*.
- f. There are also times when the district needs to purchase specific items that are compatible with current equipment. On these occasions, the district will follow its rule governing Brand Names or Products, "Or Equal," Single Seller and Sole Source, Section 1. under Special Procurements, to make the purchase.

### **Conclusion of Compliance with Law**

It is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. The purchase of telecommunications hardware and software will be made in accordance with other competitive bidding rules herein. If the anticipated purchase is over \$150,000, the district will advertise its need.

The use of this special procurement will result in a cost savings to the district, or otherwise substantially promote the public interest. Competition will be encouraged at all dollar levels of purchase of telecommunications hardware and software. This rule gives the district some flexibility in selecting the method of competitive procurement but requires adherence to the rule on brand name or sole source acquisitions if those situations occur.

## 11. Telecommunications Services

- a. The district shall secure the most competitive, cost-effective telecommunications services of the quality needed to meet all service performance requirements while minimizing administrative and service delivery costs. The district will use routine purchasing procedures whenever possible, but if necessary, the district can consider alternative procurement methods in accordance with this rule.

The district will generally follow the normal competitive procurement processes in obtaining telecommunications services. This process will only be used if necessary where there is a lack of sufficient competition to furnish needed services.

- b. In determining the appropriate procurement method for telecommunications services, the district shall comply with the requirements of ORS 291.038 and determine whether competition exists. In determining whether competition exists, the district may consider the following factors:
  - (1) The extent to which alternative providers exist in the relevant geographic and service market; the greater area of Multnomah County;
  - (2) The extent to which alternative services offered are comparable or substitutable in technology, service provided and performance. For example, if the district requires digital services, analog services are not comparable or substitutable. If the district requires fiber optic technology, then copper, microwave or satellite transmission technology may not be comparable or substitutable;
  - (3) The extent to which alternative providers can respond to the district's interest in consistency and continuity of services throughout its service area, volume discounts, equitable service for all users, centralized management and limiting district liability. For example, to be considered as the district's long-distance service provider, any long-distance service vendor must be able to meet, support and interface with the district's centralized automated billing requirements. The district must document for the record, its findings on these factors or any other factors used in determining whether competition exists. In developing its findings, the district may solicit the information either through informal telephone or written contacts or through a formal solicitation such as a RFP.
- c. If the district determines that competition does not exist in the area for the relevant service, the district may proceed to secure the service on a sole source basis, as described in the district's rule governing Brand Names or Products, "Or Equal," Single Seller and Sole Source, Section 1. under Special Procurements.

### Findings of Fact

- a. Since deregulation, there is generally adequate competition among vendors of telecommunication services to allow the district to make competitive procurements.
- b. Since there is competition, price competition exists in the marketplace. It is important for the district to take advantage of existing competition.
- c. The district will follow its rules governing special procurements and document reasonable efforts to obtain at least three informally solicited quotes for purchases less than or equal to \$150,000. The district shall keep a written record of the sources of the quotes or proposals received. If three quotes or proposals are not reasonably available, fewer will suffice, but the district shall make a written record of the effort made to obtain the quotes or proposals.

- d. If a purchase of service is expected to cost more than \$150,000, the district will use a formal competitive bidding or proposal process in accordance with these rules and the *Attorney General's Model Public Contract and LCRB Rules*.
- e. There may be occasions where there is limited competition that can furnish telecommunications services of the quality and extent required by district operations. In such instances, the district will follow this rule and also its rule governing Brand Names or Products, "Or Equal," Single Seller and Sole Source, Section 1. under Special Procurements, to procure needed services from the sole source.

### **Conclusion of Compliance with Law**

It is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts. Routinely, the purchase of telecommunications services will be made in accordance with other competitive bidding rules contained in this administrative regulation. If the anticipated purchase is over \$150,000, the district will advertise its need, issue a written solicitation document and invite written bids or proposals to be furnished in response.

There may be circumstances, however, where sufficient competition does not exist in the relevant geographic and service market area. In such cases, the district will follow this rule in determining whether sufficient competition exists to make a competitive procurement.

The use of this special procurement will result in a cost savings to the district, or otherwise substantially promote the public interest. Competition will be encouraged at all dollar levels of purchase of telecommunications hardware and software. This rule gives the district some flexibility in selecting the method of competitive procurement but requires adherence to the rule on brand name or sole source acquisitions if those situations occur. The rule also states the steps to be taken to document situations where sufficient competition may not exist and a sole source purchase needs to be made.

## **12. Hazardous Material Removal; Oil Cleanup**

- a. The district may enter into public contracts without competitive bidding, regardless of a dollar amount, when ordered to clean up oil or hazardous waste pursuant to the authority granted to the Oregon Department of Environmental Quality (DEQ) under ORS Chapter 466, especially ORS 466.605 through 466.680. In exercising its authority under this exemption, the district shall:
  - (1) To the extent reasonable under the circumstances, encourage competition by attempting to make informal solicitations or to obtain informal quotes from potential suppliers of goods and services;
  - (2) Make written findings describing the circumstances that require the cleanup or maintain a copy of the DEQ order for the cleanup;
  - (3) Record the measures taken under a.1. of this rule to encourage competition, the amount of the quotes or proposals obtained, if any, and the reason for selecting the contractor to whom award is made.
- b. The district shall not contract pursuant to this special procurement in the absence of an order from the DEQ to clean up a site which includes a time limit that would not allow the district to hire a contractor under normal competitive bidding procedures. Goods and services to perform other hazardous material removal or cleanup will be purchased in accordance with normal

competitive bidding procedures as described in Board policy with this administrative regulation.

### **Findings of Fact**

- a. When the DEQ orders a public agency to remove or clean up hazardous material or oil, the public agency must respond within a very short time, which is stated in the DEQ order. This time period does not generally allow the agency to take the time necessary to solicit written bids or proposals for the work to be performed. The district would be liable for any delay in responding to DEQ orders to perform hazardous material removal or cleanup.
- b. This exemption will not be used in those situations where there is no DEQ order to remedy the situation. Routine competitive procurement methods will be used where there is no DEQ order to act immediately. The district maintains open lists of vendors who are interested in providing hazardous material removal and cleanup services. Whenever it needs hazardous material removal or disposal, the district makes use of these lists to solicit quotes, bids or proposals as needed, in addition to advertising the procurement as required.
- c. Cost savings are achieved through this exemption because the district can be liable for DEQ penalties and fines if it does not timely remove hazardous materials or oil as ordered. There is also serious risk in these situations, that property damage or personal injury could result if the district is slow to act.

### **Conclusions of Compliance with Law**

It is unlikely that this special procurement will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts as required by ORS 279B.085 (3)(a). If it is under DEQ order to act immediately, the district will still attempt to obtain competitive quotes for the work to be performed as it has the ability and time to do so. Unless the district is faced with the quasi-emergency situation of a DEQ order to remove or clean up hazardous waste or oil, it will follow normal competitive procedures to obtain these services.

The award of public contracts pursuant to this special procurement will result in a cost savings to the district in these situations, as required by ORS 279B.085 (3)(b), because the district must comply with the law and avoid and minimize risk to persons and property. Where possible, it will seek competitive quotes for the work to be performed and will award the contract to the lowest, responsive and responsible bidder.

## **13. Renegotiation of Existing Contracts with Incumbent Contractors**

- a. The district may amend or renegotiate contracts with existing vendors, service providers or other parties subject to the limitations of this rule.
- b. The district has determined that value engineering, specialized expertise required, public safety and technical complexity, generally do not apply to this special procurement procedure.
- c. The renegotiated contract falls within a current special procurement procedure, but if not the LCRB must approve a separate special procurement.
- d. The district may renegotiate certain terms, but they must not unreasonably alter the scope of the original contract.

### **Findings of Fact**

- a. The LCRB may amend contracts when it is in the best interest of the district. The superintendent and/or other designee, acting on behalf of the LCRB, may renegotiate certain provisions, including:

- (1) Price;
- (2) Term;
- (3) Delivery and shipping;
- (4) Order size;
- (5) Substitution;
- (6) Warranties;
- (7) On-line ordering systems;
- (8) Price adjustments;
- (9) Product availability;
- (10) Product quality;
- (11) Reporting requirements; or
- (12) Discounts.

Any contract amendment will be supported by legal consideration when necessary to validate the amended provision.

- b. The amended terms must be within a reasonable scope of the original contract, but not fundamentally alter the agreement or nature of goods or services. Districts may, however, request functionally equivalent substitutes for goods or services in the original contract.
- c. The contract as a whole must be more favorable to the individual needs of the district to justify renegotiation. Cost may be a factor in determining what is a favorable change to the original contract, but the district may use factors other than cost that demonstrate that the amended contract is more favorable to the unique needs of the district.

### **Conclusion of Compliance with Law**

This special procurement will not encourage favoritism or substantially diminish competition in awarding public contracts because it already exists as a contract awarded in compliance with the district's special procurement and public contracting code.

The awarding of contracts under this special procurement will result in cost savings to the district when it needs to renew its original contract with vendors, service providers or other parties, or otherwise substantially promote the public interest.

### ***EXEMPTIONS FROM COMPETITIVE BIDDING***

All public contracts shall be based upon competitive bids or proposals, except the following:

1. Contracts which have been specifically exempted under ORS 279A.025 and 279C.335; and
2. Contracts covered by the class exemptions in the following set of rules developed pursuant to ORS 279C.335 (2) and (5) and based on Oregon Administrative Rules, Chapter 137, Divisions 46 through 49.

The Board, acting as the Local Contract Review Board (LCRB) for the district, has made the findings required by ORS 279C.330, ORS 279C.335 and ORS 279C.345, and determined that awarding a contract under this exemption is unlikely to encourage favoritism or substantially diminish competition for the public contract and will likely result in a substantial cost savings and other substantial benefits to the district.

In approving a finding under this section, the local contract review board shall consider the type, cost and amount of the contract and, to the extent applicable to the particular public improvement contract or class of public improvement contracts, the following:

1. How many persons are available to bid;
2. The construction budget and the projected operating costs for the completed public improvements;
3. Public benefits that may result from granting the exemption;
4. Whether value engineering techniques may decrease the cost of the public improvement;
5. The cost and availability of specialized expertise that is necessary for the public improvement;
6. Any likely increases in public safety;
7. Whether granting the exemption may reduce risks to the district or the public that are related to the public improvement;
8. Whether granting the exemption will affect the sources of funding for the public improvement;
9. Whether granting the exemption will better enable the district to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement;
10. Whether granting the exemption will better enable the district to address the size and technical complexity of the public improvement;
11. Whether the public improvements involves new construction or renovates or remodels an existing structure;
12. Whether the public improvement will be occupied or unoccupied during construction;
13. Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions; and
14. Whether the district has or has retained under contract, and will use district personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the district will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

Only these findings are required for each class or individual contract exemption, unless the LCRB specifically excludes a finding or includes an additional finding.

Promulgation of these exemptions can only occur after public notification and a public hearing to receive testimony pertaining to the draft exemptions and findings, pursuant to ORS 279C.335.

**1. Brand Names or Products, “Or Equal,” Single Seller and Sole Source**

- a. The district may purchase brand names or products from a single seller or sole source without competitive bidding subject to the limitations of this rule.
- b. The district has determined that value engineering, specialized expertise required, public safety and technical complexity, generally do not apply to this exemption.

- c. Solicitation specifications for public contracts of the district shall not expressly or implicitly require any product of any particular manufacturer or seller except as expressly authorized in subsections d. and e. of this rule.
- d. The district may specify a particular brand name, make or product suffixed by “or equal,” “or approved equal,” “or equivalent,” “or approved equivalent” or similar language if there is no other practical method of specification after documenting the procurement file with the following:
  - (1) A brief description of the solicitation(s) to be covered, including contemplated future purchases;
  - (2) Description of the brand name, mark or product to be specified; and
  - (3) A brand name specification may be prepared and used only if the district determines for a solicitation or class of solicitations that only the identified brand name specification will meet the needs of the district based on one or more of the following written determinations:
    - (a) The use of the brand name specification is unlikely to encourage favoritism in the awarding of public contracts or substantially diminish competition for public contracts; or
    - (b) Specification of the brand name, mark or product would result in substantial cost savings to the district; or
    - (c) There is only one manufacturer or seller of the product of the quality, performance or functionality required; or
    - (d) The efficient utilization of existing goods requires the acquisition of compatible goods and services.
  - (4) The district shall make reasonable effort to notify all known suppliers of the specified product and invite such vendors to submit competitive bids or proposals.
- e. The district may purchase a particular product or service available from only one source, after documenting the procurement file with the district’s findings of current market research to support the determination that the product is available from only one seller or source. The district’s findings shall include:
  - (1) A brief description of the contract or contracts to be covered, including contemplated future purchases;
  - (2) Description of the product or service to be purchased; and
  - (3) The reasons the district is seeking this procurement method, which shall include any of the following:
    - (a) That the efficient utilization of existing equipment, supplies or services requires the acquisition of compatible equipment, supplies or services; or
    - (b) That the goods or services required for the exchange of software or data with other public or private agencies are available for only one source; or
    - (c) That the goods or services are for use in a pilot or an experimental project; or
    - (d) Other findings that support the conclusion that the goods or services are available from only one source.
  - (4) To the extent reasonably practical, the contracting agency shall negotiate with the sole source to obtain contract terms advantageous to the contracting agency.

- f. The district may specify a product or service available from only one manufacturer but available through multiple sellers, after documenting the procurement file with the following information:
  - (1) If the total purchase is over \$5,000 but does not exceed \$100,000, and a comparable product or service is not available under an existing state cooperative purchasing contract, competitive quotes shall be obtained by the district and retained in the procurement file; or
  - (2) If the amount of the purchase exceeds \$100,000, the product or service shall be obtained through competitive bidding unless a specific exemption is granted by the LCRB.
- g. If the district intends to make several purchases of the product of a particular manufacturer or seller for a period not to exceed five years, the district will so state in the solicitation file and in the solicitation document, if any. Such documentation shall be sufficient notice as to subsequent purchases. If the total purchase amount is estimated to exceed \$100,000, this shall be stated in the advertisement for bids or proposals.

### **Findings of Fact/Conclusion of Compliance with Law**

It is unlikely that this process will encourage favoritism in the award of public contracts or substantially diminish competition for such contracts, as required by ORS 279C.335 (2)(a).

This class exemption applies only to contracts under a limited dollar amount, and then, only after efforts to obtain competitive quotes are made, or other methods have been employed to ensure that competitive means are used if available. The district maintains open lists from which vendors are contracted for quotations. In addition, as required by ORS 279C.335 (2)(b) award of a public contract subject to the above described exemption should likely result in substantial cost savings and other substantial benefits to the district by virtue of the ability to reduce solicitation costs when it is known that comparable products are not available, or when specifying another product solely to meet a competition requirement might lead to lower initial cost but longer lifetime cost.

## **2. Product Prequalification**

- a. When specific design or performance specifications must be met or such specifications are impractical to create or reproduce for a type of product to be purchased, the district may specify a list of approved or qualified products by reference to the prequalified product(s) of particular manufacturers or vendors in accordance with the following product prequalification procedure:
  - (1) The district will make reasonable efforts to notify all known manufacturers and vendors of competing products of the district's intent to compile a list of prequalified products. The notice will explain the opportunity manufacturers and vendors of competing products will have to apply to have their product(s) included on the district's list of prequalified products. At its discretion, the district may provide notice by advertisement in a trade paper of general statewide circulation or other appropriate trade publication; or instead of advertising, the district may provide written notice to those manufacturers and vendors appearing on the appropriate list maintained by the district; and
  - (2) The district will accept manufacturer and vendor applications to include products in the district's list of prequalified products up to 15 calendar days prior to the initial advertisement for bids or proposals for the type of product to be purchased, unless otherwise specified in the advertisement or in the district's written notice.

- b. The district has determined that special expertise required, generally, does not apply to this rule.
- c. If the district denies an application for inclusion of a product on its list of prequalified products, the district shall promptly provide the applicant with a written notice of the denial and include the reason for denial. The applicant may submit a written appeal within 7 calendar days to the district business manager to request review and reconsideration of the denial.

### **Findings of Fact**

- a. There are occasions when the district needs to establish a list of prequalified products before it invites bids or proposals to furnish the products. The district may have a specific performance or design need, but it is impractical for the district to create a specification for the type of products to be purchased. An example is audiovisual equipment. There is a tremendous variety of audiovisual products offered in the market. The equipment technology is complex and constantly changing. It would be very burdensome and time consuming for the district to generate nonbrand name, generic performance specifications for such equipment every time it wants to make a purchase.

Also, competition would be poorly served because bidders and proposers would not know in advance whether their offered product would meet the general specification substantially enough to be considered a responsive offer. The decision to make an award would be slow, because each product offered would have to be analyzed against the district's specification. Slowdown in the award process affects both bidders, who are asked to hold their bids open until award is made, and district programs, because staff are not able to order the equipment they need until the contract is awarded.

In this case, it might be more cost effective and efficient for the district to prequalify products and establish a list of approved products before invitations to bid are sent out. The prequalification process can be done some time before the need for a new contract. Once the prequalified product list is established, the bidding and contract award process can go quickly and smoothly.

- b. A second occasion when prequalification of products will be useful is when the specific design or performance specifications for a product are so exacting that the district must have time to carefully consider what is offered in the market that may or may not meet the specifications and, if necessary, reconsider its options before issuing an invitation to bid.
- c. This rule sets out a process of prequalification which requires the use of advertisement or other appropriate means to notify vendors of competing products of their opportunity to submit items for prequalification. The district maintains vendor mailing lists which are open to all interested vendors. The district uses these lists routinely to notify vendors of its intentions to prequalify products or to invite bids on products.
- d. This includes a 15-day time limit between the closure of a prequalification list and a related invitation to bid. This time factor ensures that vendors have a reasonable time to apply to include their products on a prequalified product list.
- e. Subsection c. of this rule provides vendors with an appeal process to follow if their application for prequalification is denied.

### **Conclusion of Compliance with Law**

Where prequalification of products is appropriate, it is unlikely that this exemption will encourage favoritism in the awarding of public contracts or diminish competition for such contracts as required by ORS 279C.335 (2)(a). There are several safeguards in the rule to prevent this, including notice,

advertising, time and appeal process requirements to ensure that vendors are given a fair and open opportunity to participate in the prequalification process.

The prequalification of products process is a time-consuming effort for the district. It is not a shortcut procurement method. The district would use this method only after balancing cost-saving considerations, such as the ability of the district to create or generate nonbrand name generic specifications for types of products or the need for lengthy product evaluation prior to a contract award. If the prequalification method is chosen, it will likely result in a substantial cost savings and other substantial benefits to the district as required by ORS 279C.335 (2)(b) because the normal method of product selection is too cumbersome and costly to pursue.

### **3. Requirements Contracts (Blanket Purchase Orders, Price)<sup>3</sup>**

- a. The business manager, on behalf of the district, may establish requirements contracts for the purposes of minimizing paperwork, achieving continuity of product, securing a source of supply, reducing inventory, combining district requirements for volume discounts, standardization among schools and departments and reducing lead time for ordering.
- b. The district has determined that value engineering, specialized expertise required and technical complexity, generally, do not apply to this rule.
- c. The district may enter into a requirements contract (also known as a blanket purchase order or price agreement) whereby it is agreed to purchase goods or services for an anticipated need at a predetermined price or price discount from a price list, provided the contract is led by a competitive procurement process pursuant to the requirements of the public contracting code and these rules.
- d. Once a requirements contract is established, schools and departments may purchase the goods and services from the awarded contractor without first undertaking additional competitive solicitation.
- e. Schools and departments shall use requirements contracts established by the district, unless otherwise specified in the contract, allowed by law or these rules or specifically authorized by the superintendent or designee.
- f. Under the authority of ORS 279A.025 and 279C.335, the district may use the requirements contracts entered into by another Oregon public agency when:
  - (1) The original contract met the requirements of the public contracting code; and
  - (2) The original contract allows other public agency usage of the contract; and
  - (3) The original public contracting agency concurs and this is documented by a written interagency agreement between the district and the agency.
- g. The term of any district requirements contract, including renewals, shall not exceed five years unless otherwise exempted pursuant to ORS 279C.335.

### **Findings of Fact**

- a. This rule permits the district to enter into requirements contracts, in which the vendor agrees to provide specified goods and services over the term of the contract at the bid price or discount rate. A requirements contract is useful when the purchase of the goods or services are routine

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<sup>3</sup>The Oregon Procurement Information Network (ORPIN) allows authorized members to utilize the state's price agreement/contracts to purchase goods and services. Authorized ORCPP members can legally attach to a state price agreement and forego the competitive bid process. Access to hundreds of competitive price contracts for a wide variety of goods and services: vehicles, computers, furniture, copiers, fax machines, travel, pharmaceuticals, office products, etc., is available.

- and repetitive. For example, school, building, office, custodial and facilities maintenance supplies are customarily purchased through requirements contracts.
- b. Requirements contracts are a common method of minimizing paperwork, achieving continuity of product, securing a source of supply, reducing inventory, obtaining volume discounts, standardizing usage among schools, buildings and departments and reducing lead time for ordering.
  - c. The district establishes requirements contracts as a result of open competitive bidding or RFP processes, unless otherwise exempted.
  - d. The district limits the term of a requirements contract, including all renewal options, to a maximum of five years before competitive rebidding must be done, unless otherwise exempted.
  - e. The district may use the requirements contracts established by other public agencies, subject to certain conditions of state law, Board policy and administrative regulation.

### **Conclusion of Compliance with Law**

It is unlikely that this exemption will result in favoritism in the awarding of public contracts or diminish competition for such contracts, as required by ORS 279C.335 (2)(a). The district will only enter into requirements contracts which result from open competitive bidding processes. This condition applies also to the use of requirements contracts established by other public contracting agencies.

The awarding of district requirements contracts will likely result in a substantial cost savings and other substantial benefits to the district, as required by ORS 279C.335 (2)(b). It would be costly and inefficient to make routine, repetitive purchases of goods and services through individual transactions. Also, the guaranteed volume of a requirements contract allows the district to get better prices from bidders.

#### **4. Waiver of Bid Security Requirements (Public Improvement Contracts under \$100,000)**

The LCRB may, at its discretion, waive the bid security requirements of ORS 279C.390, if the amount of the contract for the public improvement is less than \$100,000. Although the bid security requirements of ORS 279C.390 are waived for public improvement contracts under \$100,000, the district may impose a bid or quote security requirements for projects under \$100,000, when deemed to be in the best interest of the district.

### **Findings of Fact/Conclusion of Compliance with Law**

This rule allows the LCRB to waive bid security requirements for certain public improvement contracts. Waiver of the bid security is provided for by statute without a requirement for findings.

#### **5. Waiver of Performance and Payment Security Requirements (Public Improvement Contracts under \$100,000)**

The LCRB may, at its discretion, waive the performance/payment security requirements of ORS 279C.390 if the amount of the contract for the public improvement is less than \$100,000. Although the performance/payment security requirements of ORS 279C.390 are waived for public improvement contracts less than \$100,000, the district may impose a performance/payment security requirement for projects less than \$100,000 when deemed to be in the best interest of the district.

### **Findings of Fact/Conclusion of Compliance with Law**

This rule allows the LCRB to waive performance/payment security requirements for certain public improvement contracts. Waiver of the performance/payment security is provided for by statute without a requirement for findings.

## 6. Projects with Complex Systems or Components

- a. For contracts for public improvements with significant components that are inherently complex and are also complex to procure through competitive bid, the district may, at its discretion, use RFP competitive procurement methods subject to the conditions described in ORS 279C.400 and conditions enumerated in this exemption.
- b. Definitions. For purposes of this exemption only: “Complex Systems” are defined as those systems which incorporate the procurement of materials or other components which are difficult, if not impossible, to create in an “equal” specifications basis for competitive bid. Examples of such systems include but are not limited to, contracts for supplying and installing computerized controls for building heating, venting, air conditioning systems; and contracts for artificial surface outdoor multipurpose athletic fields. “Significant” is intended to mean something more than de minimis, but not necessarily the majority of the project as determined by cost.

### Finding of Fact/Conclusion of Compliance with the Law

It is unlikely that this exemption will encourage favoritism in the awarding of the public contracts or substantially diminish competition for such contracts as required by ORS 279C.335 (2)(a). Contracts for public improvements occasionally incorporate the procurement of systems, materials, or other components (complex systems) for which it is extremely difficult to design bid specifications. In these situations, utilization of a RFP process where each of the systems can be evaluated utilizing a number of factors, in addition to price, will likely result in substantial cost savings and other substantial benefits to the district as required by ORS 279C.335 (2)(b).

ORS 279C.400 enumerates how RFP’s are to be used if authorized by the LCRB. This criteria, ensures that competitive means will be used and selection will be fair and impartial. As a result, it is unlikely that this process will encourage favoritism in the awarding of public contracts or substantially diminish competition for such contracts as required by ORS 279C.335 (2)(a). The awarding of contracts pursuant to this process will result in optimal value to the district based on selection by the district of the best competitive proposal that meets the stated evaluative criteria.

This class exemption is intended to be used for the types of procurements describe in the findings, where the specific system, materials or components represent a significant portion of the project. This class exemption **is not** intended to be used for construction manager/general contractor (CM/GC) projects or other methods of alternative procurement unless these projects meet the requirements of this class exemption. The CM/GC and others, not meeting the requirements of this class exemption, may still be procured by RFP, provided that a project or contract specific exemption is promulgated by the LCRB.

# Corbett School District 39

Code: DJCA  
Adopted:

## Personal Services Contracts

The district may enter into personal services contracts with qualified professionals as provided by Oregon Revised Statute (ORS) 279A.055. "Personal services contracts," as used in this policy, means contracts for specialized skills, knowledge and resources in the application of highly technical or scientific expertise or the exercise of professional, artistic or management discretion or judgment. The district may enter into a personal services contract with a current district employee only when the individual meets independent contractor status in accordance with state, Public Employees Retirement System (PERS) and Internal Revenue Service (IRS) requirements.

Selection of a personal services contractor will be based primarily on qualifications and performance history, expertise, knowledge and creativity and the ability to exercise sound professional judgment.

All personal services contracts shall be based on demonstrated qualifications and competence to perform the required services, encourage competition, discourage favoritism and obtain services at a fair and reasonable price.

Contracts for personal services in excess of {\$150,000} shall require prior Board approval.

The superintendent will develop administrative regulations as necessary to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS Chapters 279](#)

[ORS Chapters 279A, 279B and 279C](#)

[ORS 332.107](#)

[ORS 670.600](#)

[OAR 459-010-0030](#)

INTERNAL REVENUE SERVICE, PUBLICATION 1779: INDEPENDENT CONTRACTOR OR EMPLOYEE (Rev. 3-2012).

# Corbett School District 39

Code: DJCA-AR  
Revised/Reviewed:

## Personal Services Contracts (Version )

On hold

### 1. Personal Services Contracts Defined

- a. Personal services contracts include, but are not limited to a contract or member of a class of contracts, that the local contracting agency's Local Contract Review Board (LCRB) has designated as a personal services contract pursuant to Oregon Revised Statute (ORS) 279A.055. Personal services include, but are not limited to, the following:
  - (1) Contracts for services performed as an independent contractor in a professional capacity (e.g., services of an accountant, attorney, data processing consultant, etc.);
  - (2) Contracts for services as an artist in the performing or fine arts (e.g., photographer, painter, etc.);
  - (3) Contracts for services that are specialized, creative and research oriented;
  - (4) Contracts for services as a consultant;
  - (5) Contracts for educational consulting services.
- b. Personal services contracts may include: (1) public contracts for architectural, engineering or land surveying and related services; or (2) other public contracts for nonconstruction services.

### 2. Eligibility

The district will follow ORS 670.600, Public Employees Retirement System (PERS) rules Oregon Administrative Rule (OAR) 459-010-0030 and Internal Revenue Service (IRS) Ruling 87-41 in determining whether the individual or business entity qualifies as an independent contractor or is an employee of the district. A valid independent contractor must meet all eight of the following points:

- a. State requirements<sup>1</sup>:
  - (1) The contractor must be free from the direction and the control of the employer;
  - (2) The contractor must obtain required business licenses;
  - (3) The contractor must furnish necessary tools and equipment;
  - (4) The contractor has authority to hire and fire employees;
  - (5) The contractor is paid on completion of portions of projects or on a retainer basis;
  - (6) The construction contractor must be registered under ORS Chapter 701 (For more information call the Construction Contractors Board at 503-378-4621 in Salem.);
  - (7) The contractor must file appropriate business tax returns;
  - (8) The contractor must represent to the public that the labor or services are provided by an independent business.

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<sup>1</sup> See ORS 670.600 for complete listing.

b. PERS requirements:

In determining whether an individual is an employee or independent contractor for PERS contribution purposes, the district will consider the following factors:

- (1) Instructions. An employee must comply with instructions about when, where and how to work. Even if no instructions are given, the control factor is present if the employer has the right to control how the work results are achieved;
- (2) Training. An employee may be trained to perform services in a particular manner. Independent contractors ordinarily use their own methods and receive no training from the purchasers of their services;
- (3) Integration. An employee's services are usually integrated into the business operations because the services are important to the success or continuation of the business. This shows that the employee is subject to direction and control;
- (4) Services rendered personally. An employee renders services personally. This shows that the employer is interested in the methods as well as the results;
- (5) Hiring, supervising and paying assistants. An employee works for an employer who hires, supervises and pays workers. An independent contractor can hire, supervise and pay assistants under a contract that requires him/her to provide materials and labor and to be responsible only for the result;
- (6) Continuing relationship. An employee generally has a continuing relationship with an employer. A continuing relationship may exist even if work is performed at recurring although irregular intervals;
- (7) Set hours of work. An employee usually has set hours of work established by an employer. An independent contractor generally can set his/her own work hours;
- (8) Full-time required. An employee may be required to work or be available full-time. This indicates control by the employer. An independent contractor can work when and for whom he/she chooses;
- (9) Doing work on employer's premises. An employee usually works on the premises of an employer, or works on a route or at a location designated by an employer;
- (10) Order or sequence set. An employee may be required to perform services in the order or sequence set by an employer. This shows that the employee is subject to direction and control;
- (11) Oral or written reports. An employee may be required to submit reports to an employer. This shows that the employer maintains a degree of control;
- (12) Payment by hour, week, month. An employee is generally paid by the hour, week or month. An independent contractor is usually paid by the job or on a straight commission;
- (13) Payment of business and/or traveling expenses. An employee's business and travel expenses are generally paid by an employer. This shows that the employee is subject to regulation and control;
- (14) Furnishing of tools and materials. An employee is normally furnished significant tools, materials and other equipment by an employer;
- (15) Significant investment. An independent contractor has a significant investment in the facilities he/she uses in performing services for someone else;
- (16) Realization of profit or loss. An independent contractor can make a profit or suffer a loss;
- (17) Working for more than one employer at a time. An independent contractor is generally free to provide his/her services to two or more unrelated persons or firms at the same time;

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- (18) Making service available to general public. An independent contractor makes his/her services available to the general public;
- (19) Right to discharge. An employee can be fired by an employer. An independent contractor cannot be fired so long as he/she produces a result that meets the specifications of the contract;
- (20) Right to terminate. An employee can quit his/her job at any time without incurring liability. An independent contractor usually agrees to complete a specific job and is responsible for its satisfactory completion, or is legally obligated to make good for failure to complete it.

c. IRS requirements:

Additionally, in determining employee or independent contract status for purposes of the Federal Insurance Contributions Act (FICA), the Federal Unemployment Tax Act (FUTA) or for federal income tax withholding from wages, the district will consider:

- (1) Behavioral control. A worker is an employee when the district has the right to direct and control the worker;
- (2) Financial control. A worker is an independent contractor if he/she can realize a profit or incur a loss. The individual may also be an independent contractor if he/she is not reimbursed for some or all business expenses, especially if those expenses are high or if he/she has a significant investment in his/her work;
- (3) Relationship of the parties. Facts weighed by the district will include any written contracts describing the relationship the parties intended to create; the extent to which the worker is available to perform services for other similar businesses; whether the district provides the worker with employee-type benefits, such as insurance, vacation pay or sick pay; and the permanency of the relationship.

3. Personal Services Contracts - Procurement Requirements

- a. Contracts for personal services less than [\$25,000] within a 12-month period, shall, where practical, be based on written or verbal quotes or may be procured through direct negotiations with the contractor.
- b. Contracts for personal services greater than [\$25,000] that do not exceed [\$75,000] may be based on three written or verbal quotes, or response to a request for proposal (RFP) as deemed appropriate by the superintendent or designee.
- c. Contracts for personal services greater than [\$75,000] shall be based on written solicitations, request for qualifications, or the RFP process.
- d. The district may enter into a personal services contract when the amount of the services does not exceed [\$150,000] without obtaining quotes or utilizing the RFP process when only one contractor or sole source provides the services as follows:
  - (1) The superintendent or designee shall make the following written findings for inclusion in the contract file:
    - (a) That the efficient utilization of existing goods requires the acquisition of compatible goods or services;
    - (b) That the goods or services required for the exchange of software or data with other public or private agencies are available from only one source;
    - (c) That the goods or services are for use in a pilot or an experimental project; or

- (d) Other findings that support the conclusion that the goods or services are available from only one source.

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e. If the cost of the services is more than [\$150,000], the district may award a contract on a sole source basis, only with Board approval and if prior to the award:

- (1) Notice of the district's intent to contract for the services, including the general specifications of the intended contract, is advertised in at least one newspaper or trade journal of general circulation in the area where the services are to be performed;
- (2) The advertised notice is published at least 14 days before award of contract to allow prospective contractors a reasonable opportunity to submit a protest of the district's intent to contract through the sole source process unless the superintendent gives prior written approval to reduce the number of days based on extraordinary circumstance that do not meet the criteria for an Emergency Procurement pursuant to OAR 137-047-0280; and
- (3) The protest shall be submitted in writing to the district by the closing date and time of the advertisement notice. It shall state the reason the contract should be competitively solicited.

Protests shall be heard by the [Board], whose decision shall be final.

#### 4. ITB/RFP Requirements

- a. An invitation to bid (ITB) or RFP will be used as a formal competitive solicitation that describes the specific services to be performed within a defined period of time. The solicitation will set forth criteria and methods for screening, selecting and ranking the most qualified proposal(s). The solicitation document may result in contracts with more than one provider.
- b. The solicitation document must provide that the district is not responsible for any cost incurred while submitting proposals and that all proposers who respond do so at their own expense.
- c. The solicitation document must, at a minimum, address the following:
  - (1) Requirements for solicitation documents under ORS 279B.055(2) and 279B.060(2):
    - (a) A time and date by which the bids or proposals must be received and a place at which bids must be submitted, and may, in the sole discretion of the contracting agency, direct or permit the submission and receipt of bids or proposals by electronic means;
    - (b) The name and title of the person designated for receipt of bids or proposals and the person designated by the contracting agency as the contact person for the procurement, if different;
    - (c) A procurement description;
    - (d) A time, date and place that prequalified applications, if any, must be filled and the classes of work, if any, for which bidders must be prequalified in accordance with ORS 279B.120;
    - (e) A statement that the contracting agency may cancel the bid or procurement, or reject any of all bids in accordance with ORS 279B.100;
    - (f) A statement that "Contractors shall use recyclable products to the maximum extent economically feasible in the performance of the contract work set forth in this document." if the invitation to bid is issued by a state contracting agency;

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- (g) A statement that requires the contractor or subcontractor to possess an asbestos abatement license, if required under ORS 468A.710; and
- (h) All contractual terms and conditions applicable to the procurement.

(2) Requirements for solicitation documents under OAR 137-047-0255(2) and OAR 137-047-0260(2):

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(a) General Information

(i) Notice of any pre-offer conferences as follows:

- 1) The time, date and location of any pre-offer conferences;
- 2) Whether attendance at the conference will be mandatory or voluntary; and

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- 3) A provision that provides that statements made by the contracting agency's representatives at the conference are not binding upon the contracting agency unless confirmed by written addendum.

- (ii) The form and instructions for submission of proposals and any other special information, (e.g., whether proposals may be submitted by electronic means);
- (iii) The time, date and place of opening;
- (iv) The office where the solicitation document may be reviewed;
- (v) For bidders, a statement whether the bidder is a "resident bidder," as defined in ORS 279A.120(1);
- (vi) Contractor's certification of nondiscrimination in obtaining required subcontractors in accordance with ORS 279A.110(4); and
- (vii) How the contracting agency will notify proposers of addenda and how the contracting agency will make addenda available.

(b) Contracting Agency Need

The character of the goods and services the contracting agency is purchasing including, if applicable, a description of the acquisition, specifications, delivery or performance schedule, inspection and acceptance requirements.

(c) Bid/Proposal and Evaluation Process

- (i) The anticipated solicitation schedule, deadlines, protest process and evaluation process;
- (ii) The contracting agency shall set forth selection criteria in the solicitation document in accordance with the requirements or ORS 279B.060(2)(h)(E).
- (iii) If the contracting agency intends to award contracts to more than one proposer pursuant to OAR 137-047-0600(4)(d), the contracting agency must identify in the solicitation document the manner in which it will determine the number of contracts it will award.

(d) Applicable preferences described in ORS 279A.125(2) and 282.210.

(e) For contracting agencies subject to ORS 305.385, contractor's certification of compliance with the Oregon tax laws in accordance with ORS 305.385.

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- (f) All contract terms and conditions, including a provision indicating whether the contractor can assign the contract, delegate its duties, or subcontract the goods or services without prior written approval from the contracting agency.

- d. Bids or proposals must be advertised at least once in a newspaper of general circulation in the area where the contract is to be performed and in as many additional issues and publications as may be necessary or desirable to achieve adequate competition unless the contracting agency uses electronic advertising.
- e. Unless otherwise specified in rules adopted pursuant to ORS 279A.065, the LCRB will give notice at least seven days before the solicitation closing date.
- f. All advertisements shall describe at minimum the requirements under OAR 137-047-0300(3):
  - (1) Where, when, how and for how long the solicitation document may be obtained;
  - (2) A general description of the goods or services to be acquired;
  - (3) The interval between the first date of notice and closing, which will be at least seven days, unless a shorter period is in the public interest and it will not substantially affect competition;
  - (4) The date that persons must file applications for prequalification if prequalification is a requirement and the class of goods or services is one for which persons must be prequalified;
  - (5) The office where contract terms, conditions and specifications may be reviewed;
  - (6) The name, title and address of the individual authorized by the contracting agency to receive offers;
  - (7) The scheduled opening; and
  - (8) Any other information the contracting agency deems appropriate.

## 5. Screening and Selection Procedures

- a. The superintendent or designee shall review, score and rank all responsive proposals according to the evaluation criteria in the ITB or RFP and applicable law. The contracting agency will award the contract to the lowest responsible bidder or proposer or multiple responsible bidders or proposers in accordance with ORS 279B.055(10) and 279B.060(10), and OAR 137-047-0600.
- b. To determine whether the bidder or proposer has met the standards of responsibility under ORS 279B.110(2) and OAR 137-047-0640(1)(c)(F), the LCRB will consider whether the bidder or proposer has:
  - (1) Available the appropriate financial, material, equipment, facility and personnel resources and expertise, or the ability to obtain the resources and expertise, necessary to indicate the capability of the bidder or proposer to meet all contractual responsibilities;
  - (2) A satisfactory record of performance.<sup>2</sup> The contracting agency will document in the solicitation file its basis for determining that the offeror is not responsible because the offeror does not meet this requirement;

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<sup>2</sup> A contracting agency should review carefully the offeror's record of contract performance if the offeror is or recently has been materially deficient in contract performance. In reviewing the offeror's performance, the contracting agency should determine whether the offeror's deficient performance was expressly excused under the terms of the contract, or whether the offeror took appropriate corrective action. The contracting agency may review the offeror's performance on both private and public contracts.

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- (3) A satisfactory record of integrity.<sup>3</sup> The contracting agency will document its basis for determining that the offeror is not responsible because the offeror does not meet this requirement;
- (4) Qualified legally to contract with the contracting agency;
- (5) Supplied all necessary information in connection with the inquiry concerning responsibility. If an offeror fails to promptly supply information requested by the contracting agency concerning responsibility, the contracting agency shall base the determination of responsibility upon any available information, or may find the bidder or proposer not to be responsible; and
- (6) Not been debarred by the contracting agency under ORS 279B.130.

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- c. Final ranking will be based on all information obtained during the evaluation process. Price will be considered, but will not necessarily govern selection of the contractor(s).
- d. Contracts entered into may be amended, provided the original contract allows for the particular amendment and the services to be provided under the amendment are included within or directly related to, the scope of the project or the scope of the services described in the solicitation document.

6. Documentation

Documentation providing evidence of competition shall be maintained by the district for all contracts entered into by the district.

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7. Fingerprinting

If the scope of the work performed by a contractor(s) or his/her employee(s) may result in direct, unsupervised contact with students, he/she will be required to submit to fingerprinting and criminal records checks as required by law.

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8. Payment

Payment will be made only upon completion of the performance of specific portions of the project or on the basis of an annual or periodic retainer as specified by the district in the personal services contract.

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<sup>3</sup> A contracting agency may determine that an offeror lacks integrity because of a lack of business ethics such as a violation of environmental laws or false certification made to the contracting agency. A contracting agency may find that an offeror is not responsible based on a lack of integrity of a person having influence or control over the offeror.

# Corbett School District 39

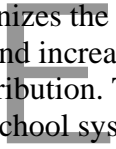
Code: DJE  
Adopted: 10/16/97  
Orig. Code: DJE



## Cooperative Purchasing

(Policy is not necessary for this)

The superintendent is authorized and encouraged to cooperate with the ESD and through governmental agencies in the development of standardized listing and cooperative purchasing of supplies and equipment. The Board recognizes the advantage of centralized purchasing. Volume buying generally maximizes value for dollar spent and increases economy in all phases of procurement including ordering, accounting, delivery and distribution. The Board authorizes the superintendent to purchase all materials, goods and supplies for the school system in accordance with state law and recommended purchasing practices.

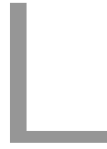


END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)



# Corbett School District 39

Code: DJG  
Adopted: 10/16/97  
Orig. Code: DJG

## Vendor Relations

The district welcomes business and bids from all eligible vendors. No favoritism will be extended to any vendor. Orders will be placed on the basis of quality, price and delivery, with past services being a factor if other considerations are equal.

Salesmen **representatives** or agents may not solicit staff members during hours when students are present. School principals may allow sales representatives or agents of educational products to contact staff members at times that will not interfere with the educational program.

Advertising is not allowed in school buildings without approval of the superintendent. No employee of the district will receive compensation of any kind from any vendor for the sale of supplies or services.

END OF POLICY

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### Legal Reference(s):

[ORS 244.040](#)

[ORS Chapters 279A, 279B and 279C](#)

[ORS 332.107](#)

# Corbett School District 39

Code: DK  
Adopted: 10/16/97  
Orig. Code: DK

## Payment Procedures

(OSBA has removed this policy from its samples)

All claims for payment from district funds will be processed by the deputy clerk in conformance with district procedures. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers or in accordance with salaries and salary schedules approved by the Board. Actual invoices, statements and vouchers will be available for inspection by the Board if requested.

The deputy clerk will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget for all items.

END OF POLICY

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### Legal Reference(s):

[ORS 294.305 - 294.565](#)

[ORS 328.460](#)

# Corbett School District 39

Code: DL  
Adopted: 10/16/97  
Orig. Code: DL

## Payroll

Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee group's labor collective bargaining agreement or contract with the district. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements or contracts may be purchased on behalf of district employees, subject to the terms of the employee's employment with the district. Mandatory payroll deductions will be withheld as required by state and federal law.

No other automatic deductions except those required by law will be made from an employee's pay without authorization of the Board.

Adequate records will be maintained for substitute and temporary employees of the district to insure fiscal accountability for the days and hours worked by each. Payments for their services will be made on a monthly basis at the same time as for regular and permanent district employees.

~~Payment of wages will be monthly with checks delivered by the principals. Employees wishing to have their checks mailed or picked up by others will request such variances in writing from the deputy clerk. Direct deposit is available.~~

END OF POLICY

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### Legal Reference(s):

[ORS 243.650\(10\), \(16\)](#)  
[ORS 243.666](#)  
[ORS 243.820 to -243.830](#)

[ORS 332.505](#)  
[ORS 332.534](#)  
[ORS 652.110](#)

[ORS 652.120](#)  
[ORS 652.610](#)

# Corbett School District 39

Code: DLA  
Adopted: 10/16/97  
Orig. Code: DLA

## Payday Schedule

(Generally in CBA, not needed in policy)

Regular monthly salary checks will be issued on the last working day of each month. Deviations from this schedule must be approved by the superintendent. Any salary advance, for any employee, will be governed by the terms of the licensed bargaining agreement.

END OF POLICY

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### Legal Reference(s):

[ORS 332.505](#)

[ORS 652.120 \(2\)](#)

# Corbett School District 39

Code: DLB  
Adopted: 10/16/97  
Orig. Code: DLB

## Salary Deductions

(Policy is not necessary)

Authorized payroll deductions will be made upon appropriately submitted request from the employee.

Subject to standard accounting procedures, employees may authorize modification in the payment of their salary to include deductions for: (1) tax sheltered annuities, as authorized by the Internal Revenue Service and approved by the Board, (2) insurance premiums in excess of district contributions to Board-approved programs, (3) labor organization dues, (4) credit unions and (5) United Way.

No other automatic deductions except those required by law will be made from an employee's pay without authorization of the Board.

END OF POLICY

### Legal Reference(s):

[ORS 243.650\(10\), \(16\)](#)  
[ORS 243.666](#)

[ORS 332.505](#)  
[ORS 652.110](#)

[ORS 652.120](#)  
[ORS 652.610](#)

I.R.C. 26 U.S.C. § 403 (2012).  
29 C.F.R. § 541.603 (2016).

# Corbett School District 39

Code: DLC  
Adopted: 10/16/97  
Orig. Code: DLC

## Expense Reimbursement

The district will reimburse employees for authorized expenses incurred for professional growth and/or job requirements.

Personnel attending any conference at the expense of the district shall present a complete report of conference activities when requested to do so.

All claims for reimbursement of expenses shall be accompanied by receipts for such expenditures and listed on the district form available from the deputy clerk.

END OF POLICY

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### Legal Reference(s):

[ORS 294.155](#)

[ORS 332.107](#)

[OAR 581-022-2260](#)

I.R.C. § 162 (2006); Business Expenses, 26 C.F.R. 1.162-1 (2006).

INTERNAL REVENUE SERVICE, PUBLICATION 463: TRAVEL, ENTERTAINMENT, GIFT AND CAR EXPENSES.

# Corbett School District 39

Code: DM  
Adopted: 10/16/97  
Orig. Code: DM

## Cash in District Buildings

Money collected within school buildings will be taken to the business office when the sum accumulated in any one week at any school exceeds the amount of \$500. No substantial amount of money will be kept overnight in school buildings and at no time will money be held or left over long periods of time or holidays. Exceptions to this regulation will need approval from the superintendent.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

# Corbett School District 39

Code: DN  
Adopted: 10/21/15  
Orig. Code: DN

## Disposal of District Property

The Board may, at any time, declare district property as surplus and authorize its disposal when such property is no longer useful to the district, unsuitable for use, too costly to repair or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the district, the Board may dispose of them in another manner.

If the district property was purchased with state, federal or private grant funds disposal of the property shall be made as outlined in the grant or by state or federal regulations.

END OF POLICY

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### Legal Reference(s):

[ORS 279B.055](#)

[ORS Chapters 279A, 279B and 279C](#)

[ORS 332.155](#)

EDUCATION, TITLE 34 C.F.R. PART 80 § 80.32(e)

# Independent Textbook Adoption Corbett School District

Corbett School District	35800 E. Historic Col. Riv. Hwy	Corbett	97019
District Name	Address	City	Zip
Multnomah E.S.D.	11611 NE Ainsworth Circle	Portland	97294
ESD Name	ESD Address	City	Zip

**List below the instructional materials for independent textbook adoption:**

Subject and Category World Languages - Secondary Spanish Grade Level 9 - 12

Title of Instructional Material TPRS Instructional Units and Spanish Language Informational and Literary Texts

Publisher Teaching Proficiency through Reading and Storytelling (TPRS)

August 18, 2021

Date adoption approved by local school board

## NOVICE LEVEL

**Learners proficient at NOVICE LOW can use the target language and cultural knowledge to...**

- understand, exchange, and present basic information about highly predictable everyday topics using a variety of rehearsed or memorized words and phrases

<p><b>Interpretive Mode</b> WL.NL.IL/IC/IR <b>(Listening/Comprehension/Reading):</b></p> <p>Learners can recognize and identify a few words, signs, phrases, cognates, and simple statements from highly predictable spoken, written, or signed texts on a limited range of very familiar topics in everyday contexts.</p>	<p><b>Interpersonal Mode</b> WL.NL.IS/IS/IW <b>(Speaking/Signing/Writing):</b></p> <p>Learners can exchange basic information and express some basic needs, preferences, or feelings by using rehearsed or memorized words, phrases, simple sentences, and questions on a limited range of familiar topics in everyday contexts.</p>	<p><b>Presentational Mode</b> WL.NL.PS/PS/PW <b>(Speaking/Signing/Writing):</b></p> <p>Learners can speak, sign, or write to provide information about self in everyday contexts relevant to their lives using rehearsed or memorized words and basic phrases.</p>
<p><b>Supporting Skills: Interpretive</b></p> <ul style="list-style-type: none"> <li>• occasionally identify the sound of a character or a word</li> <li>• occasionally understand isolated words that have been memorized, particularly when accompanied by gestures or pictures</li> <li>• recognize a few letters or characters</li> <li>• connect some words, phrases, or characters to their meanings</li> </ul>	<p><b>Supporting Skills: Interpersonal</b></p> <ul style="list-style-type: none"> <li>• greet peers</li> <li>• introduce self to someone</li> <li>• answer a few simple questions</li> </ul>	<p><b>Supporting Skills: Presentational</b></p> <ul style="list-style-type: none"> <li>• recite words and phrases that they have learned</li> <li>• state the names of familiar people, places, and objects in pictures and posters using words or memorized phrases</li> <li>• introduce themselves to a group</li> <li>• copy some characters or letters and words that they see on the wall or board, in a book, or on the computer</li> <li>• write words and phrases that they have learned</li> <li>• label familiar people, places, and objects in pictures and posters</li> </ul>

**Learners proficient at NOVICE MID can use the target language and cultural knowledge to...**

- understand, exchange, and present basic information and short messages about very familiar topics in everyday contexts using a variety of rehearsed or memorized words, phrases, and simple sentences and questions.

<p><b>Interpretive Mode</b>  <b>WL.NM.IL/IC/IR</b>  <b>(Listening/Comprehension/Reading):</b></p> <p>Learners can identify and understand some basic information from spoken, written, or signed texts about a limited range of familiar topics in everyday contexts.</p>	<p><b>Interpersonal Mode</b>  <b>WL.NM.IS/IS/IW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can request and exchange information and express basic needs, preferences, or feelings by using a variety of rehearsed or memorized words, phrases, simple sentences, and questions on very familiar topics in everyday contexts.</p>	<p><b>Presentational Mode</b>  <b>WL.NM.PS/PS/PW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can speak, sign, or write to provide information about personal and very familiar topics in everyday contexts using rehearsed or memorized words, phrases, simple sentences, and questions.</p>
<p><b>Supporting Skills: Interpretive</b></p> <ul style="list-style-type: none"> <li>● understand a few culturally appropriate courtesy phrases.</li> <li>● recognize and sometimes understand basic information in words and phrases that they have memorized</li> <li>● recognize and sometimes understand words and phrases that they have learned for specific purposes</li> <li>● recognize words, phrases, and characters with the help of visuals</li> <li>● recognize words, phrases, and characters when they associate them with things they already know</li> </ul>	<p><b>Supporting Skills: Interpersonal</b></p> <ul style="list-style-type: none"> <li>● greet and leave people in a polite way</li> <li>● introduce self and others</li> <li>● answer a variety of simple questions</li> <li>● make some simple statements in a conversation</li> <li>● ask some simple questions</li> <li>● communicate basic information about self and people they know</li> <li>● communicate some basic information about their everyday lives</li> </ul>	<p><b>Supporting Skills: Presentational</b></p> <ul style="list-style-type: none"> <li>● present information about themselves and others using words and phrases</li> <li>● express their likes and dislikes using words, phrases, and memorized expressions</li> <li>● present information about familiar items in their immediate environment</li> <li>● talk about their daily activities using words, phrases, and memorized expressions</li> <li>● present simple information about something they learned</li> <li>● use words, phrases, and memorized expressions</li> <li>● fill out a simple form with some basic personal information</li> <li>● write about themselves using learned phrases and memorized expressions</li> <li>● list their daily activities and write lists that help them in their day-to-day life</li> <li>● write notes about something they have learned using lists, phrases, and memorized expressions</li> </ul>

**Learners proficient at NOVICE HIGH can use the target language and cultural knowledge to...**

- understand, exchange, and present information about familiar topics in everyday contexts using a variety of rehearsed or memorized words and phrases with some simple, original sentences and questions.

<p><b>Interpretive Mode</b>  <b>WL.NH.IL/IC/IR</b>  <b>(Listening/Comprehension/Reading):</b></p> <p>Learners can identify the topic and understand some isolated facts and information from spoken, written, or signed texts about a limited range of familiar topics in everyday contexts.</p>	<p><b>Interpersonal Mode</b>  <b>WL.NH.IS/IS/IW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can interact with others to request and exchange information, meet basic needs, and express preferences or feelings by using a variety of rehearsed and some original, simple sentences and questions about very familiar topics in everyday contexts.</p>	<p><b>Presentational Mode</b>  <b>WL.NH.PS/PS/PW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can speak, sign, or write to provide information about familiar topics in everyday contexts using a variety of rehearsed and some original, simple sentences and questions.</p>
<p><b>Supporting Skills: Interpretive</b></p> <ul style="list-style-type: none"> <li>● sometimes understand simple questions or statements on familiar topics</li> <li>● understand simple information when presented with pictures and graphs</li> <li>● sometimes understand the main topic of conversation that they overhear</li> <li>● usually understand short simple messages on familiar topics</li> <li>● sometimes understand short, simple descriptions with the help of pictures or graphs</li> <li>● sometimes understand the main idea of published materials</li> <li>● understand simple everyday notices in public places on topics that are familiar to them</li> </ul>	<p><b>Supporting Skills: Interpersonal</b></p> <ul style="list-style-type: none"> <li>● exchange some personal information</li> <li>● exchange information using texts, graphs, or pictures</li> <li>● ask for and give simple directions</li> <li>● make plans with others</li> <li>● interact with others in everyday situations</li> </ul>	<p><b>Supporting Skills: Presentational</b></p> <ul style="list-style-type: none"> <li>● present information about their life using phrases and simple sentences</li> <li>● tell about a familiar experience or event using phrases and simple sentences</li> <li>● present basic information about a familiar person, place, or thing using phrases and simple sentences</li> <li>● write information about their daily life in a letter, blog, discussion board, or email message</li> <li>● write short notes using phrases and simple sentences</li> <li>● write about a familiar experience or event using practiced material</li> <li>● write basic information about things they have learned</li> <li>● ask for information in writing</li> </ul>

## INTERMEDIATE LEVEL

**Learners proficient at INTERMEDIATE LOW can use the target language and cultural knowledge to...**

- understand, exchange, and present information to communicate about familiar topics and to meet practical needs in personal and social contexts by consistently creating simple, original sentences and questions.

<p><b>Interpretive Mode</b>  <b>WL.IL.IC/IR</b>  <b>(Listening/Comprehension/Reading):</b></p> <p>Learners can comprehend the main idea and identify some supporting information in spoken, written, and signed texts about familiar topics in personal and social contexts.</p>	<p><b>Interpersonal Mode</b>  <b>WL.IL.IS/IW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can interact with others to request and exchange information, meet basic needs, and express preferences or feelings by creating simple, original sentences and questions about familiar topics in personal and social contexts.</p>	<p><b>Presentational Mode</b>  <b>WL.IL.PS/PW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can speak, sign, or write to communicate information and express preferences about familiar topics in personal and social contexts by creating simple, original sentences and questions.</p>
<p><b>Supporting Skills: Interpretive</b></p> <ul style="list-style-type: none"> <li>● understand the basic purpose of a message</li> <li>● understand messages related to their basic needs</li> <li>● understand questions and simple statements on everyday topics when learners are part of the conversation</li> <li>● understand messages in which the writer tells or asks the learner about topics of personal interest</li> <li>● identify some simple information needed on forms</li> <li>● identify some information from news media</li> </ul>	<p><b>Supporting Skills: Interpersonal</b></p> <ul style="list-style-type: none"> <li>● have a simple conversation on a number of everyday topics</li> <li>● ask and answer questions on factual information that is familiar to them</li> <li>● use the language to meet their basic needs in familiar situations</li> </ul>	<p><b>Supporting Skills: Presentational</b></p> <ul style="list-style-type: none"> <li>● talk about people, activities, events, and experiences</li> <li>● express their needs and wants</li> <li>● present information on plans, instructions, and directions</li> <li>● present songs, short skits, or dramatic readings</li> <li>● express their preferences on topics of interest</li> <li>● write about people, activities, events and experiences</li> <li>● prepare materials for a presentation</li> <li>● write about topics of interest</li> <li>● write basic instructions on how to make or do something</li> <li>● write questions to obtain information</li> </ul>

**Learners proficient at INTERMEDIATE MID can use the target language and cultural knowledge to...**

- understand, exchange, and present information to communicate about familiar topics and to meet practical needs in personal and social contexts by creating original sentences, strings of sentences, and questions.

<p><b>Interpretive Mode</b>  <b>WL.IM.IL/IC/IR</b>  <b>(Listening/Comprehension/Reading):</b></p> <p>Learners can comprehend the main idea and extract key information in spoken, written, or signed texts about a range of familiar topics in personal and social contexts.</p>	<p><b>Interpersonal Mode</b>  <b>WL.IM.IS/IS/IW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can interact with others to request and exchange information, meet needs, express preferences, opinions, or feelings, and provide basic advice by creating strings of original sentences, and questions on familiar and some researched topics in personal and social contexts.</p>	<p><b>Presentational Mode</b>  <b>WL.IM.PS/PS/PW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can speak, sign, or write to make presentations about familiar and some researched concrete topics, express viewpoints, and tell a personal story using a series of connected sentences and questions.</p>
<p><b>Supporting Skills: Interpretive</b></p> <ul style="list-style-type: none"> <li>● understand basic information in ads, announcements, and other simple recordings</li> <li>● understand the main idea of what they listen to for personal enjoyment</li> <li>● understand messages related to their everyday life</li> <li>● understand simple personal questions</li> <li>● understand basic information in ads, announcements, and other simple texts</li> <li>● understand the main idea of what they read for personal enjoyment</li> <li>● read simple written exchanges between other people</li> </ul>	<p><b>Supporting Skills: Interpersonal</b></p> <ul style="list-style-type: none"> <li>● request or exchange information on a variety of familiar topics</li> <li>● talk about their daily activities and personal preferences</li> <li>● use their language to handle tasks related to their personal needs</li> <li>● exchange information about subjects of special interest to them</li> </ul>	<p><b>Supporting Skills: Presentational</b></p> <ul style="list-style-type: none"> <li>● make a presentation about their personal and social experiences</li> <li>● make a presentation on something they have learned or researched</li> <li>● make a presentation about common interests and issues and state their viewpoint</li> <li>● write messages and announcements</li> <li>● write short reports about something they have learned or researched</li> <li>● compose communications for public distribution</li> </ul>

**Learners proficient at INTERMEDIATE HIGH can use the target language and cultural knowledge to...**

- understand, exchange, and present information (often across various time frames) to communicate about a range of familiar and some concrete topics of interest by creating connected sentences and short paragraphs.
- interact with others to meet needs (sometimes with a complication) in personal and social contexts.

<p><b>Interpretive Mode</b>  <b>WL.IH.IL/IC/IR</b>  <b>(Listening/Comprehension/Reading):</b></p> <p>Learners can comprehend the main message or story and a few details across various time frames in paragraph-length texts about a range of familiar topics in a variety of spoken, written, or signed contexts.</p>	<p><b>Interpersonal Mode</b>  <b>WL.IH.IS/IS/IW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can interact with others to exchange information and to meet needs in a variety of situations (sometimes involving a complication) by using connected discourse about a range of familiar and some concrete topics across various time frames.</p>	<p><b>Presentational Mode</b>  <b>WL.IH.PS/IS/PW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can speak, sign, or write to give detailed presentations and to narrate events with some supporting information about familiar and some researched, concrete topics using a few short paragraphs, across various time frames.</p>
<p><b>Supporting Skills: Interpretive</b></p> <ul style="list-style-type: none"> <li>• easily understand straightforward information or interactions</li> <li>• understand a few details in ads, announcements, and other simple recordings</li> <li>• sometimes understand situations with complicating factors</li> <li>• understand accounts of personal events or experiences</li> <li>• sometimes follow short, written instructions when supported by visuals</li> <li>• understand the main idea of and a few supporting facts about famous people and historical events</li> </ul>	<p><b>Supporting Skills: Interpersonal</b></p> <ul style="list-style-type: none"> <li>• exchange information related to areas of mutual interest</li> <li>• use their language to do a task that requires multiple steps</li> <li>• use their language to handle a situation that may have a complication</li> </ul>	<p><b>Supporting Skills: Presentational</b></p> <ul style="list-style-type: none"> <li>• present information on concrete topics that are researched</li> <li>• make a presentation on events, activities, and topics of particular interest</li> <li>• present their points of view and provide reasons to support them</li> <li>• write about school and academic topics</li> <li>• write about work and career topics</li> <li>• write about community topics and events</li> <li>• write about an entertainment or social event</li> </ul>

## ADVANCED LEVEL

**Learners proficient at ADVANCED LOW can use the target language and cultural knowledge to...**

- understand, exchange, and present information across major time frames to communicate about a range of familiar and concrete topics by using paragraph-length discourse.
- interact with others and negotiate to resolve a complication in familiar and unfamiliar contexts.

<p><b>Interpretive Mode</b>  <b>WL.AL.IL/IC/IR</b>  <b>(Listening/Comprehension/Reading):</b></p> <p>Learners can follow and understand the main story, underlying message, and some supporting details from a variety of familiar and general interest topics across major time frames from spoken, signed, or written texts.</p>	<p><b>Interpersonal Mode</b>  <b>WL.AL.IS/IS/IW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can maintain conversations, exchange information, provide explanation, and make comparisons across major time frames about familiar and concrete, academic and social topics using paragraph-length discourse. Learners can negotiate and resolve an unexpected complication that arises in familiar situations.</p>	<p><b>Presentational Mode</b>  <b>WL.AL.PS/PS/PW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can speak, sign or write to give detailed presentations, narrate events, and state viewpoints with supporting evidence about personal experiences, community events, some academic, concrete, and professional topics of interest using paragraph-length discourse across major time frames.</p>
<p><b>Supporting Skills: Interpretive</b></p> <ul style="list-style-type: none"> <li>• understand descriptions and stories of events that have happened or will happen</li> <li>• understand the main idea of popular genres</li> <li>• find and use information for practical purposes</li> <li>• read texts that compare and contrast information</li> <li>• follow simple written instructions</li> </ul>	<p><b>Supporting Skills: Interpersonal</b></p> <ul style="list-style-type: none"> <li>• participate in conversations on a wide variety of topics that go beyond their everyday lives</li> <li>• compare and contrast life in different locations and in different time periods</li> <li>• resolve an unexpected complication that arises in a familiar situation</li> <li>• conduct or participate in interviews</li> </ul>	<p><b>Supporting Skills: Presentational</b></p> <ul style="list-style-type: none"> <li>• deliver short presentations on a number of academic and workplace topics</li> <li>• deliver short presentations on social and cultural topics</li> <li>• explain issues of public and community interest, including different viewpoints</li> <li>• deliver presentations for a specific audience</li> <li>• meet basic school and academic writing needs</li> <li>• meet basic work and career writing needs</li> <li>• meet basic social and civic writing needs</li> </ul>

**Learners proficient at ADVANCED MID can use the target language and cultural knowledge to...**

- understand, exchange, and present information across major time frames to communicate about a wide variety of familiar and unfamiliar general interest topics by using organized, paragraph-length discourse.
- interact with others and negotiate to resolve a complication in familiar and unfamiliar contexts by providing detailed explanations and a variety of solutions.

<p><b>Interpretive Mode</b>  <b>WL.AM.IL/IC/IR</b>  <b>(Listening/Comprehension/Reading):</b></p> <p>Learners can follow and understand the main story, underlying message, and most supporting details from a variety of familiar and general interest topics across major time frames from spoken, signed, or written texts.</p>	<p><b>Interpersonal Mode</b>  <b>WL.AM.IS/IS/IW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can maintain extended conversations and discussions, provide detailed explanations, make comparisons, express advice and emotions across major time frames about familiar and unfamiliar concrete, academic and social topics using paragraph-length discourse.            Learners can negotiate and resolve an unexpected complication that arises in familiar situations by providing detailed explanations and a variety of solutions.</p>	<p><b>Presentational Mode</b>  <b>WL.AM.PS/PS/PW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can speak, sign or write to give detailed presentations, narrate events, and present arguments, with supporting evidence about personal experience, community events, academic, concrete, and professional topics of interest using organized, paragraph-length discourse across major time frames.</p>
<p><b>Supporting Skills: Interpretive</b></p> <ul style="list-style-type: none"> <li>• understand the main idea and many details of descriptions or interviews</li> <li>• understand accounts of events</li> <li>• understand directions and instructions on everyday tasks</li> <li>follow the general idea and some details of what is written in a variety of stories and autobiographical accounts</li> <li>• understand general information on topics outside their field of interest</li> <li>• understand messages on a wide variety of past, present, and future events</li> </ul>	<p><b>Supporting Skills: Interpersonal</b></p> <ul style="list-style-type: none"> <li>• communicate effectively on a wide variety of present, past, and future events</li> <li>• exchange general information on topics outside their fields of interest</li> <li>• handle a complication or unexpected turn of events</li> </ul>	<p><b>Supporting Skills: Presentational</b></p> <ul style="list-style-type: none"> <li>• present information about events of public or personal interest</li> <li>• convey their ideas and elaborate on a variety of academic topics</li> <li>• give presentations with ease and detail on a wide</li> <li>• write well-organized texts for a variety of academic purposes</li> <li>• write well-organized texts for a variety of professional purposes</li> <li>• write well-organized texts for a variety of general interest purposes</li> </ul>

**Learners proficient at ADVANCED HIGH can use the target language and cultural knowledge to...**

- interpret, discuss and give detailed presentations with elaboration across major time frames to communicate about a wide variety of unfamiliar complex concrete topics and some abstract general interest topics by using organized, paragraph-length discourse.
- interact with others and negotiate to resolve an unexpected complication in unfamiliar contexts that often address hypothetical issues.

<p><b>Interpretive Mode</b>  <b>WL.AH.IL/IC/IR</b>  <b>(Listening/Comprehension/Reading):</b></p> <p>Learners can follow the flow of ideas, understand different viewpoints, recognize nuances, and infer meaning from complex language on unfamiliar abstract topics across major time frames from spoken, signed, or written texts.</p>	<p><b>Interpersonal Mode</b>  <b>WL.AH.IS/IS/IW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can discuss, support and sometimes debate, a variety of complex concrete topics and some abstract academic, social and professional topics that often address hypothetical issues using paragraph-length discourse across major time frames. Learners can negotiate to meet needs in situations that are unfamiliar.</p>	<p><b>Presentational Mode</b>  <b>WL.AH.PS/PS/PW</b>  <b>(Speaking/Signing/Writing):</b></p> <p>Learners can speak, sign or write to clearly and accurately give cohesive presentations and complex detailed narrations, beyond concrete topics often addressing abstract experiences or hypothetical issues using organized paragraph-length discourse across major time frames.</p>
<p><b>Supporting Skills: Interpretive</b></p> <ul style="list-style-type: none"> <li>• easily understand detailed reports and exposés</li> <li>• often understand various viewpoints in extended arguments</li> <li>• understand discussions and presentations on many concrete and abstract topics</li> <li>• understand narrative, descriptive, and informational texts of any length</li> <li>• read about most topics of special interest</li> <li>• read most general fiction and non-fiction</li> </ul>	<p><b>Supporting Skills: Interpersonal</b></p> <ul style="list-style-type: none"> <li>• exchange complex information about academic and professional tasks</li> <li>• exchange detailed information on topics within and beyond their fields of interest</li> <li>• support their opinions and construct hypotheses</li> </ul>	<p><b>Supporting Skills: Presentational</b></p> <ul style="list-style-type: none"> <li>• present complex information on many concrete topics and related issues</li> <li>• present a viewpoint with supporting arguments on a complex issue</li> <li>• use appropriate presentational conventions and strategies</li> <li>• write using target language and culture conventions to present and elaborate a point of view</li> <li>• write using target language and culture conventions for informational purposes</li> <li>• write using target language and culture conventions for formal purposes</li> </ul>

MEMORANDUM OF UNDERSTANDING  
Between the  
CORBETT EDUCATION ASSOCIATION  
And the  
CORBETT SCHOOL DISTRICT  
2020-2023 (CEA Bargained Agreement Duration)

The Association and the District mutually agree that the wellness of employees positively impacts the school environment and the parties wish to encourage good health and consistent attendance. This Memorandum is intended to support and incentivize good health and good attendance in the District.

The parties agree to the following Wellness Incentive:

Employees will be rewarded at the rate of two hundred dollars (\$200.00) per day at the end of each school year based on the following criteria:

1. An employee who used 0 sick leave days as of June 1st of any given school year will be paid six hundred dollars (\$600.00) at the end of the school year. These employees will carry over a full 10 sick leave days to their account for future use.
2. An employee who used 1 sick leave day as of June 1st of any given school year will be paid four hundred dollars (\$400.00) at the end of the school year. These employees will carry over 9 sick leave days to their account for future use.
3. An employee who used 2 sick leave days as of June 1st of any given school year will be paid two hundred dollars (\$200.00) at the end of the school year. These employees will carry over 8 sick days to their account for future use.

This Memorandum will expire at the conclusion of the current collective bargaining agreement.

For the Association:

For the District:

\_\_\_\_\_  
Maureen Childs, Corbett CEA Co-President, Date

\_\_\_\_\_  
Dan Wold, Interim Superintendent, Date

\_\_\_\_\_  
Desiree Chiu, Corbett CEA Co-President, Date

\_\_\_\_\_  
Michelle Vo, Board Chairperson, Date

\_\_\_\_\_  
Bruce Scherer, OEA Consultant, Date



# Corbett School District 39

Code: EA/EAA  
Adopted: 1/15/98  
Orig. Code: EA/EAA



## Support Service Goals

(OSBA has removed this policy from its samples)

Through its support services operations, it is the intention of the Board to:

1. Ensure proper operation and maintenance of district buildings, vehicles, equipment and services; set high standards of safety; promote and protect the health of students and staff; and support the efforts of staff to provide good instruction;
2. Establish efficient and businesslike procedures for management of buildings and grounds, office equipment, vehicles, supplies and the food program;
3. Establish a thorough, effective and economical maintenance program, including preventive maintenance, that will provide a maximum useful life of district property, vehicles, buildings and equipment;
4. Adhere to generally accepted management principles and to conform to applicable laws and regulations.

END OF POLICY

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### Legal Reference(s):

[OAR 437-001-0760](#)  
[OAR 437-002-0020 to -0081](#)  
[OAR 437-002-0260 to -0268](#)

[OAR 437-002-0360](#)  
[OAR 437-002-0377](#)  
[OAR 581-022-0705](#)

[OAR 581-022-1420](#)  
[OAR 581-022-1530](#)  
[OAR 581-022-1610](#)



# Corbett School District 39

Code: EB  
Adopted: 3/15/17  
Orig. Code: EB

## Safety Program

Safe buildings, grounds and equipment will be maintained in order to prevent accidents or injury to students, employees and others from fire, natural disasters, mechanical and electrical malfunction and other hazards.

Buildings will be planned, constructed, equipped and maintained in accordance with appropriate local, state and federal safety regulations.

Buildings will be provided with alarm systems, fire extinguishers and other safety devices required by state and federal laws and regulations.

The superintendent will develop and implement a safety program which will include, but not be limited to, compliance with and enforcement of all state and federal laws, rules and regulations.

END OF POLICY

### Legal Reference(s):

[ORS 329.095](#)  
[ORS 654.003 to -654.022](#)

[OAR 437-001-0760](#)  
[OAR 437-002-0020 to -0081](#)  
[OAR 437-002-0100](#)  
[OAR 437-002-0140](#)

[OAR 437-002-0144](#)  
[OAR 437-002-0145](#)  
[OAR 437-002-0180 to -0182](#)  
[OAR 437-002-0260 to -0268](#)  
[OAR 437-002-0360](#)  
[OAR 437-002-0368](#)  
[OAR 437-002-0377](#)

[OAR 437-002-0390](#)  
[OAR 437-002-0391](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2225](#)  
[OAR 581-022-2250](#)

Fazzolari v. Portland Sch. Dist. No. 1J, 303 Or. 1 (1987).

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2006); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2006).

# Corbett School District 39

Code: EBA  
Adopted: 3/15/17  
Orig. Code: EBA

D

## Buildings and Grounds Inspection

(OSBA has removed this policy from its samples.)

All buildings and grounds will be inspected regularly for evidence of health and safety hazards.

Such hazards will be reported immediately to the district safety officer.

END OF POLICY

E

### Legal Reference(s):

[OAR 437-001-0760](#)  
[OAR 437-002-0020](#) to -0081  
[OAR 437-002-0140](#)  
[OAR 437-002-0144](#)  
[OAR 437-002-0145](#)

[OAR 437-002-0360](#)  
[OAR 437-002-0368](#)  
[OAR 437-002-0377](#)  
[OAR 437-002-0390](#)  
[OAR 437-002-0391](#)

[OAR 581-022-0705](#)  
[OAR 581-022-1420](#)  
[OAR 581-022-1530](#)

L

Fazzolari v. Portland Sch. Dist. No. 1J, 303 Or. 1 (1987).  
Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2006); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2006).  
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).  
Americans with Disabilities Act Amendments Act of 2008.

E

T

F

# Corbett School District 39

Code: EBAA  
Adopted: 1/15/98  
Orig. Code: EBAA

## Reporting of Hazards

(OSBA has removed this policy from its samples.)

Through routine inspection of all facilities, materials and equipment, as well as through training of staff, hazardous or potentially hazardous conditions should be identified, reported and corrected.

The superintendent will develop and maintain a written hazard communication program for the district. All personnel who, during the performance of their duties, or in a foreseeable emergency, may be exposed to hazardous chemicals will be so informed and trained to deal appropriately with these chemicals. All employees will be trained to recognize and respond appropriately to the presence of hazardous chemicals.

END OF POLICY

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### Legal Reference(s):

[OAR 437-001-0760](#)  
[OAR 437-002-0080 to -0081](#)  
[OAR 437-002-0100](#)  
[OAR 437-002-0120 to -0139](#)  
[OAR 437-002-0140](#)

[OAR 437-002-0144](#)  
[OAR 437-002-0145](#)  
[OAR 437-002-0180 to -0182](#)  
[OAR 437-002-0360](#)  
[OAR 437-002-0368](#)

[OAR 437-002-0377](#)  
[OAR 437-002-0390](#)  
[OAR 437-002-0391](#)  
[OAR 581-022-1420](#)  
[OAR 581-022-1530](#)

Fazzolari v. Portland School District No. 1J, 78 Or. App. 608 (1986); aff'd, 303 Or. 1 (1987).  
Toxic Substances Control Act, 15 U.S.C. Sections 2601-2629, as amended by the Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. Sections 2641-2656.

# Corbett School District 39

Code: EBAC  
Adopted: 1/15/98  
Orig. Code: EBAC

## Safety Committee \*

Safety committees shall be established to implement the district’s safety program as part of an ongoing effort to help ensure the safety of students, staff and others while on district property.

The superintendent will coordinate the district’s safety committee efforts and maintain all necessary records.

The superintendent will develop administrative regulations as may be necessary to implement this policy and meet the applicable Oregon Occupational Safety and Health Division requirements.

END OF POLICY

### Legal Reference(s):

[ORS 654.176](#)  
[ORS 654.182](#)

[OAR 437-001-0765](#)  
[OAR 581-022-2225\(7\)](#)

# Corbett School District 39

Code: EBAC-AR  
Revised/Reviewed: 5/15/17  
Orig. Code: EBAC-AR

## Safety Committee

### District Safety Officer

The superintendent shall designate a district safety officer. The safety officer shall:

1. Establish a district safety committee, advisory to the safety officer, to implement and monitor the district safety program;
2. Be responsible for writing and implementing a district safety program (The written program shall include reporting procedures and in-service safety training program.);
3. Coordinate all matters relating to safety and shall make, or cause to be made, periodic inspections of sites and review with the site safety manager the status of record keeping, reports and meeting agendas;
4. Maintain liaison with applicable agencies outside the district;
5. Assist all administrators and department supervisors as necessary in the preparation and implementation of their site safety programs;
6. Maintain the accident record system; make necessary reports, personally investigate fatal, serious and potentially serious accidents; and check corrective action taken by teachers or other personnel to eliminate causes of accidents;
7. Establish specific goals for the district's safety program and evaluate goals and accomplishments on a regular basis.

### District Safety Committee

A district safety committee may be established. The primary functions of this committee shall be to assist the district safety officer in planning, implementing and evaluating a comprehensive district safety program and to assist site safety committees in the coordination of district safety activities. Reasonable efforts shall be made to ensure that committee members are representative of the district's various sites where employees work and students and patrons of the district may gather. This committee shall be chaired by the district safety officer. This committee shall meet at least three times each year. The members of the committee may change but shall include at least the following employees:

1. The district safety officer;
2. The transportation supervisor;
3. The maintenance supervisor;

4. The food service supervisor;
5. One elementary school representative;
6. One middle school representative;
7. One high school representative.

### **~~Centralized Safety Committee~~**

~~A centralized safety committee shall be established to represent the safety and health concerns of district employees and students.~~

~~The centralized safety committee shall be composed of an equal number of employer and employee representatives. A centralized safety committee must represent health and safety concerns of all district sites. When agreed upon by employees and the district, the number of employees on the committee may be greater than the number of district representatives. The committee will consist of no fewer than 4 members for districts with more than 20 employees.~~

~~A reasonable attempt will be made to ensure that committee members represent major work activities (i.e., teacher, custodian, food service worker, administrator).~~

~~Employee representatives shall be volunteers or elected by their peers unless there is a provision in the collective bargaining agreement that addresses the selection of employee representatives. Members of the committee shall serve at least a continuous one-year term. Terms shall be staggered to provide continuity. There shall be a chair elected by the site safety committee.~~

~~Employee representatives attending safety committee meetings outside regularly scheduled workday shall be compensated by the employer at the regular hourly wage.~~

~~The centralized safety committee will:~~

- ~~1. Hold regular meetings at least once a month except months when quarterly workplace safety inspections are made. This does not exclude other months from site safety committee meetings if more frequent safety inspections are conducted. Quarterly safety committee meetings may be substituted for monthly meetings when the committee's sole area of responsibility involves low hazard work environments such as the district office;~~
- ~~2. Provide written agendas for each meeting which shall set the order of business;~~
- ~~3. Make written records of each meeting which the district shall review and maintain for three years for inspection;~~
- ~~4. Post and send copies of meeting records to committee members;~~
- ~~5. Assist in creating a hazard-free work environment by:
  - ~~a. Recommending to the district how to eliminate hazards in the workplace and promoting employee adherence to safe work practices; and~~~~

- b. ~~Using lines of communications to promote cooperative attitudes between all persons involved in the operations of the workplace.~~

~~Duties of the centralized safety committee will include:~~

- ~~1. Establishing procedures for minimum quarterly workplace safety inspections of a safety committee inspection team to locate and identify safety and health hazards. The safety inspection team shall include employer and employee representatives. The team shall document the location and identity of the hazards and make recommendations as to how and when the hazards will be corrected;~~
- ~~1. Establishing procedures for investigating all significant safety related incidents including injury accidents, illnesses and deaths for the purpose of recommending corrective action necessary to prevent similar events from recurring;~~
- ~~2. Evaluating district policies which may affect safety and health in the workplace and making recommendations for changes to existing policies or adoption of new policies;~~
- ~~3. Evaluating all the accident and illness prevention programs brought to the committee's attention and making recommendations necessary to make the programs more applicable to the workplace;~~
- ~~4. Establishing a system whereby the safety committee can obtain information that would help in creating a hazard-free work environment, directly from all persons involved in the operations of the workplace. The information obtained shall be reviewed at the next safety committee meeting;~~
- ~~5. Establishing procedures for the review of all safety and health inspection reports made by the committee and making necessary recommendations;~~
- ~~6. Establishing procedures for the review of corrective action taken on the committee's recommendations or determining the reasons why no corrective action was taken;~~
- ~~7. Making all reports, evaluations and recommendations of the safety committee a part of the minutes of the safety committee;~~
- ~~8. Evaluating employee/supervisor training needs.~~

### **Degree of Authority**

~~The centralized safety committee is authorized to make written suggestions to the district safety officer, based on its experiences, inspections and input from other employees, students and district patrons, as appropriate.~~

# Corbett School District 39

Code: EBB  
Adopted: 3/11/15  
Orig. Code: EBB

## Integrated Pest Management

To ensure the health and safety concerns of student, staff and community members, the district shall adopt an integrated pest management plan (IPM)<sup>1</sup> which emphasizes the least possible risk to students, staff and community members and shall adopt a list of low-impact pesticides for use with the IPM plan.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
  - a. Protect the health and safety of students and staff;
  - b. Protect the integrity of district buildings and grounds;
  - c. Maintain a productive learning environment; and
  - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;
7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;
9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;

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<sup>1</sup> See Integrated Pest Management Program for Oregon Schools at <http://blogs.oregonstate.edu/schoolipm/>. The program includes access to Resources & Forms including Model plans for large school districts and small school districts.

10. Gives preference to the use of nonchemical pest control measures;
11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The district shall designate the head of maintenance as the Integrated Pest Management Plan Coordinator give them the authority for overall implementation and evaluation of the IPM plan.

### **Integrated Pest Management Plan Coordinator**

The IPM Plan Coordinator shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
3. Oversee pest prevention efforts;
4. Ensure identification and evaluation of pest situation;
5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
7. Evaluate pest management results; and
8. Keep for at least four years following the application date, records of applied pesticides that include:
  - a. A copy of the label;
  - b. A copy of the Safety Data Sheet (SDS);
  - c. The brand name and U.S. Environmental Protection Agency (USEPA) registration number of the product;
  - d. The approximate amount and concentration of pesticide applied;
  - e. The location of where the pesticide was applied;
  - f. The type of application and whether the application was effective;
  - g. The name(s) of the person(s) applying the pesticide;
  - h. The pesticide applicator's license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
  - i. The dates and times for the placement and removal of warning signs; and
  - j. Copies of all required notices given, including the dates the IPM Coordinator gave the notices.
9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints;

10. Conduct outreach to district staff about the district's IPM plan.

END OF POLICY

**Legal Reference(s):**

[ORS 634.116](#)

[ORS 634.700 - 634.75](#)

# Corbett School District 39

Code: EBBA  
Adopted: 1/15/98  
Orig. Code: EBBA

## First Aid\*\*

In cases of sudden illness or injury to a student or a member of the staff, first aid will be given by school staff. Further medical attention to for a students is the responsibility of the parents or guardian, or of someone the parents or guardian designate in the case of an emergency.

Each principal is charged with providing for the immediate care of ill or injured persons within his/her area of control.

Staff members shall report self-administered first-aid treatment to an immediate supervisor.

In each school district facility, procedures for handling health emergencies will be established and made known to the staff. Each school district facility and school district vehicle will be equipped with appropriate first-aid equipment and supplies.

All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Designated employees in each building shall hold current first-aid cards. In compliance with Oregon Administrative Rules, each school shall have, at a minimum, at least one staff member with a current first-aid card for every 60 students enrolled or an emergency response team per building. Such team shall consist of no less than six persons who hold current first-aid/CPR cards and who are trained annually in the district and building emergency plans. Names of the designated employees will be posted.

END OF POLICY

### Legal Reference(s):

[ORS 30.800](#)

[OAR 437-002-0042](#)

[OAR 437-002-0120 to -0139](#)

[OAR 437-002-0161](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

[OAR 581-053-0003\(37\)](#)

[OAR 581-053-0220\(3\)\(B\)\(iii\)](#)

[OAR 581-053-0320\(5\)\(b\)](#)

[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

# Corbett School District 39

Code: EBBA-AR  
Revised/Reviewed: 1/27/98  
Orig. Code: EBBA-AR

## First Aid - Infection Control

Health Division information about the transmission of diseases including Human Immunodeficiency virus (HIV), Acquired Immune Deficiency Syndrome (AIDS) and Hepatitis B (HBV) focuses on “body fluids” as a possible carrier of organisms that can infect others. The term includes drainage from cuts and scrapes, vomit, urine, feces, respiratory secretions (nasal discharge), saliva, semen and blood. While any contact with the body fluids of another person represents a risk, the level of risk is very low. The risk is increased if the fluid comes in contact with a break in the skin of another individual. Generally, simple, consistent standards and procedures of cleanliness minimize risk.

The following procedures are precautionary measures against the transmission of diseases. Prudent actions are to be employed by all members of the staff but focus primarily on steps that employees can take to ensure their own well-being.

Those who administer first aid or provide physical care or may otherwise incur occupational exposure to blood or other potentially infectious materials as determined by the district will be specifically protected through the district’s exposure control plan.

The procedures, however, are a review for all staff and students of appropriate and often forgotten hygienic and sanitation procedures.

1. Standard precautions are to be followed at all times. Standard precautions require the assumption that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV and/or other bloodborne pathogens.
2. Whenever possible, students should be directed to care for their own minor bleeding injury. This includes encouraging students to apply their own bandaids. If assistance is required, bandaids may be applied after removal of the caregiver removed their gloves, if the caregiver will not come into contact with blood or wound drainage.
3. Food and Drug Administration (FDA) approved gloves are required for all tasks in which an individual may come into contact with blood or other potentially infectious materials. Such tasks include cleaning body fluid spills, emptying trash cans, handling sharps/containers, handling contaminated broken glass, cleaning contaminated equipment and handling contaminated laundry/clothing. This also includes assisting with any minor wound care, treating bloody noses, handling clothes soiled by incontinence, diaper changing and cleaning up vomit.
4. Immediate, complete and effective hand washing with soap and running water of at least 30 seconds duration should follow any first aid or health care given to a student or contact with potentially infectious materials.

5. If exposure to blood or other potentially infectious materials occurs through coughing, any first-aid procedure or through an open sore or break in the skin, thorough washing, preferably with germicidal soap, is necessary.
6. In the event handwashing facilities are not readily available, thorough cleaning using an antiseptic cleanser and clean cloth/paper towels or antiseptic towelettes provided by the district as an alternative is necessary. In the event alternatives are used, hands must be washed with soap and running water as soon as feasible.
7. ~~Any surface contaminated with blood or other potentially infectious materials must be cleaned after each use and at the end of the day with soap and water and then rinsed with an Environmental Protection Agency (EPA)<sup>1</sup> approved disinfectant following labeling instructions for use, or a freshly made solution of one part bleach to nine parts water, and allowed to air dry. Other disinfectants as recommended by the Center for Disease Control may be used. These surfaces include equipment, counters, mats (including those used in physical education and athletic events), toys or changing tables.~~ Contaminated work surfaces shall be decontaminated with an appropriate disinfectant after completion of procedures; immediately or as soon as feasible when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials; and at the end of the work shift if the surface may have become contaminated since the last cleaning. Clean surfaces with soap and water and then rinse with an Environmental Protection Agency (EPA) approved disinfectant<sup>1</sup> following labeling instructions for use, or a freshly made solution of one part bleach to nine parts water, and allow to air dry. These surfaces include equipment, counters, mats (including those used in physical education classes and athletic events), toys or changing tables.
8. An EPA-approved disinfectant must be used when cleaning fluids such as blood or vomit from the floor or other such contaminated surfaces.
9. Contaminated laundry such as clothing and towels must be placed and transported in bags and containers in accordance with the district's standard precautions. All such items must be laundered in hot or cold water and soap and placed in a dryer.
10. Needles, syringes, broken glassware and other sharp objects found on district property must not be picked up by students at any time, nor by staff without appropriate puncture-proof gloves or mechanical device such as a broom, brush and dust pan. Any such items found must be disposed of in closable puncture resistant, leakproof (sharps) containers that are appropriately labeled or color-coded. Disposal will be by an authorized handler.
11. All wastebaskets used to dispose of potentially infectious materials must be lined with a plastic bag liner that is changed daily.
12. Gloves and repellent gowns, aprons or jackets are required for tasks in which exposure to blood or other potentially infectious materials can be reasonably anticipated to contaminate street clothing. Type and characteristics of such protective clothing will depend on the task. Such tasks may include

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~~<sup>1</sup>Disinfectants which can be used include Lysol, Purex, Clorox, Tough Act bathroom cleaner, Dow bathroom cleaner, Real Pine liquid cleaner, Pine Sol, Spic and Span, Tackle liquid, Comet and other products with EPA numbers.~~

<sup>1</sup> Disinfectants which can be used include Lysol, Purex, Clorox, Tough Act bathroom cleaner, Dow bathroom cleaner, Real Pine liquid cleaner, Pine Sol, Spic and Span, Tackle liquid, Comet and other products with EPA numbers. Other disinfectants as recommended by the Center for Disease Control may be used.

diapering/toileting with gross contamination, assisting with wound care, sorting or bagging contaminated laundry/clothing and disposing of regulated waste with gross contamination.

13. Maximum protection with gloves, face and/or eye protection and gowns are required whenever splashes, spray, spatter or droplets of blood or other potentially infectious materials may be generated and eye, nose or mouth contamination can be reasonably anticipated. Such tasks may include feeding a student with a history of spitting or forceful vomiting and assisting with severe injury and wound with spurting blood.
14. If a first-aid situation occurs, students should report to a person in authority, staff should report to a supervisor.

### **Additional Precautions**

The following additional precautions should be applied in all school settings. These procedures will help prevent transmission of many infections in addition to HIV and HBV:

1. A sink with soap, hot and cold running water and disposable towels should be available close to the classroom;
2. Sharing of personal toilet articles, such as toothbrushes and razors, should not be permitted;
3. Skin lesions that may ooze blood or serum should be kept covered with a dressing;
4. Exchange of saliva by kissing on the mouth, by sharing items that have been mouthed and by putting fingers in others' mouths should be discouraged.

# Corbett School District 39

Code:  
Adopted:

EBBAA

## Infection Control and Bloodborne Pathogens

The Board recognizes that staff and students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to standard precautions. Standard precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, AIDS, HBV<sup>1</sup> and/or other bloodborne pathogens<sup>2</sup>.

The district shall develop an Exposure Control Plan that includes infection control procedures, and procedures to minimize and eliminate exposure incidents to bloodborne pathogens.

### Infection Control

Staff and students shall receive an annual in-service that includes correct procedures for cleaning up body fluid spills and for personal cleanup, appropriate disposal, immunization and personal hygiene, as well as the location and a content review of first-aid and clean-up kits. Kits shall be available for each room in the building and in each district vehicle.

In addition to an annual in-service, staff and students on a regular basis will receive HIV, AIDS and HBV information.

The information shall emphasize infection — how infection is spread as well as how it is not spread.

### Bloodborne Pathogens

The Exposure Control Plan shall be reviewed and updated at least annually and when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:

1. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens;
2. Annually, document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

The plan shall include training followed by an offer of immunization with Hepatitis B vaccine and vaccination series for all staff who are required to provide first aid to students and/or for all staff who have

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<sup>1</sup> HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

<sup>2</sup> “Bloodborne pathogens” are pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, Hepatitis B virus (HBV) and Human Immunodeficiency Virus (HIV).

occupational exposure as determined by the district. Training shall be provided at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter. Personal protective equipment appropriate to job tasks shall be provided by the district. A post-exposure evaluation and follow-up shall be made available to any employee sustaining an occupational exposure.

The district recognizes that, as required by Oregon Administrative Rule (OAR) 437-002-1030, employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems). The district will implement such work practice controls, as appropriate.

Documentation, including a sharps injury log, will be maintained as required by OAR 437-002-1030(3) and 437-002-1035.

The district will cooperate with [the Oregon Department of Education] [the Oregon Health Authority, Public Health Division,] [the local health department] [the education service district] in delivering HIV, AIDS and HBV education.

END OF POLICY

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**Legal Reference(s):**

[OAR 437-002-0360](#)  
[OAR 437-002-0377](#)  
[OAR 437-002-1030](#)

[OAR 437-002-1035](#)  
[OAR 581-022-2050](#)  
[OAR 581-022-2220](#)

[OAR 581-053-0240\(23\)](#)  
[OAR 581-053-0250\(1\)](#)  
[OAR 581-053-0517\(13\)\(c\),\(e\)](#)

Occupational Safety and Health Standards, Bloodborne Pathogens, 29 C.F.R. §1910.1030 (2019).

# Corbett School District 39

Code: EBBAB/GBEBAA/JHCCBA  
Adopted: 2/21/07  
Orig. Code: EBBAB/GBEBAA/JHCCBA

## HBV/Bloodborne Pathogens

(OSBA has removed this policy in preference to EBBAA)

The Board recognizes that staff/students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff/students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to standard precautions. Standard precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV and/or other bloodborne pathogens<sup>1</sup>.

In order to reduce the risk to staff/students by minimizing or eliminating staff exposure incidents to bloodborne pathogens, the Board directs the superintendent to develop and implement an Exposure Control Plan. The plan shall be reviewed and updated at least annually and when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:

1. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens;
2. Annually, document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

The plan shall include training followed by an offer of immunization with Hepatitis B vaccine and vaccination series for all staff who are required to provide first aid to students and/or for all staff who have occupational exposure as determined by the district. Training shall be provided at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter. Personal protective equipment appropriate to job tasks shall be provided by the district. A postexposure evaluation and follow-up shall be made available to any employee sustaining an occupational exposure.

The district recognizes that, as required by OAR 437-002-1030, employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems). The district will implement such work practice controls, as appropriate.

Documentation, including a sharps injury log, will be maintained as required by OAR 437-002-1035 and 437-002-1030(3).

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<sup>1</sup>Bloodborne pathogens - pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, Hepatitis B virus (HBV) and Human Immunodeficiency Virus (HIV).

END OF POLICY

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**Legal Reference(s):**

[OAR 437-002-0360](#)  
[OAR 437-002-0377](#)  
[OAR 437-002-1030](#)

[OAR 437-002-1035](#)  
[OAR 581-022-2050](#)  
[OAR 581-022-2220](#)

[OAR 581-053-0240\(23\)](#)  
[OAR 581-053-0250\(1\)](#)  
[OAR 581-053-0517\(13\)\(c\),\(e\)](#)

Occupational Safety and Health Standards, Bloodborne Pathogens, 29 C.F.R. §1910.1030 (2019).

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# Corbett School District 39

Code: EBBB  
Adopted: 1/17/18  
Orig. Code: EBBB

## Injury/Illness Reports

All injuries/illnesses, sustained by the employee while in the actual performance of the duty of the employee, occurring on district premises, in district vehicles, at a district-sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a supervisor. All accidents involving students, visiting public or district property will be reported immediately to a supervisor.

A written report will be submitted within 24 hours to the district's safety officer. Reports will cover property damage as well as personal injury.

In the event of a work-related<sup>1</sup> illness or injury to an employee resulting in overnight hospitalization for medical treatment<sup>2</sup> other than first aid, the district safety officer shall report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). This report will be made within 24 hours after notification to the district of an illness or injury. Fatalities or catastrophes<sup>3</sup> shall be reported to OSHA within eight hours.

**ALL** injuries/illnesses sustained by an employee, while in the actual performance of the duty of the employee or by a student or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

The district safety officer will maintain records and reports on serious injuries/illnesses, including accidents involving district property or employees, students or visiting publics, and periodic statistical reports on the number and types of injuries/illnesses occurring in the district, as well as on the measures being taken to prevent such injuries/illnesses in the future.

The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually. Such reports will be submitted to the Board for review annually<sup>4</sup>.

**END OF POLICY**

<sup>1</sup>An injury or illness is work related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a preexisting condition.

<sup>2</sup>Medical treatment includes managing or caring for a patient for the purpose of combatting disease or disorder. The following are not considered medical treatment: visits to a doctor or health care professional solely for observation or counseling; diagnostic procedures including administering prescription medications used solely for diagnostic purposes; and any procedure that can be labeled first aid.

<sup>3</sup>A "catastrophe" is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

<sup>4</sup>~~Annual reporting is required, but may occur more often.~~

**Legal Reference(s):**

[ORS 339.309](#)

[OAR 437-001-0015](#)

[OAR 437-001-0700](#)

[OAR 437-001-0760](#)

[OAR 581-022-2225](#)

# Corbett School District 39

Code: EBBC  
Adopted: 1/15/98  
Orig. Code: EBBC

## Resuscitation Decisions

The district values the contributions of all students to the overall success of all educational environments; therefore, no employee of the district shall comply with any parental request, written or verbal, for non-resuscitation of a student. The district defines R "resuscitation" means as an attempt to restore life breathing and/or consciousness after apparent death a pulse.

In a life-threatening situation, district staff will dial 911 for paramedic assistance and resuscitate any student requiring it in order to sustain life until relieved by paramedics or other appropriate medical personnel.

END OF POLICY

### Legal Reference(s):

[ORS 30.800](#)

[OAR 437-002-0161](#)  
[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

# Corbett School District 39

Code: EBC/EBCA  
Adopted: 3/15/17  
Orig. Code: EBC/EBCA

## Emergency Procedures and Disaster Plans

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and ~~use of force~~ safety threat on school-district property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedures Plan will meet the standards of the State Board of Education.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

### Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)  
[ORS 332.107](#)  
[ORS 433.260](#)

[ORS 433.441](#)  
[OAR 437-002-0161](#)

[OAR 581-022-2030\(3\)\(c\)](#)  
[OAR 581-022-2220](#)  
[OAR 581-022-2225](#)

# Corbett School District 39

Code: EBCB  
Adopted: 6/15/16  
Orig. Code: EBCB

## Emergency Drills and Instruction

Each administrator will conduct emergency drills in accordance with the provisions of Oregon Revised Statutes (ORS).

All schools are required to instruct and drill students on emergency procedures so that students can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, which shall include tsunami procedures in a tsunami hazard zone and safety threats. Instruction on fires, earthquakes and safety threats, and drills for students, shall be conducted for at least 30 minutes each school month.

### Fire Emergencies

The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year. Drills and instruction on fire emergencies shall include routes and methods of exiting the school building.

### Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

### Safety Threats

At least two drills on safety threats shall be conducted each year.

Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other appropriate actions to take when there is a threat to safety.

The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

Local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures and assist the district with the instruction and the conducting of drills for students in these emergency procedures.

END OF POLICY

**Legal Reference(s):**

[ORS 192.660\(2\)\(k\)](#)  
[ORS 336.071](#)

[ORS 476.030\(1\)](#)

[OAR 581-022-2225](#)

OREGON STATE FIRE MARSHAL, OREGON FIRE CODE (2014).

# Corbett School District 39

Code: EBCC  
Adopted: 1/15/98  
Orig. Code: EBCC



## Hazardous Threats

OSBA has removed this policy from its samples)

If a call or notice that a hazardous device or substance has been placed in a school or any other building, the superintendent or designee may consider the following:

1. Evacuation;
2. Immediate notification to the fire and/or law enforcement departments unless the call was originally received by these departments;
3. Searching of the premises with direction from a law enforcement officer or firefighter;
4. Removal procedures of any “strange” or foreign object;
5. Re-entry procedures if evacuation has occurred;
6. Investigation with local law enforcement assisted by state fire marshal’s office if requested.

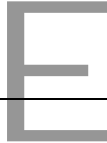
Any decision concerning students’ dismissal and subsequent action after the above procedures have been followed are the superintendent’s or designee’s prerogative.

END OF POLICY

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### Legal Reference(s):

[OAR 581-022-1420](#)



# Corbett School District 39

Code: EBCD  
Adopted: 10/21/15  
Orig. Code: EBCD

## Emergency Closures\*\*

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules as are appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools and early dismissal of students.

The superintendent will develop and maintain such plans and procedures as are necessary to carry out alternate school and bus schedules.

At the beginning of each school year students, parents and staff will be informed of the procedures used to notify them in case of an emergency closure.

END OF POLICY

### Legal Reference(s):

[OAR 437-002-0360](#)  
[OAR 437-002-0377](#)

[OAR 581-022-2225](#)  
[OAR 581-022-2320](#)

[OAR 581-053-0004](#)

# Corbett School District 39

Code: ECA/ECAA  
Adopted: 1/15/98  
Orig. Code: ECA/ECAA



## Buildings and Grounds Security/Access

(OSBA has removed this policy from its samples)

The Board encourages close cooperation with local police and fire authorities and insurance company personnel in planning and carrying out proper security measures to preserve and protect the district's investment in its physical plant.

The superintendent will control access to district buildings as is appropriate and necessary to protect property, students and personnel.

Principals will control access to school buildings and will provide safeguards against unauthorized access to these buildings. Each principal, with approval of the superintendent, will develop regulations designed to control the use of building keys and to ensure that buildings are adequately closed and locked when no authorized personnel are present. Staff or students who fail to obey such regulations may be disciplined, suspended or dismissed.

The building principal shall be responsible for the care of the building and its property and all damage should be promptly reported to the superintendent. The principal is concerned about the condition and use of the building during all the hours it is open. Either he/she/they should be present or he/she/they should assign a responsible person to be present at all functions within the building.

Building keys are used to maintain the security of the building. Those people assigned district keys have the responsibility of maintaining continuous security of district property. Keys should not be loaned, given to students or made available for unauthorized use.

Staff or students who fail to conform to established building security regulations may be disciplined, suspended or dismissed.

END OF POLICY

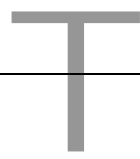
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### Legal Reference(s):

[ORS 164.205 to -164.270](#)

[ORS 332.107](#)

[ORS 332.172](#)



# Corbett School District 39

Code: ECAB  
Adopted: 7/21/04  
Orig. Code: ECAB

## Vandalism, Malicious Mischief or Theft\*\*

Students and ~~citizens~~ patrons are urged to cooperate in reporting any incidents of vandalism, malicious mischief, or theft and the name or names of the person or persons believed to be responsible.

Each employee of the district will report to the principal or other person in authority every incident of vandalism, malicious mischief, or theft and the name of the person or persons responsible, if known.

Principals will submit a ~~full and detailed~~ report of ~~significant~~ any incidents of vandalism, malicious mischief, or theft or damage to their buildings, to the superintendent. The superintendent will make a report to the Board regarding any major vandalism, malicious mischief, or theft or damage to any school property.

The district may offer a reward to an individual(s) who provides information that results in the apprehension of a person(s) guilty of vandalism, malicious mischief, or theft or other criminal acts against the district or persons acting in the interest of the district. The reward shall be determined by the superintendent on a case by case basis within any guidelines set by the Board.

The superintendent is authorized to sign a criminal complaint and to press charges against those committing acts of vandalism, malicious mischief, or theft against school property. ~~Because incidents of willful or malicious abuse, destruction, defacing and theft of property of the district are clearly contrary to the best interests of the district and injurious to the rights and welfare of the entire community, it~~ is the policy of the Board to seek all legal remedies against persons found to have committed such acts. Full restitution for the damage will be sought from such persons, or, in the case of minors, from their parents. Grade reports, diplomas and records may be withheld for failure to make restitution for assessed damages. Records requested by another school district to determine a student's appropriate placement may not be withheld.

Students who willfully destroy school property through vandalism, malicious mischief, or theft or arson, who commit larceny or who create a hazard to the safety of other people on district property will be suspended and/or expelled in accordance with state law and the Board's policies on student suspension or expulsion<sup>1</sup> and referred to law enforcement authorities.

Any staff member who fails to report such an act, or willfully destroys district property through vandalism, malicious mischief, theft or arson, who commits larceny or who creates a hazard to the safety of other people on district property ~~will~~ may be disciplined, up to and including dismissal and referred to law enforcement.

The district is not liable or responsible for personal property brought onto district property.

<sup>1</sup> Use of suspension or expulsion as discipline for a student in violation of this policy is limited to criteria found in Oregon Revised Statute 339.250.

END OF POLICY

**Legal Reference(s):**

[ORS 30.765](#)

[ORS 164.345](#)

[ORS 164.365](#)

[ORS 326.575](#)

[ORS 332.107](#)

[ORS 339.240](#)

[ORS 339.250](#)

[ORS 339.270](#)

[ORS 419C.680](#)

# Corbett School District 39

Code: ECACB  
Adopted: 8/15/18  
Orig. Code: ECACB

## Unmanned Aircraft System (UAS) a.k.a. Drone

**(this policy is required if drones are use in a class or part of curriculum)**

Any employee or representative of the district operating a district unmanned aircraft system shall do so in accordance with this policy and all applicable Federal Aviation Administration (FAA) regulations.

An “unmanned aircraft system” (UAS) means an unmanned flying machine, commonly known as a drone, and its associated elements, including communication links and the components that control the machine.

The district recognizes the academic value of student operation of a UAS as one component of curricula pertaining to principles of flight, aerodynamics and airplane design and construction, which can also serve as an academic tool in other areas such as television, film production or the arts in general. Therefore, in compliance with the Federal Aviation Administration Modernization and Reform Act of 2012, Section 336, students may operate a UAS as part of a course requirement, as long as that student does not receive compensation directly or incidentally from such operation. District staff teaching a class that allows use of a UAS may assist a student in their operation of the UAS, provided the assistance is needed as part of the curriculum and assistance is to a student enrolled in the course. The staff member’s participation must be limited to the student’s operation of the UAS.

District employees shall work with administrators to ensure that proper insurance, registration and authorization are in place prior to adoption of curriculum that allows operation of a UAS as part of the curriculum.

A UAS shall be operated in accordance with the policies of the Oregon School Activities Association (OSAA)<sup>1</sup> at OSAA<sup>1</sup>-sanctioned events. Use of a UAS at other district-sponsored athletics or activities is prohibited.

A student in violation of this policy may be subject to disciplinary action, up to and including suspension and/or expulsion.

A staff member in violation of this policy may be subject to disciplinary action, up to and including dismissal.

All data gathered by the district as part of a UAS operation will belong to the district. The data gathering by the district will follow appropriate state and federal laws. Retention of such data will follow state and federal laws.

The superintendent shall develop procedures for the implementation of this policy.

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<sup>1</sup> <http://www.osaa.org/governance/handbooks>

The district shall post a copy of this policy, associated procedures and a copy of Oregon Revised Statute (ORS) 192.345 on the district's website.

### Third Party Use

Third party use of a UAS on district property or at district-sponsored events for any purpose is prohibited, unless granted permission from the superintendent or designee.

If permission is granted by the superintendent or designee, the third party operating a UAS will comply with all FAA regulations and shall provide the following to the district:

1. Proof of insurance that meets the liability limits established by the district;
2. Appropriate registration and authorization issued by the FAA and the Oregon Department of Aviation when required; and
3. A signed agreement holding the district harmless from any claims of harm to individuals or damage to property.

END OF POLICY

#### Legal Reference(s):

[ORS 164.885](#)  
[ORS 174.109](#)  
[ORS 192.345](#)

[ORS 837.300 - 837.390](#)  
[ORS 837.995](#)

[OAR 738-080-0015 - 080-0045](#)  
Senate Bill 581 (2019)

Federal Aviation Administration Reauthorization Act of 2018, 49 U.S.C. §§ 44801-44810 (2012).  
Small Unmanned Aircraft Systems, 14 C.F.R. Part 107 (2018).  
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).  
OREGON SCHOOL ACTIVITIES ASSOCIATION HANDBOOK.

# Corbett School District 39

Code: ECB  
Adopted: 1/15/98  
Orig. Code: ECB

## Buildings and Grounds Maintenance

The superintendent will develop and execute a continuing program of maintenance for all district-owned buildings and grounds. This program will be administered in such a manner as to preserve the capital investment of the district and to prevent deterioration due to lack of proper care. The program will include:

1. Planning for buildings and grounds improvements and additions as approved by the Board;
2. An adequate custodial program for all schools;
3. Improvement and maintenance of school grounds and fields;
4. Repairs and painting;
5. Determination and disposal of obsolete equipment.

END OF POLICY

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### Legal Reference(s):

[ORS 332.172](#)

[OAR 437-002-0140](#)

[OAR 437-002-0360](#)

[OAR 437-002-0144](#)

[OAR 437-002-0368](#)

[OAR 437-001-0760](#)

[OAR 437-002-0145](#)

[OAR 437-002-0377](#)

[OAR 437-002-0020 to -0081](#)

[OAR 437-002-0180 to -0182](#)

[OAR 581-022-1530](#)

Toxic Substances Control Act, 15 U.S.C. Sections 2601-2629, as amended by the Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. Sections 2641-2656.

# Corbett School District 39

Code: ECD  
Adopted: 1/15/98  
Orig. Code: ECD

## Traffic and Parking Controls

The superintendent will authorize parking areas and post notices on district property designated for staff, student, visitor parking and parking for persons with disabilities and other classifications of parking areas as may be necessary.

Any vehicle not parked in authorized areas may be towed away and stored. All charges for such towing and storing will be the responsibility of the owner or operator of the vehicle.

Any person failing to abide by the parking regulations of the district may be further prohibited from bringing any vehicle on school-district property.

Building principals will establish such regulations as are necessary for the use and control of staff and student parking areas around their buildings. Such regulations will be made available to staff, students and parents.

END OF POLICY

### Legal Reference(s):

[ORS 332.172](#)  
[ORS 332.445](#)

[ORS 447.233](#)

[OAR 581-022-2405](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).  
Americans with Disabilities Act Amendments Act of 2008.

# Corbett School District 39

Code: ECE  
Adopted: 1/15/98  
Orig. Code: ECE

## Buildings and Grounds Records and Reports

(OSBA has removed this policy from its samples)

Significant losses incurred through fire, theft, accident or vandalism will be reported to the superintendent as soon as discovered. The superintendent will report all major losses to an appropriate law enforcement or other agency as well as to the Board.

END OF POLICY

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### Legal Reference(s):

[ORS 332.172](#)

Toxic Substances Control Act, 15 U.S.C. Sections 2601-2629, as amended by the Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. Sections 2641-2656.

# Corbett School District 39

Code: ECF  
Adopted: 1/15/98  
Orig. Code: ECF

## Energy Conservation

The district encourages and supports an energy conservation and education program to substantially lower consumption of electricity, oil, gasoline, natural gas and/or water. It will be the responsibility of each district employee and student to participate in conservation efforts in order to reduce consumption to levels prescribed by state and federal guidelines while maintaining programs.

It is the responsibility of district administrators, through the superintendent's office, to implement, direct, monitor, evaluate and document district energy conservation efforts.

END OF POLICY

### Legal Reference(s):

[ORS 332.107](#)

[ORS 455.560 to -455.575](#)

# Corbett School District 39

Code: EDB  
Adopted: 1/15/98  
Orig. Code: EDB

D

## Maintenance and Control of Materials

(OSBA has removed this policy from its samples)

District administrators will be responsible for district materials housed within their individual buildings and/or areas.

END OF POLICY

E

Legal Reference(s):

[ORS 332.107](#)  
[ORS 332.172](#)

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# Corbett School District 39

Code: EDBA  
Adopted: 1/15/98  
Orig. Code: EDBA

D

## Maintenance and Control of Athletic Equipment

(OSBA has removed this policy from its samples)

In the event that an athletic activity is no longer funded or sponsored by the district, the equipment used for that activity may be sold or donated at the Board's discretion.

END OF POLICY

E

Legal Reference(s):

[ORS 332.107](#)  
[ORS 332.172](#)

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# Corbett School District 39

Code: EDC/KGF  
Adopted: 1/15/98  
Orig. Code: EDC/KGF

## Authorized Use of District Equipment and Materials \*

District materials and equipment will be used only for school purposes by district personnel on district properties.

Exceptions to this policy must be approved by the superintendent and/or Board and authorized use shall be consistent with Oregon Revised Statute (ORS), Chapter 244.

END OF POLICY

### Legal Reference(s):

[ORS Chapter 244](#)

[ORS 332.107](#)

[OAR 584-020-0040](#)

OREGON GOVERNMENT ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2008).

# Corbett School District 39

Code: EEA  
Adopted: 8/16/17  
Orig. Code: EEA

## Student Transportation Services \*

School transportation services will be provided for students to and from school transporting from one school or facility to another and school-sponsored field trips that are extensions of classroom learning experiences. Transportation will be provided for homeless students to and from the student's school of origin<sup>1</sup> as required by the Every Student Succeeds Act of 2015 (ESSA). These services shall be provided throughout the regularly scheduled year and during the regular school day as determined by the Board.

Students living within specified attendance boundaries shall receive transportation services to their respective schools. In addition, students, including those receiving special education, may be eligible for transportation for health or safety reasons.

Miles from school will be determined by the transportation supervisor in accordance with Oregon Administrative Rule (OAR) 581-023-0040(1)(e).

The district may use Type 10 School Activity Vehicles to transport students from home to school, school to home and from district-sponsored activities.

The district may also provide transportation using federal funds<sup>2</sup> or through cooperative agreements with local victims assistance units for a student to attend a safe district school<sup>3</sup> out of the student's attendance area for any student who is a victim of a violent criminal offense occurring in or on the grounds of the school the student attends or the student attends a school identified as persistently dangerous.

If there are no other schools within the district a student may transfer to, the district may establish a cooperative agreement with other districts in the area for a transfer. Transportation for students who transfer for such purposes will be provided in accordance with the agreement.

Students attending any private, parochial or public charter school under the compulsory school attendance laws will, where the private, parochial or public charter school is along or near the bus route, be provided equally the riding privileges given to public school students.

Transportation will be provided for students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved

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<sup>1</sup> "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled. When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.

<sup>2</sup> "Federal funds" means funds available through Title IV, Part A, and Title V, Part A.

<sup>3</sup> If there is not another school in the district to which students can transfer, districts are encouraged, but not required, to explore other appropriate options, i.e., an agreement with a neighboring district.

substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

Preschool students with disabilities who have transportation as a related service and children from birth to age three who are enrolled in an eligible program shall be provided home to school transportation.

A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times. A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.<sup>4</sup> A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles in excess of 10,000 pounds used for student transportation are exempt from statutory requirements unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

School buses carrying students will be considered extensions of the school experience. All students using school transportation will abide by the code of conduct posted in each school bus or school activity vehicle. Violations of such code, as well as other conduct which is improper or which jeopardizes the safety of self or others, will be reported by the school bus or vehicle driver to the supervisor. The transportation supervisor will, as soon as possible, inform the appropriate principal of such occurrence. Violators may be denied use of transportation for a period of time as deemed proper by the principal and/or transportation supervisor.

The principal or designee shall ensure transportation officials and drivers receive notification of students having special medical or behavioral protocols identified in student records.

Appropriate training related to specific protocols, including confidentiality requirements, will be provided to drivers.

Aides or assistants that ride a school bus shall receive training on emergency procedures and their role in the safe transportation of all students on the bus.

The school bus or vehicle driver will be responsible for the school bus or vehicle at all times from departure until return. The driver will not participate in any activities that might impair his/her driving abilities.

The district will comply with all state and federal laws and regulations pertaining to school bus transportation.

**END OF POLICY**

**Legal Reference(s):**

<sup>4</sup> “Proper fit” means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

[ORS 327.006](#)  
[ORS 327.033](#)  
[ORS 327.043](#)  
[ORS 332.405](#)  
[ORS 332.415](#)  
[ORS 339.240 - 339.250](#)  
[ORS 343.155 - 343.246](#)  
[ORS 343.533](#)  
[ORS 811.210](#)  
[ORS 811.215](#)  
[ORS 815.055](#)

[ORS 815.080](#)  
[ORS 820.100 - 820.190](#)  
  
[OAR 581-021-0050 - 0075](#)  
[OAR 581-022-2345](#)  
[OAR 581-023-0040](#)  
[OAR 581-053-0002](#)  
[OAR 581-053-0003](#)  
[OAR 581-053-0004](#)  
[OAR 581-053-0004](#)  
[OAR 581-053-0010](#)  
[OAR 581-053-0031](#)

[OAR 581-053-0040](#)  
[OAR 581-053-0053](#)  
[OAR 581-053-0060](#)  
[OAR 581-053-0070](#)  
[OAR 581-053-0210](#)  
[OAR 581-053-0220](#)  
[OAR 581-053-0230](#)  
[OAR 581-053-0240](#)  
[OAR 735-102-0010](#)

Senate Bill 905 (2019)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6315, 7912 (2018).  
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§ 11431-11435 (2012).

# Corbett School District 39

Code: EEAB  
Adopted: 1/15/98  
Orig. Code: EEAB

## School Bus Scheduling and Routing

Actual bus stops and routes will be determined by the superintendent and transportation supervisor and will be based upon efficiency, safety, Board policy and applicable state and federal laws and rules.

The determination of safe roads for school bus travel will be made by the transportation supervisor.

The superintendent will:

1. Annually review and assess school bus routes, stops and loading zones for safety, changing student population, and supervision of students;
2. Advise parents of any changes in transportation policy affecting their students as early as possible and be responsive to parents' calls for assistance in seeking alternatives to busing; and
3. Work with cities, the county and other appropriate governmental agencies on a continuing basis regarding transportation issues.

END OF POLICY

### Legal Reference(s):

[ORS 332.405](#)

[OAR 581-023-0040](#)  
[OAR 581-053-0004](#)

[OAR 581-053-0031](#)

# Corbett School District 39

Code: EEAC  
Adopted: 10/17/12  
Orig. Code: EEAC

## School Bus Safety Program

The superintendent will ensure instruction for all students in school bus safety and emergency evacuation procedures is provided. Drivers shall assist in the instruction.

Students who are regularly transported by the district shall receive the following instruction within the first six weeks of each half of the ~~the~~ each school year:

1. Safe school bus riding procedures, including but not limited to loading, unloading, and 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.

Students who are not regularly transported by the district will be given the following instruction at least once in the first half of each school year:

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

The district will document and maintain records of the content and dates of instruction.

Buses will not exceed vehicle design capacity for seating at any time unless an unforeseen or unusual circumstance arises. Passengers will be provided a seat that fully supports them. A seat that fully supports each person and meets the minimum standards and specifications of law will be provided at all times.

A person who weighs 40 pounds or less must be properly secured with a child safety system that meets the minimum standards and specifications established by the Oregon Department of Transportation under Oregon Revised Statute (ORS) 815.055. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until he/she is four feet nine inches tall or age eight and the adult belt properly fits.<sup>1</sup> A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under ORS 815.055. In accordance with ORS 811.210 and 811.215 vehicles used for student transportation in excess of 10,000 pounds are exempt from this requirement unless they have been equipped with lap belts. Vehicles in excess of 10,000 pounds that have been equipped with lap belts must meet child car seat requirements as set forth in law.

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<sup>1</sup> "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

During adverse weather conditions, the superintendent may alter bus schedules or temporarily suspend bus services. The superintendent or his/her designee will advise local radio stations and other media of any changes in bus schedules or services.

In the case of emergency or disaster, evacuation of students will be carried out according to the district's emergency plan.

An accident review board will study accidents involving district buses and will make recommendations to avoid similar accidents.

END OF POLICY

**Legal Reference(s):**

[ORS 811.210](#)  
[ORS 811.215](#)  
[ORS 815.055](#)  
[ORS 815.080](#)  
[ORS 820.100 to -820.190](#)

[OAR 437-002-0220 to -0227](#)  
[OAR 581-022-2225](#)  
[OAR 581-053-0002](#)  
[OAR 581-053-0003](#)

[OAR 581-053-0004](#)  
[OAR 581-053-0010](#)  
[OAR 581-053-0021](#)  
[OAR 581-053-0031](#)  
[OAR 581-053-0210](#)  
[OAR 581-053-0240](#)  
[OAR 581-053-0310](#)  
[OAR 581-053-0320](#)  
[OAR 581-053-0330](#)  
[OAR 581-053-0340](#)

[OAR 581-053-0410](#)  
[OAR 581-053-0420](#)  
[OAR 581-053-0430](#)  
[OAR 581-053-0440](#)  
[OAR 581-053-0445](#)  
[OAR 581-053-0510](#)  
[OAR 581-053-0520](#)  
[OAR 581-053-0530](#)  
[OAR 735-102-0010](#)

# Corbett School District 39

Code: EEACA  
Adopted: 9/17/14  
Orig. Code: EEACA

## School Bus Driver Examination and Training

The district or transportation provider shall verify that a school bus drivers' physical examinations were certified by a medical examiner, whose certificate was ~~been~~ This medical examiner's certification must have been listed in the Federal Motor Carrier Safety Administration's National Registry of Certified Medical Examiners as of the date of the issuance of for the school bus driver's examination certificate, and Bus drivers shall also meets other criteria as established by state and federal law and by the Oregon Department of Education regulations including the requirements for a commercial driver's license (CDL).

A school bus manufacturer, school bus dealer or school bus mechanic is not required to have a school bus endorsement while operating a school bus that is not transporting students.

END OF POLICY

### Legal Reference(s):

[ORS 659.840](#)  
[ORS 659A.300](#)  
[ORS 659A.306](#)  
[ORS Chapters 801, 802, 807, 809, 811, 813](#)

[ORS 807.038](#)  
[ORS 820.110](#)  
[OAR 581-053-0002](#)  
[OAR 581-053-0003](#)

[OAR 581-053-0004](#)  
[OAR 581-053-0031](#)  
[OAR 581-053-0040](#)  
[OAR 581-053-0060](#)

Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§ 31301-31317; 49 C.F.R. Parts 40, 382, 391-395 (2016).  
Federal Motor Carrier Safety Administration Regulations, 49 C.F.R. Part 391, §§ 391.42, 391.43 (2016).

# Corbett School District 39

Code: EEACB  
Adopted: 1/15/98  
Orig. Code: EEACB

## School Bus Maintenance

(OSBA has removed this policy from its samples.)

District-owned and operated buses will be constructed, equipped and inspected in accordance with federal and Oregon law and administrative rules and requirements adopted by the State Board of Education. Buses will be maintained in safe operating conditions through a sound preventive maintenance program.

1. Each driver will make pre-trip inspections using the form included in the Transportation Procedures and Requirements Handbook.
2. Each driver will make a written report to the transportation supervisor regarding any mechanical defects as soon as defects are discovered.
3. Defects will be corrected, the driver notified, and a written report submitted as soon as possible.
4. A thorough inspection will be conducted and inspection results will be reported each time the vehicle is serviced. Records will be maintained in accordance with Oregon Administrative Rules. Vehicles will be serviced according to factory specifications and recommendations.
5. All buses will be thoroughly inspected both at the beginning and end of each school year with continual inspections throughout the year. Written reports of each inspection will be maintained.
6. All buses will have stop signal arms mounted in accordance with state law and rules after August 1, 1995. Buses purchased after September 1, 1993 will have stop signal arms mounted as required.

Adequate maintenance and storage facilities will be provided for all equipment.

Adequate mechanical services with trained personnel will be available.

END OF POLICY

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### Legal Reference(s):

[ORS 820.105](#)  
[ORS 820.120](#)

[OAR 581-053-0008](#)  
[OAR 581-053-0512 to -0550](#)

Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). [P.L. 94-142 is a well-known "short" reference to this federal legislation.].

Rehabilitation Act of 1973, 29 U.S.C. Sections 791, 793 and 794.

# Corbett School District 39

Code: EEACC  
Adopted: 12/19/12  
Orig. Code: EEACC

## 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 ~~assistance guide~~ **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).

# Corbett School District 39

Code: EEACC-AR  
Revised/Reviewed: 9/20/17  
Orig. Code: EEACC-AR

## 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 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, At least once, within the first six weeks of each half of each school year, the transportation supervisor will direct all bus drivers to conduct a safety review instruction with all students who are regularly transported by the district.

The instruction will include:

- (1) The drivers shall review the code of conduct which is to be posted, and consequences of a violation;
- (2) The drivers shall review the consequences of a violation as outlined in this procedure Safe school bus riding procedures, including but not limited to loading, unloading, and crossing;
- (3) The drivers shall conduct unloading, loading and Use of emergency exits evacuation drills; and
- (4) The drivers shall review all hazards such as crossing a road and bus stop conduct Planned and orderly evacuation of the school bus in case of emergency, including participation in actual evacuation drills.

- b. Each September At least once in the first half of each school year, the transportation supervisor will direct all bus drivers to conduct a safety review instruction with all other students.

The instructions will include:

- (1) ~~The drivers shall review safe bus riding procedures.~~ Safe school bus riding procedures, including but not limited to loading, unloading, and crossing; and
  - (2) ~~The drivers shall review use of emergency exits.~~ Use of emergency exits.
- c. The transportation supervisor will record dates and ~~the~~ content of safety instructions given 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 for school bus privileges to all students and parents, accompanied by the following form to be acknowledgment of being read and understood.~~ The code of conduct will include a form for acknowledgement 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. ~~Ask for the driver's approval to 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.~~

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\* ~~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. 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. However, 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/JGEA - Discipline of Disabled Students and accompanying administrative regulation.

### 5. 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 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.

### ~~DISCIPLINARY PROCEDURES FOR VIOLATIONS~~

- ~~1. First Citation Warning\*: The driver verbally restates behavior expectations and issues a warning citation\*.~~
- ~~2. Second Citation\*: The student is suspended from the bus 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. At this time a behavior contract will be made with the student and a bus seat may be assigned. Further violations of bus regulations will be considered a severe violation.~~
- ~~4. Severe Violations: Any severe violation will 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.~~

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~~\* 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.~~

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**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 I — The student or his/her representative will discuss the issue with the transportation supervisor and principal.
- STEP II — 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 III — Within five school days, the principal is to communicate, in writing, the decision to the student and the student's parents.
- STEP IV — 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 V — 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) \_\_\_\_\_

School \_\_\_\_\_

6. Suspension Procedures

Due process procedures used by the district governing student behavior shall be applied.

7. Expulsion Procedures

a. Due process procedures used by the district governing student behavior shall be applied.

8. 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.

9. Reinstatement

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

(1) When deemed necessary, parent(s) and student shall be present at the conference;

(2) The principal shall fully explain matters and permit the parties involved to fully explain their positions;

(3) The principal shall make a decision which provides guidelines for the student to follow when transportation services are reinstated.

## DISCIPLINARY PROCEDURES FOR VIOLATIONS

**First Citation - Warning\*:** The driver verbally restates behavior expectations and issues a warning citation\*. The driver may assign the student to a particular seat.

**Second Citation\*:** The student is suspended from the bus until a conference, arranged by the transportation supervisor, has been held with the student, a parent, the bus driver[, the transportation supervisor] and the principal.

**Third Citation\* of the year:** The student receives a 5- to 10-day suspension<sup>1</sup> and will not be able to ride the bus until a conference, arranged by the transportation supervisor, has been held with the student, a parent, the bus driver, the transportation supervisor and the principal. Further violations of bus regulations will be considered a severe violation.

**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<sup>2</sup>. There will be a hearing arranged by the transportation supervisor, involving the student, the bus driver, the transportation supervisor, a parent and the principal.

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

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

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<sup>1</sup> “Suspension” means any disciplinary removal, other than expulsion, for up to 10 school days.

<sup>2</sup> “Expulsion” means any disciplinary removal beyond 10 school days up to one calendar year.

**School Bus Citation**

Date: \_\_\_\_\_ Route: \_\_\_\_\_  a.m.  p.m.

Dear Parent(s):

This citation is to inform you of a disciplinary action taken against your student as a result of his/her action(s), 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 school buses.

\_\_\_\_\_ (student name) has been cited for an infraction of the rules listed below: *(Check all that apply)*

**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.

**\* May result in loss of transportation service with no warning.**

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

Driver Signature: \_\_\_\_\_

Student Phone Number: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

School Representative: \_\_\_\_\_

**CITATIONS MUST BE SIGNED BY PARENT**

## 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 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 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 \_\_\_\_\_

## **School Bus Code of Conduct**

While riding a school bus, student riders will:

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

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\* 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 Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

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:

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

30. ~~Expulsion Procedures~~

- a. ~~Due process procedures used by the district governing student behavior shall be applied.~~

31. ~~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.~~

32. ~~Reinstatement~~

- a. ~~A conference to discuss reinstatement shall be conducted under the following guidelines:~~
- ~~(1) When deemed necessary, parent(s) and student shall be present at the conference;~~
  - ~~(2) The principal shall fully explain matters and permit the parties involved to fully explain their positions;~~
  - ~~(3) The principal shall make a decision which provides guidelines for the student to follow when transportation services are reinstated.~~

33. ~~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. However, 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.~~

34. ~~Special Education Students~~

~~Special education students will be disciplined in accordance with Board policy JGDA/JGEA—Discipline of Disabled Students and accompanying administrative regulation.~~

# Corbett School District 39

Code: EEACD  
Adopted: 12/19/12  
Orig. Code: EEACD

## Use of District Activity Vehicles for Student Transportation

The Board may provide for the use of vehicles, either district owned or rented, commonly designated as Types 10, 20 or 21 pupil transportation vehicles, which do not meet the requirements of a “school bus” for the purpose of transporting students, licensed, classified or other supervisory personnel to and from curricular and extracurricular activities sponsored by the district.

The vehicle shall be insured for bodily injury, property damage, uninsured motorist coverage and personal injury protection. The business manager will recommend amounts to adequately protect the district against loss.

The district will meet or exceed minimum driver requirements and procedures as set forth in OAR, Section 53. The district will require in-class instruction as part of its driver training approval process. The district shall meet child safety system requirements and minimum standards and specifications as set forth in ~~ORS 811.210, 815.055 and 815.080 and OAR 735-102-0010~~ state law.

END OF POLICY

### Legal Reference(s):

<a href="#">ORS 811.210</a>	<a href="#">OAR 581-053-0310</a>	<a href="#">OAR 581-053-0521</a>
<a href="#">ORS 815.055</a>	<a href="#">OAR 581-053-0320</a>	<a href="#">OAR 581-053-0531</a>
<a href="#">ORS 815.080</a>	<a href="#">OAR 581-053-0330</a>	<a href="#">OAR 581-053-0540</a>
<a href="#">ORS 820.110</a>	<a href="#">OAR 581-053-0340</a>	<a href="#">OAR 581-053-0610</a>
<a href="#">ORS 820.190</a>	<a href="#">OAR 581-053-0410</a>	<a href="#">OAR 581-053-0620</a>
	<a href="#">OAR 581-053-0420</a>	<a href="#">OAR 581-053-0630</a>
<a href="#">OAR 437-002-0220 to -0227</a>	<a href="#">OAR 581-053-0430</a>	<a href="#">OAR 581-053-0640</a>
<a href="#">OAR 581-053-0010</a>	<a href="#">OAR 581-053-0440</a>	<a href="#">OAR 735-102-0010</a>
<a href="#">OAR 581-053-0220</a>	<a href="#">OAR 581-053-0511</a>	

# Corbett School District 39

Code: EEAD  
Adopted: 1/15/98  
Orig. Code: EEAD

## Special Use of School Buses/Activity Transportation

~~Transportation for field trips shall be arranged by the building principal and shall be restricted to the school vehicle, vehicles belonging to the carrier contracted by the district or a private vehicle driven by an adult driver approved by the building principal.~~

~~Recognizing that total student participation in the various activities, either as participants or as spectators, contributes to the total effectiveness of any school, the Board approves of making spectator buses available when deemed desirable by the school administrator, provided requests have been made under district regulations.~~

~~Spectators may not ride on the bus that carries the participants to and from the activity unless directly approved by the building principal.~~

*(Note: the policy is meant to address non-district use of buses.)*

Although the primary purpose of school buses is to transport district students, the district may also provide transportation services to non-school groups, nonpublic organizations, staff or patrons for field trips, school-related or nonschool-related activities with prior written approval by the superintendent. The district may contract with other public or nonpublic entities to provide transportation services to persons other than district students.

Individuals or groups requesting to use district transportation will complete a form and submit it to the district office. Before final approval, special use of district transportation will also require a signed liability release prior to district authorization.

Approval or denial will be based on capacity, routes, local conditions, adequate supervision, scheduling or other factors deemed appropriate by the superintendent.

To help the district ensure the safe operation of district transportation, passengers will be notified of conduct requirements and rules of conduct will be posted in a conspicuous place on the school bus. A passenger may be denied future use of district transportation for violating a rule of conduct.

END OF POLICY

### Legal Reference(s):

[ORS 332.405 to -332.427](#)  
[ORS 801.460](#)  
[ORS 811.215](#)

[OAR 581-023-0040](#)  
[OAR 581-053-0002](#)  
[OAR 581-053-0004](#)

[OAR 581-053-0031](#)  
[OAR 581-053-0210](#)  
[OAR 581-053-0230](#)

# Corbett School District 39

Code: EEAE  
Adopted: 10/17/12  
Orig. Code: EEAE

## Student Transportation in Private Vehicle

Transportation of students will be by the district's transportation system or by a district employee's vehicle, properly insured, except as provided below.

Parents, employees and other designated adults may be permitted to use private vehicles to transport students other than their own on field trips or other school activities if the following conditions have been met prior to the activity:

1. The school administrator has approved the activity;
2. A permission slip signed by the student's parent(s) has been received by the principal or his/her designee, granting permission for the student to participate in the field trip/activity and to ride in a privately-owned vehicle;
3. The parents, employee or other adult driving the vehicle is properly licensed to drive and has provided proof of insurance. Such insurance shall meet or exceed minimum requirements as established by the state of Oregon and as set by the district;
4. The vehicle contains an adequate number of seat restraints, including when applicable, a child safety system for a child who weighs less than 40 pounds, regardless of age, and the adult driver requires their use. The child safety system must elevate the person so that a safety belt or safety harness properly fits the individual and meets the minimum standards and specifications of law. A person over 40 pounds or who has reached the upper weight limit for the forward-facing car seat must use a booster seat until four feet nine inches or age eight and the adult belt properly fits.<sup>1</sup>
5. A person who is taller than four feet nine inches or eight years of age or older must be properly secured with a safety belt or harness that meets the requirements under **Oregon Revised Statute (ORS) 815.055**. Training in the proper installation and use of child safety system may be required.

The district will develop procedures to implement this policy.

END OF POLICY

### Legal Reference(s):

[ORS 332.107](#)  
[ORS 801.455](#)

[ORS 811.210](#)  
[ORS 815.055](#)

[ORS 815.080](#)  
[OAR 735-102-0010](#)

<sup>1</sup> "Proper fit" means the lap belt of the safety belt or safety harness is positioned low across the thighs and the shoulder belt is positioned over the collarbone and away from the neck.

# Corbett School District 39

Code: EEAE-AR  
Revised/Reviewed: 1/27/99  
Orig. Code: EEAE-AR

## Proof of Auto Liability Insurance\*\* (For Volunteers)

Dear \_\_\_\_\_,

You have agreed to transport students of the district to a field-trip function or for some other school approved purpose. Please be aware that in the event of an accident, your insurance will be primary coverage. In order to serve as a volunteer driver you will be required to provide proof of automobile liability insurance. Your insurance must meet or exceed minimum requirements as established by the state of Oregon and as set by the district. Your driving record will also be checked for insurance company acceptability.

Please COMPLETE the following information, providing information requested. SIGN where indicated and RETURN to the school office four working days PRIOR TO THE DATE OF THE EVENT.

Insurance Company Name: \_\_\_\_\_ Expiration Date: \_\_\_\_\_  
(not agent's name)

Phone number for verification of insurance: \_\_\_\_\_

Policy Number: \_\_\_\_\_

Policy Limits: \_\_\_\_\_

Current minimum limits are: \$25,000 per person and \$50,000 per accident for bodily injury; \$20,000 per accident for property damage; \$25,000 per person and \$50,000 per accident for uninsured motorist coverage; and \$15,000 per accident for personal injury protection. State maximums are: \$50,000 property; \$100,000 general for single accident or occurrence; and \$500,000 for any number of claims from a single occurrence.

Date of Birth: \_\_\_\_\_ Oregon Driver License No.: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Volunteer Name: \_\_\_\_\_  
(as it appears on your driver's license)

Address: \_\_\_\_\_  
\_\_\_\_\_

Daytime Phone: \_\_\_\_\_

Return form to athletic director or principal. If you do not have required coverage, you will not be allowed to transport students. (Insurance companies usually increase coverage for specific dates.)

# Corbett School District 39

Code: EEBA  
Adopted: 1/15/98  
Orig. Code: EEBA

D

## District Vehicles

(OSBA has removed this policy from its samples)

The Board may approve the purchase of vehicles to be used by staff for district business, including transportation services. The superintendent will develop and maintain regulations which define the appropriate use and care of district vehicles and the responsibilities of district staff using those vehicles.

The use of seat belts in district-owned vehicles is mandatory for all personnel using vehicles which are equipped with seat belts.

The driver of any district-owned vehicle, except school buses, is responsible for determining that the proper number of seat belts is available for passengers and that all passengers utilize the belts. The driver will not begin to move the vehicle until the driver and all passengers are belted.

Personal use of district vehicles is prohibited.

END OF POLICY

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### Legal Reference(s):

- [ORS 332.107](#)
- [ORS 332.155](#)
- [ORS 332.405](#)
- [ORS 332.415](#)
- [ORS 332.427](#)
- [ORS 801.455](#)
- [ORS 811.210](#)
- [ORS 820.105](#)
- [ORS 820.110](#)
- [ORS 820.120](#)
  
- [OAR 437-002-0220 to -0227](#)
- [OAR 581-053-0002 to -0015](#)
- [OAR 581-053-0512 to -0555](#)

E

T

F

# Corbett School District 39

Code: EEBB  
Adopted: 1/15/98  
Orig. Code: EEBB

## Use of Private Vehicles for District Business

The Board discourages the use of private vehicles for district business, including the transportation of students. District staff will use district-owned vehicles whenever possible and should schedule both activities and transportation far enough in advance to avoid any non-emergency use of private vehicles.

Authorization to use a private vehicle must be obtained from the building principal before actual use of the vehicle. Staff members who are authorized to use a personal vehicle on district business will be reimbursed in an amount established by the Board.

The superintendent will develop regulations for staff use of private vehicles which will safeguard the district, its employees and students in matters of safety, insurance and liability. The Board will review such regulations.

At least two ~~staff members~~ **adults** must accompany a student being transported in a private vehicle unless an exception is approved by ~~the~~ **a** building principal **or superintendent**.

No student will be allowed to perform district business with his/her own automobile, a staff member's automobile or a district-owned vehicle.

END OF POLICY

### Legal Reference(s):

[ORS 30.260 to -30.265](#)  
[ORS 332.107](#)  
[ORS 801.455](#)

[ORS 811.210](#)  
[ORS 815.055](#)  
[ORS 815.080](#)

[OAR 735-102-0010](#)

# Corbett School District 39

Code: EEBC  
Adopted: 1/15/98  
Orig. Code: EEBC

D

## Vehicle Insurance

(OSBA has removed this policy from its samples)

The district will carry liability and comprehensive insurance on all district-owned vehicles in amounts determined by the Board in consultation with the insurance agent of record.

END OF POLICY

E

Legal Reference(s):

[ORS 30.260 - 30.265](#)

L

E

T

F

# Corbett School District 39

Code: EF  
Adopted: 1/15/98  
Orig. Code: EF

D

## Management of Food Services

(OSBA has removed this policy from its samples)

The district may provide food services for students and staff within guidelines established by state and federal laws and regulations and Board-adopted policy.

The superintendent will have responsibility for the supervision of the program and may delegate to others the direct operation of the services.

E

The Board will receive a report on food services at least annually.

In keeping with health department guidelines, only food prepared in an inspected kitchen should be available in the schools.

END OF POLICY

L

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### Legal Reference(s):

- [OAR 581-022-1530](#)
- [OAR 581-051-0100](#)
- [OAR 581-051-0305](#)
- [OAR 581-051-0310](#)
- [OAR 581-051-0400](#)

E

T

F

# Corbett School District 39

Code: EFA  
Adopted: 8/16/17  
Orig. Code: EFA

## Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The superintendent or designee will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

### **WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT**

#### **Implementation Plan**

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and
4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the district principals as the people who will be responsible for ensuring each school meets the goals outlined in this policy.

## **Record Keeping**

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

1. The written wellness policy;
2. Documentation demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. The most recent assessment on the implementation of the local wellness policy;
6. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

## **Annual Notification of Policy**

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website and/or districtwide communications. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

## **Triennial Progress Assessments**

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model wellness policy; and
3. A description of the progress made in attaining the goals of the district's policy.

The district or school will actively notify households/families of the availability of the triennial progress report.

## **Revisions and Updating the Policy**

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

## **Community Involvement, Outreach and Communications**

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

## **NUTRITION PROMOTION AND NUTRITION EDUCATION**

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

### **School Meals**

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP) or fresh Fruit & Vegetable Program (FFVP).

### **Staff Qualifications and Professional Development**

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

### **Water**

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

### **Competitive Foods and Beverages**

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards<sup>1</sup>. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### **Celebrations and Rewards**

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

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<sup>1</sup> Oregon Department of Education, [Oregon Smart Snacks Standards](#)

## Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

## Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

## PHYSICAL ACTIVITY

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards in order to meet the ODE’s physical education content standards.

## Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

### Legal Reference(s):

[ORS 329.496](#)  
[ORS 332.107](#)  
[ORS 336.423](#)

[OAR 581-051-0100](#)  
[OAR 581-051-0305](#)  
[OAR 581-051-0306](#)

[OAR 581-051-0310](#)  
[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2012).  
National School Lunch Program, 7 C.F.R. Part 210 (2017).  
School Breakfast Program, 7 C.F.R. Part 220 (2017).

# Corbett School District 39

Code: EFA-AR  
Revised/Reviewed: 6/21/17  
Orig. Code: EFA-AR

## Local Wellness Program

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

### Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components, representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. "Entree item" means an item that is either:
  - a. A combination food of meat or meat alternate and whole grain rich food; or
  - b. A combination food of vegetable or fruit and meat or meat alternate; or
  - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
  - d. Grains only when served in the SBP.
5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
7. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
8. "Oregon Smart Snacks Standards"<sup>1</sup> means the minimum nutrition standards for competitive foods and beverages.
  - a. Food items, including accompaniment foods, must:
    - (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or

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<sup>1</sup> Oregon Department of Education, [Oregon Smart Snacks Standards](#)

- (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; and
- (5) Meet all the competitive food nutrient standards:
  - (a) Calories:
    - (i) Snacks contain no more than:
      - 1) 150 calories as packaged or served for elementary level;
      - 2) 180 calories as packaged or served for middle school level; and
      - 3) 200 calories as packaged or served for high school level.
    - (ii) Entrees contain no more than 350 calories as packaged or served.
  - (b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.
 

Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.
  - (c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.
 

Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.
  - (d) Transfat: contains 0 grams of trans fat per item as packaged or served.
  - (e) Sugar must be no more than 35 percent by weight.
    - (i) Exempt from the sugar standard are:
      - 1) Dried whole fruits or vegetables;
      - 2) Dried whole fruit or vegetable pieces;
      - 3) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
      - 4) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).
  - (f) Sodium:
    - (i) Snacks contain no more than 200 mg sodium per item as packaged or served.
    - (ii) Entrees contain no more than 480 mg sodium per item as packaged or served.

- (g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
- (h) Exempt from all nutrients standards on any day are:
  - (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
  - (ii) Fruit packed in 100 percent juice, extra light or light syrup.
  - (iii) Canned vegetables that contain a small amount of sugar for processing purposes.
  - (iv) Sugar-free chewing gum.
- (i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs are exempt from the nutrient standards for:
  - (i) Calories;
  - (ii) Total fat;
  - (iii) Saturated fat;
  - (iv) Transfat;
  - (v) Sodium; and
  - (vi) Sugar.

b. Beverages must be:

(1) For elementary level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
- (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(2) For middle school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;

- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
  - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
  - (g) Caffeine free, except for naturally occurring trace amounts.
- (3) For high school level students:
- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
  - (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
  - (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
  - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
  - (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
  - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
  - (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
  - (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.
- c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.
9. “School day” means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
10. “School campus” means all areas of property under the jurisdiction of the school that are accessible to students during the school day.
11. “Snack” means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

### **Nutrition Promotion and Nutrition Education**

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students’ eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.

Nutrition education at all levels of the district’s curriculum shall include the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. Age-appropriate nutrition-related skills, including but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one’s personal eating habits, set goals for improvement and achieve those goals.

### **Food and Beverage Marketing**

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment and product purchase or replacement to reflect the applicable food and beverage marketing guidelines established by the district wellness policy.

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often include oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards;

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance;

4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
5. Advertisements in school publications or school mailings;
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

## **Physical Activity and Physical Education**

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC);
5. Daily recess period(s) will be provided that will not be used as a punishment or a reward.

## **Nutrition Guidelines and Food Services Operation**

In order to support a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP and SBP maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals or free milk in accordance with the National School Lunch Act;
4. The school's NSLP and SBP operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable nutrition standards set by the USDA and the Oregon Smart Snacks Standards. A school or district, that operates or contracts the food service component of their NSLP and SBP, shall form a nutrition advisory committee comprised of staff, students and parents. Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
7. Procedures are in place to provide families, on request, information about the ingredients and nutritional value of the foods served;

8. Modified meals are prepared for students with special dietary needs:
  - a. The district will provide substitute foods to students with a disability<sup>2</sup> that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions.
  - b. Such substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
  - a. Tables and chairs are of the appropriate size for students;
  - b. Seating is not overcrowded;
  - c. Students have a relaxed environment;
  - d. Noise is not allowed to become excessive;
  - e. Rules for safe behavior are consistently enforced;
  - f. Tables and floors are cleaned between meal periods;
  - g. The physical structure of the eating area is in good repair; and
  - h. Appropriate supervision is provided.
11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. § 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

### **Competitive Food Sales**

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

#### **Other Foods Offered or Sold**

Foods and beverages sold [or offered] in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

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<sup>2</sup>To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

### **Other Activities that Promote Student Wellness**

The district will provide the following activities and encourage the following practices which promote local wellness:

1. Physically active community engagement (e.g., skate night, fun run, dance night);
2. The use of alternates to food as rewards in the classroom.

### **Staff Development**

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food service personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The principal is responsible to ensure such training is made available, including but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals;
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

### **Family and Community Involvement**

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;

2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. Staff encourages and provides support for parental involvement in their children's physical education.

### **Program Evaluation**

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students, and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
5. Teachers and school nutrition and food service personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Families and community organizations are involved, to the extent practicable, in nutrition education; and
8. One or more persons within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

# Corbett School District 39

Code: EFAA  
Adopted: 3/15/17  
Orig. Code: EFAA

## District Nutrition and Food Services

The district may enter into an agreement with the Oregon Department of Education (ODE) to operate the National School Lunch Program (NSLP) and the Commodity Food Distribution Program (CFDP) by signing a permanent Sponsor-ODE Agreement entitling the district to receive reimbursement for all meals that meet program requirements and to earn USDA Food entitlement based on the number of lunches served.

The permanent agreement shall be signed by the superintendent or other school official with authority to obligate the district to legally binding contracts, subject to annual ODE renewal and will include, at the district's option, an agreement to operate the School Breakfast Program (SBP), Summer Food Service Program (SFSP), the Child and Adult Care Food Program (CACFP) and the Special Milk Program (SMP). The district recognizes that meals and snacks served by the district will not be eligible for reimbursement until the annual program update is received and approved by ODE.

The permanent Sponsor-ODE Agreement shall include assurances by the district that it will follow all Child Nutrition Program regulations for which the district is approved to operate:

1. Free and reduced price process (updated annually);
2. Financial management of the nonprofit school food service;
3. Civil rights and confidentiality procedures;
4. Meal pattern and nutrition content of meals served;
5. Use and control of commodity foods;
6. Accuracy of reimbursement claims;
7. Food safety and sanitation inspections;
8. Nutrition standards for foods and beverages sold to students.

The superintendent will develop an administrative regulation as necessary to implement this policy and meet the requirements of state and federal law. The administrative regulation will be reviewed and adopted by the Board as required by law.

END OF POLICY

### Legal Reference(s):

[ORS 327.520 to -327.537](#)

[ORS 336.423](#)

[OAR 581-022-2345](#)  
[OAR 581-051-0100](#)

[OAR 581-051-0305](#)  
[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2017).

U.S.D.A., ELIGIBILITY GUIDANCE FOR SCHOOL MEALS MANUAL.

U.S.D.A., FNS INSTRUCTION 765-7 REV. 2: HANDLING LOST, STOLEN AND MISUSED MEAL TICKETS.

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §§ 1758, 1760 (2012).

National School Lunch Program 7 C.F.R. Part 210 (2017)

U.S.D.A. Instruction 113-1 Civil Rights

Donation of Foods for Use in the United States, Its Territories and Possessions and Areas Under its Jurisdiction, 7 C.F.R. Part 250 (2017)

Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards, 2 C.F.R. 200 (2017).

# Corbett School District 39

Code: EFAA-AR  
Adopted: 5/17/17  
Orig. Code: EFAA-AR

## Reimbursable School Meals and Milk Programs

(National School Lunch Program, School Breakfast Program, Special Milk Program and other meal programs)

The district's nutrition and food services will be operated in accordance with the following requirements:

### Meal Pricing Procedures

1. The district may operate the Special Milk Program (SMP) at schools where students do not have access to program meals. Under SMP, the district will choose one of the following options:
  - a. Nonpricing (serve SMP milk at no charge to all students);
  - b. Pricing programs without a free option (charge all students for SMP milk); or
  - c. Pricing programs with a free option (distribute confidential applications for free milk and charge only those students for SMP milk who do not qualify for free milk based on the household's application or direct certification from Supplemental Nutrition Assistance Programs (SNAP)).
2. Reimbursable meals will be priced as a unit.
3. Reimbursable meals will be served free or at a reduced price to all children who are determined by the district to be eligible for free or reduced-price meals.
4. Annually, the district will establish prices for reimbursable student meals. The price charged to students who do not qualify for free or reduced-price meals will be established annually by the district in compliance with state and federal laws.
5. The price charged to students who qualify for reduced-price meals will be established annually by the district in compliance with state and federal laws.

### Application Procedures

1. Households receiving SNAP or Temporary Assistance to Needy Families (TANF) benefits, as identified by Oregon Department of Education (ODE), will be automatically eligible for free meals for the students listed on the official document. Districts must access this document at least three times per year.
2. Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs with income eligibility criteria identical or more stringent than federal Head Start or are in state or court placement foster care, will be automatically eligible for free meals, for the students listed on the official documents.
3. Households that submit a confidential application will be notified of their student's eligibility for free or reduced-price meals. Households that are denied free or reduced-price benefits will be notified in writing using the ODE template letter distributed to the district annually.

4. On a case-by-case basis when a student is known to be eligible for free or reduced-price meal benefits, and the household fails to submit a confidential application, the superintendent or designee may complete an application for the student documenting how he/she knows the household income qualifies the student for free or reduced-price meal benefits. Parents of a student approved for free or reduced-price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.
5. Students who do not qualify for free or reduced-price meals [or free milk] are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged “paid” prices set by the district. “Paid” category students will be treated equally to students receiving free or reduced-price benefits in every aspect of the district’s NSLP and SBP.
6. The district has established a fair hearing process under which a household can appeal a decision with respect to the household’s application for benefits or any subsequent reduction or termination of benefits.
7. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced-price meals to the employer for distribution to affected employees.

### **Financial Management of the Nonprofit School Food Service**

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP and SBP.
3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district’s nutrition and food services will be priced to cover all direct and indirect cost of preparing and serving the meal.<sup>1</sup>
4. District nutrition and food services revenues will not be used to purchase land or buildings.
5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed three months average expenditures.
6. The district will maintain effective control and accountability for, and adequately safeguard, all nutrition and food services’ cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The district will meet the requirements for allowable NSLP and SBP costs as described in 2 C.F.R. 200.
8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.

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<sup>1</sup>For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.
10. In the operation of its nutrition and food services program, the district will purchase food products where at least 50 percent of the ingredients are produced or processed in the United States, whenever possible.

### **Civil Rights and Confidentiality Procedures**

1. The district will not discriminate against any student because of his/her eligibility for free or reduced-price meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, marital status, sex, sexual orientation, parental status, religion, age or disability.
3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP and SBP benefits and services, and employment practices with regard to the operation of its NSLP and SBP. The district will forward any civil rights complaint regarding the district's nutrition and food services to ODE's director of Child Nutrition Programs within three days of receiving the complaint.
5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information obtained through a confidential application for free and reduced-price meals or direct certification, including students' eligibility for free or reduced-price meals and all household information. The district's NSLP and SBP operators are not required to release any information from a student's confidential application for free or reduced-price meals. No information may be released from a student's eligibility information without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
  - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SMP, Child and Adult Care Food Program (CACFP), Summer Food Service Program (SFSP) or SNAP;
  - b. Any other confidential information contained in the confidential application for free and reduced-price meals or free milk (e.g., family income, address, etc.) may be released without written consent only to persons who operate or administer the NSLP, SBP, SMP, CACFP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

## **Nutrition and Menu Planning**

1. Meals and afterschool snacks served for reimbursement will meet the nutrition standards established by the U.S. Department of Agriculture (USDA) and Oregon Smart Snacks Standards.
2. Meals served for reimbursement will meet at least the minimum NSLP and SBP requirements for food items and quantities.
3. Meals served for reimbursement will:
  - a. Meet all calorie range requirements by grade level;
  - b. Meet the maximum standards set for saturated fat;
  - c. Meet the maximum standards set for sodium by grade level; and
  - d. Meet the requirement for zero grams of trans fats.
4. The district will use the offer versus serve option when serving NSLP lunches to senior high school students. High school students must take at least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.
5. The district will use the offer versus serve option when serving program breakfasts to senior high school students. High school students must take at least three of four food items, including one-half cup of fruit or vegetable offered in program breakfasts.
6. The district will use the offer versus serve option when serving program lunches to students below senior high school grades. Students below high school grades will be required to take three of the five food items, including one-half cup of fruit or vegetable offered in program lunches.
7. The district will use the offer versus serve option when serving program breakfasts to students below senior high school grades. Students below high school grades will be required to take three of the four food items, including one-half cup of fruit offered in program breakfasts.
8. A copy of the Board minutes adopting the offer versus serve policy for students below high school grades for program lunches and/or for all students in the district for program breakfasts, as applicable, will be made available upon request.

## **Use and Control of Commodity Foods**

1. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the NSLP and SBP.
2. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
3. The value of commodity foods used for any food production other than NSLP SBP, SFSP or afterschool snacks shall be replaced in the food service inventory.

## **Accuracy of Reimbursement Claims**

1. The district will claim reimbursement only for reimbursable meals served to eligible children.
2. All meals claimed for reimbursement will be counted at each dining site at a “point of service” where it can be accurately determined that the meal meets NSLP and SBP requirements for reimbursement.

3. The person responsible for determining reimbursability of meals will be trained to recognize a reimbursable meal.
4. The district official signing the claim for reimbursement will review and analyze monthly meal counts to ensure accuracy of the claim, before submitting the claim to ODE.
5. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

### **Food Safety and Sanitation Inspections**

1. The district will maintain necessary facilities for storing, preparing and serving food and milk.
2. Semiannually, the district will schedule food safety inspections with the county Environmental Health Department for each school or dining site under its jurisdiction.
3. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

### **General USDA NSLP/SBP/SMP Requirements**

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student's school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m.
4. The district will provide substitute foods for students with a disability<sup>2</sup> that restricts their diet when supported by a written statement from a state-licensed health care professional, who is authorized to write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment. The district will not charge more than the price of the school meal, as determined by the child's eligibility status, for meals with the accommodation.
5. The district will control the sale of competitive foods.
6. The district will ensure that potable, drinking water will be available to students, free of charge for consumption in the place where meals are served during meal service.
7. The district will notify all households and appropriate staff of its meal charge requirements early in the year at the beginning of each school year, upon enrollment of a student or the transfer of a student. The meal charging requirement will be posted on the district website, published in the student/parent handbook and made available in the information on free and reduced-priced meals.

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<sup>2</sup>To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

~~†~~Regardless of the ability to pay, a student shall be provided a reimbursable meal upon request. Parents or guardians may provide written permission to the district to withhold a meal from a student. After five meal charges the district will attempt to certify the student for free or reduced-price meals. At least two attempts to contact the student's parent or guardian for completing a meal application will be made by the district, including offering assistance filling out the application, if appropriate. Communications regarding student charges will be directed to parents or guardians, only.† The district may refer delinquent meal charges to third parties for collection. Collection fees will not be charged to the parent or guardian.†

8. The sale of foods in competition with the district's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.
9. Students will not be charged for second servings of meals or portions of meals served.

### **Record Keeping**

The following documents will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s), until the audit(s) has been completed:

1. All currently approved and denied confidential applications for free and reduced-price meals all current direct certification documents, eligibility verification documents and school membership or enrollment lists;
2. Financial records that account for all revenues and expenditures of the district's nonprofit nutrition and food services programs, including procurement documents;
3. Records (i.e., recipes, ingredient lists and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (i.e. meal counts) from each school in the district to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity;
7. Records to document compliance with Revenue from Nonprogram Foods; and
8. Internal program monitoring documents for NSLP and SBP.

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~~† Pursuant to ORS 327.535 the following language reflects required practice, but the language is not required to be in policy.~~

# Corbett School District 39

Code: EFAB  
Adopted: 1/15/98  
Orig. Code: EFAB

## Handling Lost, Stolen and Misused Meal Tickets\*\*

In lieu of meal tickets, tokens or other such methods of exchange, the district shall implement a roster/check-off system for all students participating in the school's breakfast and lunch programs.

The district's roster/check-off system shall ensure the anonymity of students receiving free and reduced-price meals and free milk. It is the intent of the Board that students who meet the required eligibility guidelines always receive a free meal. Students qualifying for reduced-price meal programs are expected to keep their accounts current. Students failing to keep their accounts current as required by the Board shall be denied a meal until the account has been paid in full. At least three written warnings shall be provided to students and parents prior to any such denial of service.

Notice of the district's policy will be provided to parents and students at the time of registration each year.

END OF POLICY

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### Legal Reference(s):

7 CFR Part 245.8 (revised annually)

FNS Instruction 765-7 Revision 2, Department of Agriculture

# Corbett School District 39

Code: EFAE  
Adopted: 7/17/13  
Orig. Code: EFAE

## Child Nutrition - Hearings Procedure/Appeal Process

The district shall establish and use a fair hearing procedure under which a household can appeal a decision made by the school food authority with respect to the household's application for benefits and/or any subsequent reduction or termination of benefits. During the appeal and hearing, the student who was determined to be eligible based on the face of the application submitted will continue to receive free or reduced-price meals or free milk. Prior to initiating the hearing procedure, the school official or the parents may request a conference to provide an opportunity for the parents and school officials to discuss the situation, present information, obtain an explanation of data submitted in the application, and the decisions rendered. Such a conference shall not in any way prejudice or diminish the right to a fair hearing.

END OF POLICY

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### Legal Reference(s):

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance, 7 C.F.R. Part 15b (2001).  
National School Lunch Program, 7 C.F.R. Part 210 (2006).  
Special Milk Program for Children, 7 C.F.R. Part 215 (2006).  
School Breakfast Program, 7 C.F.R. Part 220 (2006).  
Determining Eligibility for Free and Reduced Price Meals and Free Milk, 7 C.F.R. § 245.8 (2006).  
Uniform Federal Assistance Regulations, 7 C.F.R. Part 3015 (2006).

# Corbett School District 39

Code: EFAE-AR  
Adopted: 7/17/13  
Orig. Code: EFAE-AR



## Child Nutrition - Hearings Procedure/Appeal Process

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Address: \_\_\_\_\_

The district shall ensure that the hearing procedure provides the following for both household and the school food authority:

1. A publicly announced, simple method for making an oral or written request for a hearing;
2. An opportunity to be assisted or represented by an attorney or other person;
3. An opportunity to examine, prior to and during the hearing, the documents and records presented to support the decision under appeal;
4. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to its time and place;
5. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference;
6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witness(es);
7. That the hearing be conducted and the decision be made by an official who did not participate in the decision under appeal or any previous conference;
8. That the decision of the hearing official be based on the oral and documentary evidence presented at the hearing and entered into the hearing record;
9. That the parties concerned and any designated representatives thereof be notified in writing of the decision;
10. That for each hearing a written record be prepared, including the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official and the reasons therefore and a copy of the notification to the parties concerned of the hearing official's decision;
11. That such written record must be retained for a period of three years after the close of the school year to which they pertain. These records must be made available for examination by the parties concerned or their designees at any reasonable time and place during such period.

# Corbett School District 39

Code: EFAJ  
Adopted: 1/15/98  
Orig. Code: EFAJ



## Child Nutrition - Meals Served Visiting Students

The district shall serve visiting students eligible for free or reduced-price meals as determined by the district's eligibility criteria.

The school records will show claim for reimbursement by recording the names of the students served lunches, the numbers served and the eligibility category of free, reduced-price and paid. Information relating to the eligibility categories will be requested from the visiting school district. An agreement shall be reached to insure one district will make claim reimbursement. Both districts may not claim reimbursement.

The district shall also record the procedures used in serving visiting students.

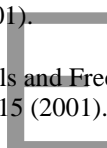
END OF POLICY



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### Legal Reference(s):

- Nondiscrimination on the Basis of Handicap in Programs and Activities, 7 CFR Part 15b (2001).
- National School Lunch Program, 7 CFR part 210 (2001).
- Special Milk Program for Children, 7 CFR part 215 (2001).
- School Breakfast Program, 7 CFR part 220 (2001).
- Determining Eligibility for Free and Reduced Price Meals and Free Milk, 7 CFR Part 245.8 (2001).
- Uniform Federal Assistance Regulations, 7 CFR Part 3015 (2001).



# Corbett School District 39

Code: EFAL  
Adopted: 1/15/98  
Orig. Code: EFAL

## Child Nutrition - Second Meals

Students will not be charged for second servings of meals or portions of meals served.

END OF POLICY

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### Legal Reference(s):

Nondiscrimination on the Basis of Handicap in Programs and Activities, 7 CFR Part 15b (2001).  
National School Lunch Program, 7 CFR Part 210 (2001).  
Special Milk Program for Children, 7 CFR Part 215 (2001).  
School Breakfast Program, 7 CFR Part 220 (2001).  
Determining Eligibility for Free and Reduced Price Meals and Free Milk, 7 CFR Part 245.8 (2001).  
Uniform Federal Assistance Regulations, 7 CFR Part 3015 (2001).

# Corbett School District 39

Code: EFC  
Adopted: 12/17/98  
Orig. Code: EFC

D

## Vending Machines and School Stores

The superintendent may authorize the use of vending machines or the establishment of school stores when appropriate.

Food items will be commercially prepared and prepackaged. Funds received from sale of food items will be used for student activities or other uses authorized by the Board.

E

Building principals will be responsible for the regulation and supervision of vending machines or school stores within the buildings.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

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F

# Corbett School District 39

Code: EGA  
Adopted: 1/15/98  
Orig. Code: EGA

## Office Communications Services - Fax

(OSBA has removed this policy from its samples)

The district may use FAX telecopying for the purpose of prompt exchange of information.

The superintendent may develop procedures for:

1. Protecting the FAX code number from unsolicited users;
2. Securing confidential information;
3. Exchanging legal documents;
4. Developing a fee structure.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

# Corbett School District 39

Code: EGA-AR  
Adopted: 12/10/03  
Orig. Code: EGA-AR



## Fax Transmission Cover Sheet

Corbett School District      39 35800 E Historic Columbia River Hwy      Corbett Oregon 97019

<b>FAX</b>	Date: _____ Number of pages including cover sheet: _____
To:	From:
Phone: _____	Phone: 503 695-3612
Fax phone: _____	Fax phone: 503 695-3641
CC: _____	
<b>Remarks:</b> <input type="checkbox"/> Urgent <input type="checkbox"/> For your review <input type="checkbox"/> Reply ASAP <input type="checkbox"/> Please comment	

# Corbett School District 39

Code: EGAAA  
Adopted: 1/15/98  
Orig. Code: EGAAA

## Reproduction of All Copyrighted Materials

Among the facilities available to teachers in carrying out their educational assignments are a variety of machines for reproducing the written and spoken word, either in single or multiple copies.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audio tape, video or computer-programmed materials, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike. Violations may result in criminal or civil suits.

The Board therefore requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use” under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

“Fair use” is not a rigidly defined term. “Fair use” is based on the following standards:

1. The purpose and character of the use;
2. The nature of the copyrighted work;
3. The amount of and the substantiality of the portion used;
4. The effect of the use upon the potential market for, or value of, the copyrighted work.

If an individual questions the legality of duplicating materials, ~~he/she~~ they should seek permission from the copyright holders.

Employees in violation of copyright law may be required to remunerate the district in the event of loss due to litigation and may be subject to discipline up to and including dismissal.

The superintendent will develop administrative regulations ~~that provide guidelines for~~ the “fair use” of copyrighted materials that meet the requirements of Section 107 of the Copyright Act of 1976 and applicable amendments.

END OF POLICY

### Legal Reference(s):

[ORS 332.107](#)

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2016).

# Corbett School District 39

Code: EGAAA-AR  
Revised/Reviewed: 1/27/99  
Orig. Code: EGAAA-AR

## Guidelines for the Use of Copyrighted Materials

The superintendent is responsible for the establishment of practices which will ensure compliance with the provisions of the U.S. Copyright law as they affect the district and its employees.

### General Responsibilities

The building principal will be designated with the responsibility for disseminating and interpreting copyright regulations at the building level. ~~He/She~~ **They** will provide employee training as needed, distribute and review district policy and administrative regulations with employees, control the approval process and maintain written records regarding permissions, response to requests and license agreements as may be necessary.

1. The building principal will ensure that budget recommendations include appropriate funds for the purchase of multiple copies of needed software.
2. The building principal will ensure that appropriate warning notices are posted to educate and warn individuals using district equipment of the applicable provisions of the copyright law. Warning notices will be posted as follows:
  - (1) On or near all copiers;
  - (2) On all forms used to request copying services;
  - (3) On all video recorders;
  - (4) On all computers;
  - (5) At the library or other places where inter-library loan orders for copies of materials are accepted.
3. The building principal will ensure that building computers and computer labs are used only with proper supervision to help protect against unauthorized copying.
- 4.. The building principal will annually inspect the library/media center and any video collections to ensure all copies are acquired and maintained in accordance with applicable provisions of the copyright law.
5. All computer software license agreements must be signed by the superintendent.
6. The employee reproducing a copyrighted work will determine whether copying is permitted by law in accordance with district policy and administrative regulations.
7. The employee will obtain written permission to reproduce material from the copyright holder(s) whenever copying does not fall within the "fair use" guidelines of copyright law. ~~Permission forms, as provided by the district, will be used.~~
8. The employee using emerging technology will be responsible to ensure that the intended use of the media does not conflict with copyright law. Such technology includes, but is not limited to, digital video, ~~videodisc~~, satellite transmission, distance learning, ~~CDS-ROM~~, on-line data bases (and their down-loading), informational networks and other emerging electronic information which can be manipulated into new copyrightable forms of expression.

- a. **a.** In the absence of clearly granted rights, the employee must contact the copyright holder in writing for permission to manipulate or use these technologies in alternative ways.
- b. **b.** Any contract provided by the distributor of such technology must be submitted to the superintendent for approval.

## **Fair Use**

### 1. Printed Materials

- a. Permissible uses — district employees may:
  - (1) Make a single copy of the following for use in teaching or in preparation to teach a class:
    - (a) A chapter from a book;
    - (b) An article from a periodical or newspaper;
    - (c) A short story, short essay or short poem, whether or not from a collective work;
    - (d) A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.
  - (2) Make multiple copies for classroom use (not to exceed one copy per student in a course) from the following:
    - (a) A complete poem, if it has fewer than 250 words and does not exceed two printed pages in length;
    - (b) A complete article, story or essay of less than 2,500 words;
    - (c) Prose excerpts not to exceed 10 percent of whole or 1,000 words, whichever is less;
    - (d) One chart, graph, diagram, cartoon or picture per book or per issue of a periodical;
    - (e) An excerpt from a children’s book containing up to 10 percent of the words found in the text.
- b. **b.** All permitted copying must bear an appropriate reference. References should include the author, title, date and any other pertinent information.
- c. **c.** Prohibited uses — district employees may not:
  - (1) Copy more than one work or two excerpts from a single author during one class term;
  - (2) Copy more than three works from a collective work or periodical volume during one class term;
  - (3) Copy more than nine sets of multiple copies for distribution to students in one class term;
  - (4) Copy to create or replace or substitute for anthologies or collective works;
  - (5) Copy “consumable” works, such as workbooks, exercises, standardized tests and answer sheets;
  - (6) Copy the same work from term to term;
  - (7) Copy the same material for more than one particular course being offered (may not copy every time a particular course is offered) unless permission is obtained from the copyright owner.

- d. All sound recordings, including phonograph records, audiotapes, compact discs and laser discs, will be treated under the same provisions that guide the use of print materials unless as may otherwise be excepted by regulations governing the reproduction of works for libraries/media centers.

## 2. Sheet and Recorded Music

### a. Permissible Uses — district employees may:

- (1) Make emergency copies to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies will be substituted in due course;
- (2) Make, for academic purposes other than performance, multiple copies (one per student) of excerpts not constituting an entire performance unit such as a section, movement or aria, but in no case no more than 10 percent of the whole work;
- (3) Make, for academic purposes other than performance, a single copy of an entire performable unit such as a section, movement or aria if confirmed by the copyright holder to be out of print or the “unit” is unavailable except in a larger work. The copy may be made solely for the purpose of scholarly research or in preparation to teach a class;
- (4) Edit or simplify printed copies which have been purchased provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist;
- (5) Copy complete works which are out of print or unavailable except in large works and used for teaching purposes;
- (6) Make a single copy of a recorded performance by students to be retained by the school or individual teacher for evaluation or rehearsal purposes;
- (7) Make a single copy of a sound recording, such as a tape, disc or cassette, of copyrighted music owned by the school or an individual teacher for constructing aural exercises or examinations and retained for the same purposes.

### b. Prohibited uses — district employees may not:

- (1) Copy to create or replace or substitute for anthologies, compilations or collective works;
- (2) Copy works intended to be “consumable,” such as workbooks, exercises, standardized tests and answer sheets;
- (3) Copy for the purpose of performance, except as noted above (A. 1.) in emergencies;
- (4) Copy to substitute for purchase of music except as noted above (A. 1., 2. and 3.);
- (5) Copy without inclusion of the copyright notice on the copy.

## 3. Television-Off-the-Air Taping

### a. Permissible uses — district employees may:

- (1) Record a broadcast program off-air simultaneously with the broadcast transmission, including simultaneous cable or satellite re- transmission, and retain the recording for a period not to exceed the first 45 consecutive calendar days after the date of the recording.

A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy will be subject to all provisions governing the original recording.

Unless authorized by the library/media-building principal, at the conclusion of the retention period, all off-air recordings shall be erased or destroyed immediately.

~~Individuals who wish to retain programs beyond the 45-day period need to complete and return the preview portion of the “Request for Off-Air Video Taping” form to the building principal for each program videotaped. The building principal will coordinate requests for permission to use or retain copyrighted television programs beyond the 45-day retention period.~~

- (2) Retain ~~videotapes~~ recordings of commercial programs only with written approval of appropriate copyright holders;
- (3) Use off-air recordings once for each class in the course of relevant teaching activities and repeat once only when instructional reinforcement is necessary and only within the first ten consecutive school days of the 45-consecutive-calendar day retention period;
- (4) Use off-air recordings for evaluation purposes only, after the first ten consecutive school days up to the end of the 45-consecutive-calendar day retention period. Evaluation purposes may include use to determine whether or not to include the broadcast program in the teaching curriculum;
- (5) Use off-air recordings made from a satellite dish if they conform to the 45-consecutive-calendar day retention period established for broadcast or cable programming and are not subscription channels;
- (6) Use copies of off-air recordings, as stipulated in these guidelines, only if the copies include the copyright notice on the broadcast program;
- (7) Request that a library/media center record and retain for research purposes commercial television news programs from local, regional or national networks; interviews concerning current events; and on-the-spot coverage of news events. Documentary, magazine-format and public affairs broadcasts, however, are not included in the definition of daily newscasts of major events of the day.

Requests for retention of programs recorded off-air will be directed to the producers of those programs directly through the network (not affiliate).

b. Prohibited Uses — district employees may not:

- (1) Tape off-air programs in anticipation of an educator’s requests;
- (2) Request that a broadcast program be recorded off-air more than once for the same educator, regardless of the number of times the program may be broadcast;
- (3) Use the recording for instruction after 45-consecutive calendar days;
- (4) Hold the recording for weeks or indefinitely because:
  1. Units needing the program concepts are not taught within the 45-day use period;
  2. An interruption or technical problems delayed its use; or
  3. Another teacher wishes to use it, or any other supposedly “legitimate” educational reason.

- (5) Record programs off-air without written permission from the author/producer/distributor when a special notice is provided specifically prohibiting reproduction of any kind;
- (6) Alter off-air programs from their original content. Broadcast recordings may not be physically or electronically combined or merged to constitute teaching anthologies or derivative works.

Off-air recordings, however, need not be used in their entirety.

- (7) Exchange program(s) with other schools in the district or other school districts without the approval of the building principal.

Programs will be used for the specific curriculum application for which the request was intended. No other curriculum application is authorized;

- (8) Use the recording for public or commercial viewing;
- (9) Copy or use subscription programs transmitted via subscription television cable services, such as HBO or Showtime. Such programs are licensed for private home use only and cannot be used in public schools.

“Pay” programs received via satellite dish are also subject to these prohibitions.

#### 4. Rental, Purchase and Use of Videotapes

##### a. Permissible uses — district employees may:

- (1) Use purchased or rented videotapes such as feature films as part of a systematic course of instruction, in accordance with district policy. Such use shall be for direct instruction and must take place in a classroom or similar area devoted to instruction;
- (2) Use only rented lawfully-made videotapes;
- (3) Arrange for the local school to transmit videotapes over their closed circuit television systems for direct instruction;
- (4) Use off-air videotapes made at home for classroom instruction and only in accordance with television-off-air guidelines and district policy.

##### b. Prohibited uses — district employees may not:

- (1) Use rented or purchased videotapes where a written contract specifically prohibits such use in the classroom or direct teaching situation;
- (2) Use rented or purchased videotapes recordings such as feature films for assemblies, fund raising, entertainment or other applications outside the scope of direct instruction without public performance rights.

#### 5. Computer Software

##### a. Permissible uses — district employees may:

- (1) Make a copy of an original computer program for the purpose of maintaining the availability of the program should it be damaged during use. Either the copy or the

original may be retained in archives. Only one, either the original or the copy, may be used at any one time;

- (2) Make a copy of a program as an essential step in using the computer program as long as it is used in conjunction with the machine and in no other manner;
- (3) Make a new copy from the archival program in the event that the program in use is damaged or destroyed;
- (4) Use a purchased program sent from a manufacturer labeled “archival” simultaneously with the original copy of the program provided its use is permitted (not excluded) by the terms of the sales agreement;
- (5) Make an archival copy of a rightfully-owned disk that is labeled “archival” by the software manufacturer;
- (6) Load a software program from a single disk into a distribution network or to individual stand-alone computers for simultaneous use when the distribution network is only accessible to the owner-user if not otherwise prohibited by terms of a sales agreement;
- (7) Adapt a copyrighted program from one language to another for which it is not commercially available or add features to a program to better meet local needs.

b. Prohibited uses — district employees may not:

- (1) Load the contents of one disk or download a program or software into multiple computers at the same time in the absence of a license permitting the user to do so;
- (2) Load the contents of one disk or download a program or software into local network or disk-sharing systems in the absence of a license permitting the user to do so;
- (3) Make or use illegal copies of copyrighted programs on district equipment;
- (4) Allow any student to surreptitiously or illegally duplicate computer software or access any data base or electronic bulletin board;
- (5) Make copies of software provided by a software publisher for preview or approval;
- (6) Make multiple copies of copyrighted software (or a locally produced adaptation or modification) even for use within the school or district;
- (7) Make replacement copies from an archival or back-up copy;
- (8) Make copies of copyrighted software (or a locally-produced adaptation or modification) to be sold, leased, loaned, transmitted or even given away to other users;
- (9) Make multiple copies of the printed documentation that accompanies copyrighted software.

c. With permission from the copyright holder, prohibitions may be significantly modified or removed altogether.

1. Reproduction of Works for Libraries/Media Centers

a. Permissible uses — district employees may:

- (1) Arrange for interlibrary loans of photocopies of works requested by users, provided that copying is not done to substitute for a subscription to or purchase of a work;
- (2) Make for a requesting entity, within any calendar year, five copies of any article or articles published in a given periodical within the last five years prior to the date of the request for the material;

- (3) Make single copies of articles or sound recordings or excerpts of longer works for a student making a request, provided the material becomes the property of the student for private study, scholarship or research;
- (4) Make a copy of an unpublished work for purposes of preservation, of a published work to replace a damaged copy of an out-of-print work that cannot be obtained at a fair price;
- (5) Make off-the-air recordings of daily television news broadcasts for limited distribution to researchers and scholars for research purposes;
- (6) Make one copy of a musical work, pictorial, graphic, sculptural work, motion picture or other audiovisual work if the current copy owned by the library/media center is damaged, deteriorated, lost or stolen; and it has been determined that an unused copy cannot be obtained at a fair price.

b. Prohibited uses — district employees may not:

- (1) Make copies for students if there is reason to suspect that the students have been instructed to obtain copies individually;
- (2) Copy without including a notice of copyright on the reproduced material.

1. Performances

a. Permissible uses — district employees must:

- (1) Contact the copyright holder in writing for permission whenever copyrighted works such as plays and musical numbers are to be performed.

This is particularly important if admission is to be charged or recordings of the performance are to be sold.

## NOTICES

Text of warning notice to be posted on or near copiers. It is recommended that type be at least 18 points in size:

**NOTICE:**

**THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17 U.S. CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL. THE PERSON USING THIS EQUIPMENT IS LIABLE FOR ANY INFRINGEMENT.**

Text of warning notice to be displayed at places where orders for copies of materials are accepted by libraries/media centers or archives. Type must be at least 18 points in size; the notice printed on heavy paper or other durable material and displayed prominently within the immediate vicinity of the place where orders are accepted.

The warning is also required on any form that is used to request copying service. There is no specific requirements for type size on request forms.

### NOTICE WARNING CONCERNING COPYRIGHT RESTRICTIONS

**THE COPYRIGHT LAW OF THE UNITED STATES (TITLE 17, UNITED STATES CODE) GOVERNS THE MAKING OF PHOTOCOPIES OR OTHER REPRODUCTIONS OF COPYRIGHTED MATERIAL.**

**UNDER CERTAIN CONDITIONS SPECIFIED IN THE LAW, LIBRARIES AND ARCHIVES ARE AUTHORIZED TO FURNISH A PHOTOCOPY OR OTHER REPRODUCTION. ONE OF THESE SPECIFIC CONDITIONS IS THAT THE PHOTOCOPY OR REPRODUCTION IS NOT TO BE "USED FOR ANY PURPOSE OTHER THAN PRIVATE STUDY, SCHOLARSHIP OR RESEARCH." IF A USER MAKES A REQUEST FOR, OR LATER USES, A PHOTOCOPY OR REPRODUCTION FOR PURPOSES IN EXCESS OF "FAIR USE," THAT USER MAY BE LIABLE FOR COPYRIGHT INFRINGEMENT.**

**THIS INSTITUTION RESERVES THE RIGHT TO REFUSE TO ACCEPT A COPYING ORDER IF, IN ITS JUDGMENT, FULFILLMENT OF THE ORDER WOULD INVOLVE VIOLATION OF COPYRIGHT LAW.**

Text of warning notice to be affixed to video recorders and computers. (There is no specific requirement for type size.):

**NOTICE:**

**ANY VIDEOTAPED MATERIALS AND COMPUTER PROGRAMS ARE PROTECTED BY COPYRIGHT (TITLE 17 U.S.CODE). UNAUTHORIZED COPYING MAY BE PROHIBITED BY LAW.**

Text of warning notice to be affixed to package containing the copy of a computer program subject to loan. The notice must be printed in such a manner as to be clearly legible, prominently displayed and durably attached to the copies or to a box, reel, cartridge, cassette or other container used as a permanent receptacle for the copy of the computer program:

**WARNING: THIS COMPUTER PROGRAM IS PROTECTED UNDER THE COPYRIGHT LAW. MAKING A COPY OF THIS PROGRAM WITHOUT PERMISSION OF THE COPYRIGHT OWNER IS PROHIBITED. ANYONE COPYING THIS PROGRAM WITHOUT PERMISSION OF THE COPYRIGHT OWNER MAY BE SUBJECT TO PAYMENT OF UP TO \$100,000 DAMAGES AND, IN SOME CASES, IMPRISONMENT FOR UP TO ONE YEAR.**

**REQUEST FOR OFF AIR VIDEO TAPING**

I, the undersigned, having requested the (District) to videotape the following program(s) within the parameters of the policy set forth by the Board, (Date), am aware of said policy, have reviewed district policy and administrative regulations and agree to accept responsibility for the use and erasure of this material to prevent any infringement of copyright law in lieu of expressed written approval of the copyright proprietor.

Title of Program to be Copied: \_\_\_\_\_

Date of Program: \_\_\_\_\_ Date Program is Needed: \_\_\_\_\_

Time of Program: \_\_\_\_\_ Station or Channel: \_\_\_\_\_

Length of Program: \_\_\_\_\_

Special Instructions: \_\_\_\_\_

Requestor's Name: \_\_\_\_\_ Location: \_\_\_\_\_  
 \_\_\_\_\_ (please print)

Signature: \_\_\_\_\_ Department: \_\_\_\_\_

**PREVIEW AND EVALUATION**

\_\_\_\_\_ Yes \_\_\_\_\_ No Do you want the videotape of this program retained until information regarding the sale, lease, free loan or rental of this material is obtained?

**INSTRUCTIONAL QUALITY** (circle the appropriate number on the rating scale below)

Criteria	Suggested Guidelines for Rating Scale	5	4	3	2	1	0
Instructional Design	Well-organized, content-load appropriate, maturity level consistent with the content.						
Content	Accurate, authentic, current, thorough, relevant.						
Curriculum Match	Supports what is commonly taught in this subject at this grade level.						
Interest	Supports or enhances communication of content.						
_____ 5=Exemplary _____ 4=Desirable (very good) 3=Desirable (good) 2=Fair _____ 1=Poor _____ 0=Unacceptable							
OVERALL (AVERAGE) RATING OF QUALITY:							

\_\_\_\_\_ Yes (High Priority) \_\_\_\_\_ Yes (Low Priority) \_\_\_\_\_ No Do you recommend acquisition of this program?

**SENSITIVE CONTENT**

\_\_\_\_\_ Yes \_\_\_\_\_ No Is nudity, excessive violence, glamorization of drugs/dangerous substances, profanity and/or a sexual nature present in this program? **IF YES**, please verify by circling the topics present.

**ADDITIONAL INFORMATION**

Subject Area(s) \_\_\_\_\_ Grade Level \_\_\_\_\_ Ability Level \_\_\_\_\_

\_\_\_\_\_ Yes \_\_\_\_\_ No Previewed?

\_\_\_\_\_ Yes \_\_\_\_\_ No \_\_\_\_\_ Uncertain Do presently owned materials adequately cover the subject area?

**OVERALL EVALUATION (SUMMARY, USE, ETC.) AND/OR REASONS FOR REQUESTING RETENTION OF THIS TAPE:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**VIDEOTAPE STATUS - OFFICE USE ONLY**

Date: \_\_\_\_\_

\_\_\_\_\_ AVAILABLE: Format: \_\_\_\_\_ 16mm \_\_\_\_\_ 3/4" \_\_\_\_\_ 1/2" VHS \_\_\_\_\_ Other (Specify) \_\_\_\_\_  
 \_\_\_\_\_ Price: \_\_\_\_\_

\_\_\_\_\_ May be retained indefinitely  
 \_\_\_\_\_ May be kept on an indefinite basis pending updated information on the program's future availability  
 \_\_\_\_\_ May be kept permanently on a licensed basis \_\_\_\_\_ Must be erased immediately

**SAMPLE LETTER:  
REQUEST FOR PERMISSION TO COPY**

\_\_\_\_\_  
Author, Publisher or Distributor

\_\_\_\_\_  
Date:  
\_\_\_\_\_

**Permission Department**

I am requesting permission to copy and use: \_\_\_\_\_

Title: \_\_\_\_\_ Author/Editor: \_\_\_\_\_

Year Published: \_\_\_\_\_ Number of Copies: \_\_\_\_\_

Will copies be sold? (Circle) **YES NO**

Description of materials to be copied (Photocopy enclosed): \_\_\_\_\_

Intended use of materials: \_\_\_\_\_

Type of Reproduction: \_\_\_\_\_

A self-addressed, stamped envelope is enclosed for your convenience in replying to this request. Should you be unable to authorize this request, please forward this letter to the proper person/agency.

Sincerely,

Permission Granted: \_\_\_\_\_ Date: \_\_\_\_\_

Conditions (if any): \_\_\_\_\_

**SAMPLE PRODUCER INQUIRY LETTER: REQUEST FOR INFORMATION OF AGENCY HOLDING RIGHTS TO A TV  
BROADCAST AND PERMISSION TO RETAIN PROGRAM IF IT IS NOT FOR SALE,  
RENT OR LEASE.**

\_\_\_\_\_  
Network Address (ABC, NBC, CBS -  
not affiliate) \_\_\_\_\_ Date:  
\_\_\_\_\_

**Permission Department**

I am requesting information on the availability and retention of the following program:

Title: \_\_\_\_\_ Air Date: \_\_\_\_\_

Can a copy of this program be retained for classroom use? (Circle) **YES NO**

Is this program available for sale? (Circle) **YES NO**

If Yes, specify agency distributing this program: \_\_\_\_\_

Specify Format: \_\_\_\_\_ Cost (if known): \_\_\_\_\_

Enclosed is a self-addressed, stamped envelope for your convenience in replying to this request. Should you be unable to authorize this request, or provide the above information, please forward this letter to the proper person/agency.

Sincerely,

\_\_\_\_\_  
Permission to retain off-air copy on a free  
basis: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

Conditions (if any): \_\_\_\_\_



# Corbett School District 39

Code: EGAB  
Adopted: 1/15/98  
Orig. Code: EGAB



## Mail and Delivery Services

(OSBA has removed this policy from its samples)

The interschool mail service is established for school-related purposes. It provides a central mailing service to expedite the distribution of materials and professional communications among schools and staff members.



The recognized collective bargaining units will be permitted to use the service in accordance with the terms of their contracts and Board policy on the use of school facilities.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

Perry Education Association v. Perry Local Educator’s Association, 460 U.S. 37 (1983).  
University of California v. PERB, 485 U.S. 589 (1988).



# Corbett School District 39

Code: EHA  
Adopted:

## Health Insurance Portability and Accountability Act

(For districts that bill for Medicaid or use a contracted service – ESD or other – to bill for Medicaid)

The Board has determined that it meets the definition of a hybrid of covered entities<sup>1</sup> under the Health Insurance Portability and Accountability Act (HIPAA). As the district offers health care provider programs and services that include electronic billing for the reimbursement of services under Oregon Medicaid programs, or contracts with another entity to provide such services, it is subject to HIPAA.

As a covered entity, the district will meet the national electronic transaction standards and applicable requirements of federal law. In all electronic transactions involving student education records information, the district will adhere to the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA).

The superintendent will ensure that training is provided to appropriate staff with access to, and responsibility for, electronic transactions of student education record information as required by HIPAA. Notice will be provided to students and parents of their rights pertaining to the disclosure of personally identifiable information, complaint procedures and the district official to contact in the event of questions, as provided in established student education record related Board policies and administrative regulations.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2012); 45 C.F.R. Parts 160, 164 (2016).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2016).

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<sup>1</sup> A “covered entity” is an entity subject to HIPAA. These include those entities defined under the Act as a health plan, health-care clearinghouse, health care provider or a hybrid entity. A hybrid of covered entities is a single legal entity that is a covered entity and whose covered functions are not its primary function. Self-insured health plans and Internal Revenue Service Section 125 plans with 50 or more participants operated or maintained by public schools entities are covered health plans for HIPAA privacy rule purposes. Similarly, any provider of services, a provider of medical or health services as defined in section 1861 of the Act (42 U.S.C. § 1395X(s)), and any person or organization who furnishes, bills or is paid for health care in the normal course as defined by 45 C.F.R. § 160.103 is also subject to HIPAA requirements as a health care provider. District’s should review their programs and services with their legal counsel in determining HIPAA applicability.

# Corbett School District 39

Code: EIA  
Adopted: 1/15/98  
Orig. Code: EIA

## Insurance Programs/Agent of Record

(Policy not necessary)

District insurance coverage is to be written by a company that meets industry standards with a rating of not less than Best's Key Rating of Excellent (A, A-). The superintendent will select a company with a financial size category adequate to ensure surplus resources to protect the district's assets.

Blanket building and equipment insurance will cover replacement costs at the same site with a deductible determined by the Board/superintendent to provide the lowest possible premium costs consistent with adequate protection from unanticipated expenditures.

General and personal liability insurance will cover district Board members and employees only while acting in their official capacity.

Errors and omissions and tort liability endorsements will be carried.

The district will provide liability coverage for all district-owned or leased vehicles.

The district will establish and provide the opportunity for students to purchase student accident insurance.

The Board will appoint a licensed insurance agent of record to serve for three years.

The duties of the insurance agent of record shall be as follows:

1. To formulate and maintain an adequate insurance program for the district; to recommend insurance coverages; and to assist in the administration of the insurance program;
2. To secure competitive proposals from insurance carriers;
3. To write and service all policies of fire and extended coverage and vandalism for the district; also statutory bonds and such other policies of insurance as may be authorized by the Board.

The district will not be liable for theft and damage of personal property of students that is not a requirement for attendance or participation. Additionally, the district will not be liable for theft and damage of personal property of staff.

Prior to the anniversary dates of all policies of insurance coverage in force, the agent(s) of record shall prepare quotations from qualified insurance companies to provide insurance to cover the school district requirements as per specifications prepared.

END OF POLICY

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### Legal Reference(s):

[ORS 30.260 to -30.300](#)  
[ORS 278.005 to -278.215](#)

[ORS 332.435](#)  
[ORS 332.437](#)

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# Corbett School District 39

Code: EIAA  
Adopted: 1/15/98  
Orig. Code: EIAA

D

## Insurance Loss Reporting

(policy not necessary)

Any and all losses covered by any insurance policy of the district shall be reported immediately to the superintendent. Forms and procedures as required by the insurance company and district regulations will be completed by the personnel involved. The superintendent shall report all losses to the Board.

END OF POLICY

E

### Legal Reference(s):

[ORS 30.260 - 30.300](#)  
[ORS 278.005 - 278.215](#)  
[ORS 332.435](#)  
[ORS 332.437](#)

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