

AGENDA	CORBETT SCHOOL DISTRICT REGULAR SCHOOL BOARD MEETING ZOOM virtual 35800 E Historic Columbia River Highway Corbett, Oregon 97019	7:00 PM Wednesday, February 16, 2022
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Or One tap mobile :

US: +13462487799,,82488037256# or +16699006833,,82488037256#

Or Telephone:

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

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

Webinar ID: 824 8803 7256

International numbers available: <https://us02web.zoom.us/j/kwYA6daew>

- 1. PRELIMINARY BUSINESS
  - 1. Call to Order / Flag Salute 3
  - 2. Review and Acceptance of Agenda 7
  - 3. Board Chair Report Information/Discussion Items
    - a. Update on the Superintendent search
    - b. Face coverings after March 31, 2022
  
- 2. Student Representative to the Board Report Information Item 9
- 3. Approval of Minutes Action Item 10
- 4. Introduction and Comments of Guests and Representatives 11
  - a.
    - Principal, Director, Supervisor Reports
    - a. Cassie Duprey - Assistant Secondary Principal and students
    - b. Holly Elvins-Dearixon - Curriculum Coordinator/TOSA - Safe Return Plan
    - c. Angela Davis - Athletic Director
    - d. Kathy Childress - Secondary Principal - graduation
  - 1. FINANCIAL REPORTS/MATTERS 15
    - a. Budget Committee Position No. 2 Vacancy Information Item 27

This is for a three-year term to expire or renew on December 31, 2024.
- 5. Interim Superintendent Wold's Report 29
  - a. Woodard Road Property Project
  - b. Upcoming Lottery - February 22-March 8
  - c. Athletics Study Team
  - d. Enrollment Update

- e. School Campus Upgrades/Grants
  - f. MESD Budget Committee representative
  - 6. Consent Agenda                      Action Items
  - 7. STUDENTS
  - 8. TRANSPORTATION/BUILDINGS/MAINTENANCE
  - 9. CO-CURRICULAR ACTIVITIES
    - 1. Concessions, etc.                      Discussion Item
  - 10. PERSONNEL
    - 10.2 Vacant Positions - We have position openings for Substitute Bus Drivers and Substitute Custodian.
      - 1. Staffing                                      Discussion Item
        - a. MESD Local Service Plan                      Action Item                                      33
- RESOLUTION NO. 2.94-22 - RESOLVED** that the Board approve the MESD Local Service Plan for 2022-2023, as attached in the Board packet.
- 11. POLICY
    - 1. First Reading of Policy Section K/L                      Information Items                                      60
  - 12. Matters for the Good of the Order and Coming Events
    - 1. Thursday, February 17, 2022 - Special School Board meeting - Superintendent Search 5:30 p.m. via ZOOM
    - 2. Friday, February 18, 2022 - tentative if needed  
Special School Board meeting for Superintendent Screening Committee meets at 7:00 p.m. via ZOOM.
    - 3. Monday, February 21, 2022, No School - Presidents' Day Holiday
    - 4. Friday, February 25, 2022 - School Day
    - 5. March 3, 2022, Thursday, end of Trimester 2  
March 4, 2022, Friday, Assessment day
    - 6. Regular School Board Meeting, Wednesday, March 9, 2022, 7 p.m. via ZOOM
    - 7. Thursday and/or Friday, March 10-11, 2022 - Finalist Forum/Interviews with Superintendent Candidates - TBD
    - 8. OSBA Listening Session, Friday, April 8, 2022, Portland Airport Sheraton
  - 13. ADJOURNMENT

# 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

**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).



# 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.

# Corbett School District 39

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

## Student Representative to the Board

The Board ~~has provided~~ may provide for a formalized ongoing method of communication with district students by establishing a position of student representative to the Board.

The student representative shall receive notice of meetings, the agenda and the appropriate agenda materials; be provided a place at the Board table; and shall have the same privileges of discussion as apply to Board members. The student representative shall not be a voting member of the Board nor shall he/she be permitted to attend executive sessions held by the Board.

~~The superintendent shall develop administrative regulations as needed for the implementation of this policy.~~

END OF POLICY

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### Legal Reference(s):

ORS 332.107

# 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).

# 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.”

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### 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): \_\_\_\_\_

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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: 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 NO.39**

**CANDIDATE INFORMATION SHEET  
BUDGET COMMITTEE**

Please fill out and return to the school district office.

Name \_\_\_\_\_  
Last First Initial Date

Home Address \_\_\_\_\_

Mailing Address if different \_\_\_\_\_ Phone \_\_\_\_\_

Home e-mail address \_\_\_\_\_

Business Address \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Business e-mail Address \_\_\_\_\_ Phone \_\_\_\_\_

Occupation \_\_\_\_\_

No. of years in District \_\_\_\_\_

Do you have children in the school district? \_\_\_\_\_

Which schools? \_\_\_\_\_

\_\_\_\_\_

Have you worked on any school committees? \_\_\_\_\_

If so, which committees? \_\_\_\_\_

\_\_\_\_\_

Other community or business activities \_\_\_\_\_

\_\_\_\_\_

Do you have other commitments which may conflict with your participation and attendance at school budget meetings? \_\_\_\_\_

Why do you wish to be appointed to the school budget committee? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# 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**  
**Financial Report to the Board of Directors**  
**Wednesday, February 16, 2022**

This financial report includes revenue received and expenses recorded through January 31, 2022. January bank reconciliation reports are underway.

During the weeks of Feb 7 and Feb 14, TKW will be working with our staff to complete the 2020-21 financial audit. The Board meeting agenda for March will include presentation of the annual financial audit report.

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 January 31, 2022**

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

<b>Current Budget vs Actual Total Expenses</b>	<b>Current Budget</b>	<b>Jan 31 2022 YTD Actuals</b>	<b>Jan 31 2022 Balance</b>
<b>Fund: 01 General Fund</b>			
1000 Instruction	8,737,883	3,992,691	4,745,192
2000 Support Services	5,573,550	2,720,862	2,852,688
3000 Enterprise & Community Services	11,180	54,541	(43,361)
4000 Facilities Acquisition/Construction	40,000	5,880	34,120
5100 Debt Service	296,742	137,143	159,599
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>6,911,117</b>	<b>8,071,280</b>
<b>Fund: 02 Food Services Fund</b>			
3000 Enterprise & Community Serves	426,000	172,319	253,681
<b>Fund: 02 Food Services Fund Total</b>	<b>426,000</b>	<b>172,319</b>	<b>253,681</b>
<b>Fund: 03 Federal Funds</b>			
1000 Instruction	259,951	166,813	93,138
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>166,813</b>	<b>740,071</b>
<b>Fund: 04 Student Investment Account</b>			
1000 Instruction	554,652	305,441	249,211
2000 Support Services	195,275	83,411	111,864
<b>Fund: 04 Student Investment Account Total</b>	<b>749,927</b>	<b>388,852</b>	<b>361,075</b>
<b>Fund: 09 GO Bond 2021</b>			
2000 Support Services	205,203	-	205,203
4000 Facilities Acquisition/Construction	3,000,000	228,946	2,771,054
<b>Fund: 09 GO Bond 2021 Total</b>	<b>3,205,203</b>	<b>228,946</b>	<b>2,976,257</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	44,800	325,600
<b>Fund: 11 Debt Service Fund Total</b>	<b>370,400</b>	<b>44,800</b>	<b>325,600</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>7,912,847</b>	<b>13,066,672</b>

**Corbett School District No. 39**  
**Board Financial Report**  
**Fund 01: General Fund**

	Fiscal Year 2020-2021			Fiscal Year 2021-2022			
	Year End Actuals	Year to Date Jan 31 2021	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2022	% of Projected
<b>Revenues</b>							
Property Taxes	1,930,112	1,783,649	92%	1,880,900	1,880,900	1,932,497	103%
State School Fund	9,933,199	5,737,944	58%	9,679,300	9,679,300	5,456,645	56%
Local Sources	140,495	82,527	59%	420,500	408,063	143,351	35%
Intermediate Sources	202,439	-	0%	201,200	201,200	-	0%
State Sources	878,424	18,653	2%	1,273,238	964,195	136,285	14%
Federal Sources	67,864	-	0%	49,172	-	-	-
<b>Total Revenues</b>	<b>13,152,532</b>	<b>7,622,774</b>	<b>58%</b>	<b>13,504,310</b>	<b>13,133,658</b>	<b>7,668,778</b>	<b>58%</b>
<b>Expenditures</b>							
Salaries	6,323,502	3,337,219	53%	7,108,728	3,954,203	3,590,964	91%
Associated Payroll	3,948,580	2,061,787	52%	4,137,524	3,504,537	1,871,792	53%
Purchased Services	1,137,858	405,154	36%	1,889,203	2,782,261	706,182	25%
Supplies & Materials	655,225	466,173	71%	788,508	3,122,558	351,398	11%
Capital Outlay	192,927	38,500	20%	146,750	131,758	(126)	0%
Debt Service	359,374	208,740	58%	296,742	1,385,942	137,143	10%
Other Objects	256,466	245,535	96%	291,900	175,854	253,764	144%
Contingency	-	-	-	125,042	106,656	-	0%
<b>Total Expenditures</b>	<b>12,873,933</b>	<b>6,763,109</b>	<b>53%</b>	<b>14,784,397</b>	<b>15,163,769</b>	<b>6,911,117</b>	<b>46%</b>
<b>Other Sources (Uses)</b>							
Other Sources	128,290	-	0%	115,000	115,000	-	0%
Transfer In	62,200	-	0%	25,000	25,000	-	0%
Transfer Out	(120,000)	-	0%	(198,000)	(346,366)	-	0%
<b>Total Other Sources (Uses)</b>	<b>70,490</b>	<b>-</b>	<b>0%</b>	<b>(58,000)</b>	<b>(206,366)</b>	<b>-</b>	<b>0%</b>
<b>Change in Fund Balance</b>	<b>349,089</b>	<b>859,665</b>		<b>(1,338,087)</b>	<b>(2,236,477)</b>	<b>757,661</b>	
<b>Fund Balance - Beginning</b>	<b>2,315,403</b>	<b>2,315,403</b>		<b>2,790,757</b>	<b>2,790,757</b>	<b>2,664,492</b>	
<b>Fund Balance - Ending</b>	<b>2,664,492</b>	<b>3,175,068</b>		<b>1,452,670</b>	<b>554,280</b>	<b>3,422,153</b>	

	FY 2020-21	FY 2021-22	Variance	% Change
<b>YTD Revenues</b>				
Property Taxes	1,783,649	1,932,497	148,848	8%
State School Fund	5,737,944	5,456,645	(281,299)	-5%
Local Sources	82,527	143,351	60,823	74%
Intermediate Sources	-	-	-	-
State Sources	18,653	136,285	117,633	631%
<b>Total Revenues</b>	<b>7,622,774</b>	<b>7,668,778</b>	<b>46,004</b>	<b>1%</b>

	FY 2020-21	FY 2021-22	Variance	% Change
<b>YTD Expenditures</b>				
Salaries	3,337,219	3,590,964	253,744	8%
Associated Payroll	2,061,787	1,871,792	(189,995)	-9%
Purchased Services	405,154	706,182	301,028	74%
Supplies & Materials	466,173	351,398	(114,775)	-25%
Capital Outlay	38,500	(126)	(38,626)	-100%
Debt Service	208,740	137,143	(71,597)	-34%
Other Objects	245,535	253,764	8,229	3%
<b>Total Expenditures</b>	<b>6,763,109</b>	<b>6,911,117</b>	<b>148,008</b>	<b>2%</b>

**Corbett School District No. 39**  
**Board Financial Report**  
**Fund 02: Food Services Fund**

	Fiscal Year 2020-2021			Fiscal Year 2021-2022			
	Year End Actuals	Year to Date Jan 31 2021	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2022	% of Projected
<b>Revenues</b>							
State School Fund	2,197	-	0%	2,000	35,387	-	0%
Local Sources	11,636	2,423	21%	120,000	32,236	392	1%
State Sources	-	-		3,000	-	3,250	
Federal Sources	121,202	19,155	16%	121,000	200,382	109,458	55%
<b>Total Revenues</b>	<b>135,035</b>	<b>21,578</b>	<b>16%</b>	<b>246,000</b>	<b>268,005</b>	<b>113,100</b>	<b>42%</b>
<b>Expenditures</b>							
Salaries	86,276	47,979	56%	91,577	148,914	53,089	36%
Associated Payroll	60,071	33,634	56%	59,509	5,000	30,545	611%
Purchased Services	4,179	2,898	69%	6,000	933,940	7,149	1%
Supplies & Materials	95,785	45,378	47%	265,414	703,498	80,656	11%
Other Objects	1,201	953	79%	3,500	-	1,466	
<b>Total Expenditures</b>	<b>247,512</b>	<b>130,842</b>	<b>53%</b>	<b>426,000</b>	<b>1,823,553</b>	<b>172,319</b>	<b>9%</b>
<b>Other Sources (Uses)</b>							
Transfer In	120,000	-	0%	180,000	30,000	-	0%
<b>Total Other Sources (Uses)</b>	<b>120,000</b>	<b>-</b>	<b>0%</b>	<b>180,000</b>	<b>30,000</b>	<b>-</b>	<b>0%</b>
<b>Change in Fund Balance</b>	<b>7,523</b>	<b>(109,263)</b>		<b>-</b>	<b>(1,525,548)</b>	<b>(59,219)</b>	
<b>Fund Balance - Beginning</b>	<b>7,221</b>	<b>7,221</b>		<b>-</b>	<b>180,000</b>	<b>14,743</b>	
<b>Fund Balance - Ending</b>	<b>14,743</b>	<b>(102,043)</b>		<b>-</b>	<b>(1,345,548)</b>	<b>(44,476)</b>	

	FY 2020-21	FY 2021-22	Variance	% Change
<b>YTD Revenues</b>				
Local Sources	2,423	392	(2,031)	-84%
<b>Total Revenues</b>	<b>21,578</b>	<b>113,100</b>	<b>91,522</b>	<b>424%</b>

	FY 2020-21	FY 2021-22	Variance	% Change
<b>YTD Expenditures</b>				
Salaries	47,979	53,089	5,110	11%
Associated Payroll	33,634	30,545	(3,089)	-9%
Purchased Services	2,898	7,149	4,251	147%
Supplies & Materials	45,378	80,656	35,278	78%
Other Objects	953	1,466	513	54%
<b>Total Expenditures</b>	<b>130,842</b>	<b>172,319</b>	<b>41,478</b>	<b>32%</b>

**Corbett School District No. 39**  
**Board Financial Report**  
**Fund 03: Federal Funds**

	Fiscal Year 2020-2021			Fiscal Year 2021-2022			
	Year End Actuals	Year to Date Jan 31 2021	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2022	% of Projected
<b>Revenues</b>							
Federal Sources	351,376	-	0%	906,884	840,370	-	0%
<b>Total Revenues</b>	<b>351,376</b>	<b>-</b>	<b>0%</b>	<b>906,884</b>	<b>840,370</b>	<b>543</b>	<b>0%</b>
<b>Expenditures</b>							
Salaries	148,572	53,680	36%	109,199	93,005	102,538	110%
Associated Payroll	120,839	38,044	31%	73,173	80,662	50,555	63%
Purchased Services	39,375	2,568	7%	81,572	142,318	4,259	3%
Supplies & Materials	44,020	-	0%	10,000	145,430	9,213	6%
Contingency	-	-		632,940	859	-	0%
<b>Total Expenditures</b>	<b>352,806</b>	<b>94,292</b>	<b>27%</b>	<b>906,884</b>	<b>462,274</b>	<b>166,813</b>	<b>36%</b>
<b>Change in Fund Balance</b>	<b>(1,430)</b>	<b>(94,292)</b>		<b>-</b>	<b>378,096</b>	<b>(166,270)</b>	
<b>Fund Balance - Beginning</b>	<b>7,726</b>	<b>7,726</b>		<b>-</b>	<b>4,528</b>	<b>6,296</b>	
<b>Fund Balance - Ending</b>	<b>6,296</b>	<b>(86,566)</b>		<b>-</b>	<b>382,624</b>	<b>(159,974)</b>	

YTD Expenditures	FY 2020-21	FY 2021-22	Variance
Salaries	53,680	102,538	48,858
Associated Payroll	38,044	50,555	12,510
Purchased Services	2,568	4,259	1,690
Supplies & Materials	-	9,213	9,213
<b>Total Expenditures</b>	<b>94,292</b>	<b>166,813</b>	<b>72,520</b>

**Corbett School District No. 39**  
**Board Financial Report**  
**Fund 04: Student Investment Account**

	Fiscal Year 2020-2021			Fiscal Year 2021-2022			
	Year End Actuals	Year to Date Jan 31 2021	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2022	% of Projected
<b>Revenues</b>							
State Sources	200,000	-	0%	-	-	-	
<b>Total Revenues</b>	<b>200,000</b>	<b>-</b>	<b>0%</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Expenditures</b>							
Salaries	172,404	-	0%	358,768	104,671	165,951	159%
Associated Payroll	27,596	-	0%	204,088	381,360	77,195	20%
Purchased Services	-	-		-	-	-	
Supplies & Materials	-	-		(6,041)	318,336	46,809	15%
Capital Outlay	-	-		-	-	-	
Debt Service	-	-		-	-	-	
<b>Total Expenditures</b>	<b>200,000</b>	<b>-</b>	<b>0%</b>	<b>556,815</b>	<b>804,367</b>	<b>292,457</b>	<b>36%</b>

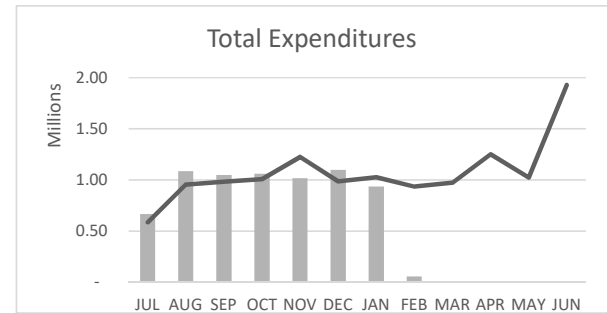
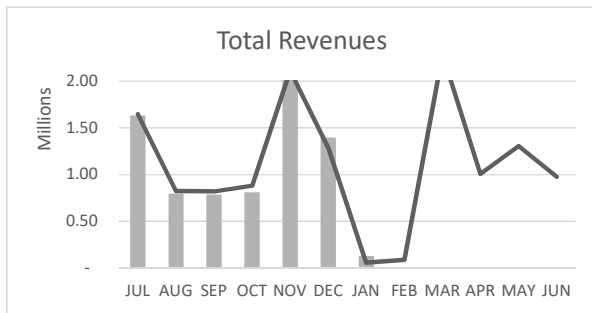
**Corbett School District No. 39  
Board Financial Report  
Fund 09: GO Bond 2021**

	Fiscal Year 2020-2021			Fiscal Year 2021-2022			
	Year End Actuals	Year to Date Jan 31 2021	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2022	% of Projected
<b>Revenues</b>							
State Sources	-	-		-	-	-	
<b>Total Revenues</b>	-	-		-	-	-	
<b>Expenditures</b>							
Purchased Services	-	-		-	20,000	195,933	980%
Capital Outlay	-	-		-	-	-	
Other Objects	-	-		-	-	7,345	
<b>Total Expenditures</b>	-	-		-	<b>20,000</b>	<b>203,278</b>	<b>1016%</b>
<b>Other Sources (Uses)</b>							
Transfer In	-	-		-	-	-	
<b>Total Other Sources (Uses)</b>	-	-		-	-	-	
<b>Change in Fund Balance</b>	-	-		-	<b>(20,000)</b>	<b>(203,278)</b>	
<b>Fund Balance - Beginning</b>	-	-		-	-	-	
<b>Fund Balance - Ending</b>	-	-		-	<b>(20,000)</b>	<b>(203,278)</b>	

YTD Expenditures	FY 2020-21	FY 2021-22	Variance
Capital Outlay	-	-	-
<b>Total Expenditures</b>	-	<b>203,278</b>	<b>203,278</b>

**FUND 01: GENERAL FUND**  
**Revenues and Expenditures by Month**

<b>FY 2020-2021</b>	<b>JUL</b>	<b>AUG</b>	<b>SEP</b>	<b>OCT</b>	<b>NOV</b>	<b>DEC</b>	<b>JAN</b>	<b>FEB</b>	<b>MAR</b>	<b>APR</b>	<b>MAY</b>	<b>JUN</b>	<b>TOTAL</b>
<b>Revenues</b>													
Property Taxes	-	-	-	2,783.89	1,287,795.70	459,964.96	33,104.63	14,947.16	53,441.08	8,692.57	8,318.33	61,063.93	1,930,112.25
State School Fund	1,641,572.00	820,293.00	815,200.41	820,293.00	820,293.00	820,293.00	-	-	2,223,808.00	993,576.00	974,975.17	2,895.64	9,933,199.22
Local Sources	5,041.64	5,105.72	4,010.13	57,637.99	3,625.47	3,710.28	3,396.00	2,921.02	5,704.81	4,010.57	9,865.89	35,465.23	140,494.75
Intermediate Sources	-	-	-	-	-	-	-	-	-	-	2,438.65	200,000.00	202,438.65
State Sources	-	-	-	-	-	-	18,652.69	68,928.53	-	630.23	309,062.59	481,149.60	878,423.64
Federal Sources	-	-	-	-	-	-	-	-	-	-	-	67,863.58	67,863.58
Other Sources	-	-	-	-	-	-	-	-	-	-	-	128,290.00	128,290.00
<b>Total Revenues</b>	<b>1,646,613.64</b>	<b>825,398.72</b>	<b>819,210.54</b>	<b>880,714.88</b>	<b>2,111,714.17</b>	<b>1,283,968.24</b>	<b>55,153.32</b>	<b>86,796.71</b>	<b>2,282,953.89</b>	<b>1,006,909.37</b>	<b>1,304,660.63</b>	<b>976,727.98</b>	<b>13,280,822.09</b>
<b>Expenditures</b>													
Salaries	125,269.06	545,902.25	529,015.72	523,004.90	537,915.10	540,058.84	536,053.29	539,469.69	556,598.33	576,695.83	578,982.10	734,536.89	6,323,502.00
Associated Payroll	91,994.82	312,550.32	316,413.07	356,076.63	322,608.74	323,899.92	338,243.99	329,206.79	338,737.79	357,650.28	354,436.58	506,761.33	3,948,580.26
Purchased Services	32,558.29	30,593.67	86,687.84	48,220.24	88,103.56	41,278.44	77,712.13	44,545.60	50,891.03	252,570.40	56,537.44	328,159.57	1,137,858.21
Supplies & Materials	63,011.53	41,403.58	47,107.55	28,421.65	256,811.68	11,369.83	18,046.85	9,616.56	17,539.76	41,426.39	28,438.90	92,031.10	655,225.38
Capital Outlay	-	-	-	-	-	-	38,500.00	-	-	-	-	154,427.12	192,927.12
Debt Service	56,485.82	9,260.59	(924.59)	49,259.23	17,479.34	62,137.60	15,041.84	9,590.12	4,168.00	21,457.00	4,168.00	111,250.88	359,373.83
Other Objects	215,928.10	14,223.75	2,240.18	577.41	3,002.46	7,488.18	2,075.39	2,015.14	3,915.85	1,971.63	785.08	2,242.99	256,466.16
<b>Total Expenditures</b>	<b>585,247.62</b>	<b>953,934.16</b>	<b>980,539.77</b>	<b>1,005,560.06</b>	<b>1,225,920.88</b>	<b>986,232.81</b>	<b>1,025,673.49</b>	<b>934,443.90</b>	<b>971,850.76</b>	<b>1,251,771.53</b>	<b>1,023,348.10</b>	<b>1,929,409.88</b>	<b>12,873,932.96</b>
<b>FY 2021-2022</b>													
<b>Revenues</b>													
Property Taxes	-	-	-	2,746.55	1,313,451.34	590,300.54	25,998.75	-	-	-	-	-	1,932,497.18
State School Fund	1,549,748.00	774,409.00	774,409.00	774,409.00	791,835.00	791,835.00	-	-	-	-	-	-	5,456,645.00
Local Sources	12,316.65	20,676.54	11,483.66	33,128.60	18,633.93	12,473.61	34,637.61	-	-	-	-	-	143,350.60
Intermediate Sources	-	-	-	-	-	-	-	-	-	-	-	-	26
State Sources	68,928.53	-	-	671.63	-	-	66,685.03	-	-	-	-	-	136,285.19
Federal Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenues</b>	<b>1,630,993.18</b>	<b>795,085.54</b>	<b>785,892.66</b>	<b>810,955.78</b>	<b>2,123,920.27</b>	<b>1,394,609.15</b>	<b>127,321.39</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7,668,777.97</b>
<b>Expenditures</b>													
Salaries	142,445.67	581,019.11	610,000.66	582,704.46	566,132.14	555,835.41	552,826.20	35,718.32	-	-	-	-	3,626,681.97
Associated Payroll	105,625.73	322,324.84	220,388.89	212,312.59	316,412.37	346,533.12	348,194.86	13,707.16	-	-	-	-	1,885,499.56
Purchased Services	48,226.25	80,836.62	142,826.54	172,503.36	95,171.38	140,340.62	26,276.96	2,203.88	-	-	-	-	708,385.61
Supplies & Materials	94,478.89	93,748.69	49,134.49	62,543.72	32,561.06	16,973.03	1,958.18	-	-	-	-	-	351,398.06
Capital Outlay	-	(125.61)	-	-	-	-	-	-	-	-	-	-	(125.61)
Debt Service	47,874.09	4,168.00	20,286.00	27,473.64	4,168.00	29,005.12	4,168.00	4,168.00	-	-	-	-	141,310.85
Other Objects	227,003.38	3,876.70	7,130.80	3,150.42	1,963.41	9,094.75	1,544.63	-	-	-	-	-	253,764.09
<b>Total Expenditures</b>	<b>665,654.01</b>	<b>1,085,848.35</b>	<b>1,049,767.38</b>	<b>1,060,688.19</b>	<b>1,016,408.36</b>	<b>1,097,782.05</b>	<b>934,968.83</b>	<b>55,797.36</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,966,914.53</b>



# 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

**MULTNOMAH EDUCATION SERVICE DISTRICT AND COMPONENT DISTRICTS  
ANNUAL RESOLUTION PROCESS AGREEMENTS AND UNDERSTANDINGS**

**The following shall guide the service plan process for the 2021-2023 biennium:**

**RESOLUTION SERVICES/LOCAL SERVICE PLAN**

1. Resolution Services are listed in the Local Service Plan and require approval of component districts' Boards by March 1, annually. The services offered in the Local Service Plan must be approved by two-thirds of component districts' Boards. In addition, the approving Boards must represent a majority of enrolled students within MESD boundaries. The Local Service Plan must be adopted by component districts, but not all services in the Local Service Plan must be used by an individual district in their District Service Plan.
2. Resolution Services (Local Service Plan) and costing (District Service Plan) are continuously reviewed by advisory committees. Each advisory committee is open to one or more component district representatives. Business Managers and Superintendents are invited to all advisory meetings. Annually, advisory groups will make recommendations to the Superintendent Council for consideration of changes in the following year.

**RESOLUTION DOLLARS**

3. Resolution dollars are the combined revenue from the State School Fund and property taxes received by MESD. Total resolution dollars in the Adopted Budget are determined by the last ODE estimate before July 1<sup>st</sup> of the previous year. Adjustments during the year, based on ODE data, are made and documented on the District Service Plan. Prior year SSF revenue reported on the May SSF warrant are documented as "prior year adjustments".
4. 10% of all resolution dollars are retained by MESD for operational costs.
5. 90% of all resolution dollars are allocated to component districts based on their percentage of ADMw, with ADMw for Corbett and Riverdale multiplied by 1.61.
6. Service dollars are resolution dollars allocated to component districts for selecting services from the Local Service Plan and on their District Service Plan.
7. A component district may reserve or over-expend a portion of its resolution apportionment, documented on the District Service Plan as an unappropriated ending balance. A district's ending balance may be positive or negative and will be applied to the district's resolution apportionment the following year.

### **CONTRACT DOLLARS**

8. Contract dollars are funds from school districts' budgets to purchase MESD services.
9. The cost for a contracted service will be the same as the resolution services cost.

### **TRANSIT DOLLARS**

10. Transit dollars are a percentage of districts' service dollars taken as cash in lieu of services. In December of each year the Superintendent's Council will discuss any changes to the percentage of transit allocation for the following year, if needed, for all districts. In December of each year the Superintendent's Council will, by a majority vote as outlined in number 1 above, approve the transit allocation.
11. Transit dollars may be converted to service dollars but service dollars may not be converted to transit dollars in excess of the maximum allowed.
12. Districts will bill the MESD for any transit dollars not more than quarterly, with the first payment available to Districts no later than December, once property taxes are received by the MESD.

### **DISTRICT SERVICE PLAN PROCESS (COSTING)**

13. By November 1, districts must notify MESD of intent to opt out through district Board approval and letter of intent to the ESD.
14. By December 1, districts will provide the MESD with any new program needs and requested transit levels.
15. By March 1, districts who gave initial intent to opt out the prior November 1, will provide final decision to the MESD in writing as noted by their district Boards at the February Board meeting.
16. By April 15, MESD will provide preliminary service costs (based on current service levels) and any significant program changes to Business Managers and/or Superintendents.
17. By April 30, districts will provide final service plan selections to MESD by submitting the District Service Plan spreadsheet to the business office. MESD will acknowledge the request and confirm, clarify or deny the request by a return email response. Revised spreadsheets will be shared on a regular basis.

18. District Service Plan costs are estimated until districts submit their final student counts. Program changes will not be considered after May 1 unless:
- There is a revenue change of 10% or more for component districts or MESD.
  - Capacity exists to meet additional district requests.
19. Costs on the District Service Plan are annual amounts. Actual district charges may be adjusted or prorated based on usage.
20. Changes in use of Resolution Services that impact more than an individual district will be approved by the Superintendents using the same guidelines listed in Number 1.
21. Districts initiating District Service Plan program changes in Maintenance of Effort related programs will bear full responsibility of those changes as it affects MESD's allocation of Maintenance of Effort costs, based on current ODE regulations.
22. Service plan selections (slots) paid by Resolution service dollars may be transferred from one service to another after January 1 of the current school year pending approval by the MESD program director(s). The program director(s) will need to consider program budgets, capacity, and space availability when making the decision. Program transfers within an MESD program area (Special Education or Instruction) are preferred.

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James Owens, Superintendent  
Centennial School District

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Dan Wold, Interim Superintendent  
Corbett School District

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Ken Richardson, Superintendent  
David Douglas School District

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James Hiu, Interim Superintendent  
Gresham-Barlow School District

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Michael Lopes-Serrao, Superintendent  
Parkrose School District

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Guadalupe Guerrero, Superintendent  
Portland Public School District

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Dr. Danna Diaz, Superintendent  
Reynolds School District

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Jeff Harding, Interim Superintendent  
Riverdale School District

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Dr. Paul Coakley, Superintendent  
Multnomah Education Service District

# MESD Local Service Plan



2022-2023

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# MULTNOMAH EDUCATION SERVICE DISTRICT

**MESD Administration Building**

11611 NE Ainsworth Circle  
Portland, OR 97220  
Phone: 503-255-1841

**Arata Creek School**

Timothy Rodgers-Principal  
2470 SW Halsey St.  
Troutdale, OR 97060  
Phone: 503-262-4850

**Burlingame Creek School**

Timothy Rodgers-Principal  
876 NE 8th St.  
Gresham, OR 97030  
Phone: 503-262-4050

**Donald E. Long School**

Christine Otto-Principal  
1401 NE 68th St.  
Portland, OR 97213  
Phone: 503-988-5937

**Four Creeks School**

Nicole Hilton-Principal  
14513 S.E. Stark St  
Portland, OR 97233  
Phone: 971-229-6470

**Helensview School**

Dan Cohnsteadt-Principal  
8678 NE Sumner St.  
Portland, OR 97220  
Phone: 503-262-4150

**Knott Creek School**

Nicole Hilton-Principal  
11456 NE Knott Street  
Portland, OR 97220  
Phone: 971-229-9470

**Ocean Dunes High School**

Joy Koenig-Principal  
4859 S. Jetty Rd.  
Florence, OR 97439  
Phone: 541-791-5909

**Three lakes High School**

Joy Koenig-Principal  
4400 Lochner Rd. SE.  
Albany, OR 97322  
Phone: 541-791-5909

**Wheatley School**

Erick Welsh-Principal  
14030 NE Sacramento St.  
Portland, OR 97230  
Phone: 503-262-4000

**Wynne Watts-Kerr Center**

Amy Marquardt-Dustin-Principal  
930 NE 162nd  
Portland, OR 97230  
Phone: 503-262-4200

BOARD OF DIRECTORS

**CHAIR**

Jessica Arzate Position 4, Zone 4  
jarzate@mesd.k12.or.us

**VICE-CHAIR**

Denyse Peterson Position 5, Zone 1  
dpeterson@mesd.k12.or.us

**DIRECTORS**

Mary Botkin Position 3, Zone 2  
mbotkin@mesd.k12.or.us

Kristin Cornuelle Position 6, At Large  
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Katrina Doughty Position 7, Zone 3  
kdoughty@mesd.k12.or.us

Dr. Samuel Henry Position 1, Zone 5  
shenry@mesd.k12.or.us

Helen Ying Position 2, At Large  
hying@mesd.k12.or.us

**Superintendent**

Dr. Paul Coakley 503-257-1504  
pcoakley@mesd.k12.or.us

**Assistant Superintendent**

Sascha Perrins 503-257-1531  
sperrins@mesd.k12.or.us

**Director of Business Services**

Doana Anderson 503-257-1520  
danderso@mesd.k12.or.us

**Director of Strategic Engagement**

Laura Conroy 503-257-1516  
lconroy@mesd.k12.or.us

**Director of Student Services**

Todd Greaves 503-257-1658  
tgreaves@mesd.k12.or.us

**Director of Human Resources**

Deon Logan 503-257-1513  
dlogan@mesd.k12.or.us

ADMINISTRATION

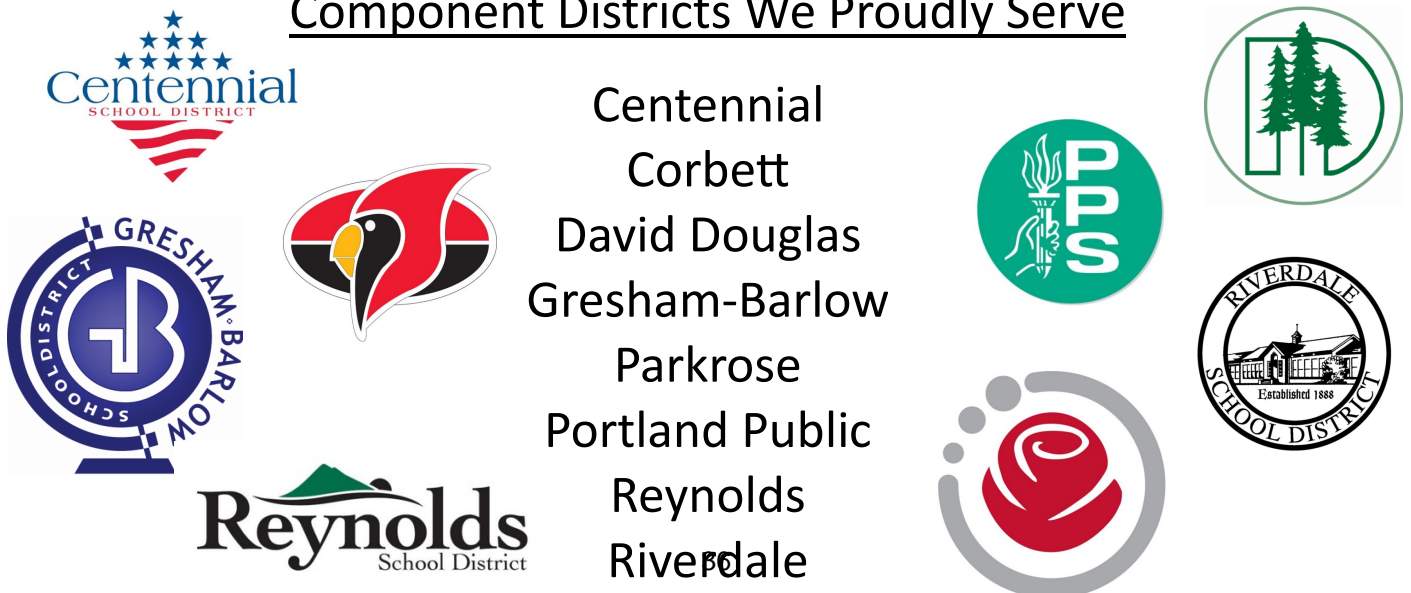
# Multnomah Education Service District

## Local Service Plan

Each ESD's component school districts are to pass the Local Service Plan following these guidelines: It must be passed by 2/3 of the districts representing more than 50% of the student population. The Local Service Plan must contain, and every ESD must provide, the following services:

- Programs for children with special needs, including but not limited to special education services, comprehensive school health services, services for at-risk students and professional development for employees who provide those services.
- Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning and professional development for employees who provide those services.
- School improvement services for component school districts, including but not limited to services designed to support component school districts in meeting the requirements of state and federal law, services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts, services designed to support and facilitate continuous school improvement planning, services designed to address school wide behavior and climate issues and professional technical education and professional development for employees who provide those services.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.
- Other services that an education service district is required to provide by state or federal law, including but not limited to services required under ORS 339.005 to 339.090.

## Component Districts We Proudly Serve



# Multnomah Education Service District

## 2022-2023 Local Service Plan (LSP) Timeline

September 2021	Share timeline with Advisory groups (Instruction, Student Services, Technology Services)
October 2021	Present initial draft to Advisory groups, and gather feedback
November 2021	Present second draft LSP to Advisory groups and gather feedback
January 2022	Present final draft to Superintendents MESD Board approves LSP
February 2022	Component Districts approve LSP with a Board Resolution Budget/costing template development begins.
March 2022	Districts are asked to confirm any significant changes in LSP participation MESD costing estimates draft revised (if needed) and shared with Directors
April 2022	MESD proposed budget presented to budget committee Minimum Commitments for LSP Services due to MESD
May 2022	Costing template and services commitments finalized

# Budget in Brief

Local Service Plan offerings are significantly funded by State School Fund revenues allocated to component districts and by other federal, state, and local revenues. Below is the estimated state school fund revenues for the current biennium.

## State School Fund Estimates for the 2021-2023 Biennium

	<u>2021-2022</u>	<u>2022-2023</u>	<u>Total</u>
Legislative Appropriation <sup>1</sup>	\$ 4,556,902,000	\$ 4,742,898,000	\$ 9,299,800,000
Less state-wide transfers/deductions ("carve-outs")	<u>(55,731,667)</u>	<u>(55,731,667)</u>	<u>(111,463,334)</u>
State revenue for formula	4,501,170,333	4,687,166,333	9,188,336,666
Plus local revenue for formula	<u>2,279,748,374</u>	<u>2,376,637,680</u>	<u>4,656,386,053</u>
Total revenue for formula <sup>2</sup>	6,780,918,707	7,063,804,013	13,844,722,719
ESD share at 4.5%	305,141,342	317,871,181	623,012,522
Less ESD transfers/deductions ("carve-outs")	<u>(9,285,125)</u>	<u>(9,285,125)</u>	<u>(18,570,250)</u>
<b>ESD State School Fund formula revenue for distribution</b>	<b>\$ 295,856,217</b>	<b>\$ 308,586,056</b>	<b>\$ 604,442,272</b>
<b>Estimated MESD portion of ESD distribution</b>			
	<b>\$ 46,449,254</b>	<b>\$ 48,471,074</b>	<b>\$ 94,920,328</b>
<b>MESD allocation to funds</b>			
Operating Fund (10%) for general operations	\$ 4,644,925	\$ 4,847,107	\$ 9,492,032
Resolution Fund (90%) for Component Districts	\$ 41,804,329	\$ 43,623,967	\$ 85,428,296

MESD Allocation to Component Districts	ODE Extended ADMw*	Hold Harmless ADMw	% of Total	2021-22 Apportionment	2022-23 Apportionment
Centennial	7,487.09	7,487.09	6.8%	\$ 2,845,699	\$ 2,969,565
Corbett (X 1.61)	1,253.43	2,018.02	1.8%	767,011	800,398
David Douglas	11,750.75	11,750.75	10.7%	4,466,234	4,660,638
Gresham-Barlow	13,891.48	13,891.48	12.6%	5,279,884	5,509,704
Parkrose	3,814.71	3,814.71	3.5%	1,449,898	1,513,008
Portland Public	55,975.09	55,975.09	50.9%	21,275,055	22,201,105
Reynolds	13,932.36	13,932.36	12.7%	5,295,422	5,525,918
Riverdale (X1.61)	694.73	1,118.52	1.0%	425,126	443,631
<b>Total</b>	<b>108,799.64</b>	<b>109,988.02</b>		<b>\$ 41,804,329</b>	<b>\$ 43,623,967</b>

<sup>1</sup> The SSF estimate is based on the ODE Estimate dated 11/02/2021.

<sup>2</sup> This estimate assumes a 4.255 increase in local revenues for 22/23.

## Instructional Services

**Alternative Pathways:** Alternative Pathways includes the TRiO Educational Talent Search program, grant funded through the U.S. Department of Education. Established with the passage of Title IV of the Higher Education Act of 1965, TRiO provides educational opportunities for low-income and first-generation students.

**Assessment and Evaluation Program:** Educational services leading to a high school diploma or GED are provided to students currently in the Assessment and Evaluation Education Program, a behavioral rehabilitation services placement located inside of the Donald E. Long juvenile facility. Youth served are between ages 13-17 and require a staff-secured, out-of-home placement for assessment/evaluation, stabilization and transition planning.

**Education Programs in Detention and Correctional Facilities:** MESD provides educational programming inside of youth and adult detention and correctional facilities leading up to a high school diploma or GED. Services include credit attainment, training services, IEP services, and ELL services to students who are detained, awaiting trials, or hearings, or to students who have been incarcerated. These programs include:

- The Incarcerated Youth Program (IYP), which serves adults 18-21 years of age who are detained and have not earned a regular high school diploma or GED. This service is provided in accordance with OAR 581-015-2600.
- The Juvenile Detention Education Program (JDEP), which serves youth up to the age of 18 who are detained, awaiting trials, or hearings inside a juvenile detention facility in accordance with OAR 581-015-2585.
- The Youth Correctional Education Program (YCEP), which serves adjudicated youth up to the age of 25 who are housed in an Oregon Youth Authority facility in accordance with OAR 581-015-2585. Secondary and post-secondary programs, such as vocational education, college and dual credit enrollment, are offered at these locations.

**Transition Supports:** MESD provides program transition supports and educational advocacy for youth while in and after leaving unique educational settings including hospitals, detention facilities, correctional facilities and long term care and treatment facilities.

## Instructional Services (Continued)

**Helensview School** – Helensview provides individualized instruction and specialized support services for youth ages 12-21 who have dropped out of school or who are experiencing chronic attendance or behavioral issues. Helensview students receive personalized academic support, social services and connection to post-secondary options. Supports include access to dual credit, career and technical education and on-site job training and certifications.

**Helensview Phoenix – Pregnant and Parenting Student Services:** The Phoenix program at Helensview provides services to youth, ages 12-21 who are pregnant and/or parenting and identified as at-risk and require individualized programming, prenatal and parenting instruction. An on-site day care is provided to students.

**Helensview – Therapeutic classroom:** The Therapeutic classroom at Helensview provides individualized support to students identified for special education services who have mental health needs and require a small staff-student ratio. Classrooms providing academic and behavioral instruction are available at both the middle school and high school level.

**Hospital School Program:** The Hospital School Program provides educational services including credit attainment, IEP services, and ELL services to students in grades K- 21 years of age with medical, rehabilitation or mental health needs during the course of their hospitalization and/or ongoing treatment in accordance with ORS 343.261(2) and ORS 327.023(3). Youth in medical clinics, siblings and family members of hospitalized youth, may also receive instruction and support. The educational impact to hospitalized children is mitigated by receiving ongoing educational services, maintaining contact with their youth's attending districts, and by planning a reasonable and realistic transition back to school following hospitalization.

**Long Term Care and Treatment:** The Long Term Care and Treatment (LTCT) program provides educational services including credit attainment, IEP services, and ELL services to students in grades K-12 residing in a Long Term Care and Treatment facility in accordance with OAR 581-015-2571. LTCT locations include the Wynne Watts School program.

**College/Career Readiness:** The purpose of College/Career Readiness is to facilitate the acceleration of component districts' movement toward a system that provides increased opportunities and clearly articulated pathways for high school students in attaining college credit while attending their home high schools as well as preparing them to enter post-secondary career training. The development of supports can include career and technical opportunities, college-level educational opportunities and/or drop-out prevention strategies.

## Instructional Services (Continued)

**Home School Notification:** Multnomah County parents electing to educate students at home in lieu of enrolling their student(s) in a regular comprehensive school must notify MESD, as required by ORS 339.035. MESD, as required by law, maintains a database with home school student directory information, requests test results from students as required under OAR 581-021-0026(5), submits reports to component districts to notify them of their home school population, and maintains a web page as a resource for parents and component districts to refer to regarding the laws pertaining to home schooling.

**Migrant Education Program:** The Migrant Education Program provides education services and support through grants with the U.S. Department of Education for migrant families and children between the ages of 3-21 years old who have moved within the last three years for work in agriculture. The program ensures such children receive full and appropriate opportunities to meet the same challenging academic standards that all children are expected to meet. Services and support center around five main components: school readiness, reading, math, high school graduation, and non-instructional support services. Support also extends to parent engagement and recruitment.

- **Migrant Education School Readiness:** Migrant Education School Readiness services apply to children 3-5 years old and provide learning opportunities for cognitive, social, emotional and motor skills development in English or Spanish, depending on the native language of the children. Home visits with preschool parents provide specialized training and materials to support their children's development and growth. Incoming kindergarten students participate in a summer transition class to prepare for entering school in the fall.
- **Migrant Education Summer Program:** The Migrant Education Program provides a full-day supplemental summer extension for incoming kindergarten through 12th grade migrant children and youth. Academic services focus on math and reading for students in kindergarten through 8th grade. Incoming and current secondary student services center on graduation and post-secondary college or career pathways through volunteer opportunities based within the school and community. Transportation and meals are provided for all students.

**Outdoor School and Companion Programs:** Outdoor School is an overnight environmental science program for sixth grade students and high school student leaders. Curriculum focuses on hands-on science and social emotional learning. High School programming emphasizes leadership development and career learning. Companion programs include the Fourth Grade Overnight and other customized programs for grades 2-12. Outdoor School special projects can include consultation services for schools or other organizations that seek to develop youth programming in the outdoors. Other projects could include professional development for youth programming in leadership, outdoor science and community building, and curriculum development that can include teaching kits for use in the outdoor setting.

## Instructional Services (Continued)

**Regional School Improvement:** School Improvement provides professional learning and technical support in the following areas that include: High School Diploma Requirements, Common Core Standards, Common Formative Assessment, and Secondary and Elementary Literacy & Math content area support by specialists. The High School Diploma initiative includes the development of alternative assessment and credit by proficiency assessments as well as facilitating the development of Reading, Writing and Math Work Samples to meet state required Essential Skills Assessments. Support is also provided for appropriate implementation of the Oregon State Summative Assessment. Additionally, School Improvement provides professional development and technical support in science/STEM. Services include instructional support and coaching for science teachers as well as facilitation in the implementation of Next Generation Science Standards (NGSS).

### **Behavior and Instructional Consultation Services:**

Consultation from the Student Services and Instructional Services Departments is provided at the request of a district. Services may be provided within the regular classroom setting or in an alternative educational setting. There is a referral process that includes a needs assessment at no cost with further consultation and services provided as a fee for service. A contract agreement is created which includes a clear description of the services provided and fees. The team may include an administrator, teacher, speech pathologist, school psychologist, occupational therapist, nurse and/or a behavior consultant.

Professional Learning supports rooted in social-emotional learning and trauma sensitive practices may be provided to assist with behavioral strategies, collaborative problem solving, restorative justice strategies, culturally responsive practices, compassion fatigue and vicarious trauma awareness.

**Curriculum Services:** MESD provides support related to curriculum selection, implementation and on-going assistance. This includes aiding the Oregon Department of Education in providing districts the opportunity to review Curriculum Adoption materials and to provide professional learning (as needed) related to the Adoption. Additionally, MESD supports the implementation of programs such as the "Classroom Law Project", which brings law-related educational programs into Oregon schools.

## Instructional Services (Continued)

**Instruction Services Special Projects:** MESD Instruction Services has considerable expertise in developing and strengthening instructional programs. Instruction Services special projects could include consultation, management or coordination of projects that seek to develop/strengthen instructional programs, such as mentoring and grant application/implementation. Additional projects could include curriculum and instruction development, supports to promote regular attendance/reducing chronic absenteeism, and coaching. These projects could be at a local school district level, county level or state level.

**Student Assessment Services – Special Projects:** Student Assessment Services provides data collections support, technical assistance, support and training on assessment procedures and administration of the score sites; and provides help desk support, technical assistance and training to school districts participating in the state’s on-line English Language Proficiency Assessment. In addition, Student Assessment Services provides the development and support of Essential Skills work samples in reading, writing and mathematics, as well as training in how to assess/score the work samples. Reading, writing and mathematics Essential Skills Assessments are provided in native languages.

**Regional Equity Professional Development:** MESD may hire staff or contract with specialists to provide leadership, planning, and professional development and learning.

This support will be based in equity, and culturally responsive and culturally sustaining practices and instruction. This could also include managing and coordinating of regional equity work. These projects could be at a local school district level, county level or state level.

**Regional Education Network Support/EAC Support:** The Regional Educational Network (REN) is a statewide initiative to support the growth and development of educators across the career continuum. MESD provides support and facilitation for the development and sustaining of networked improvement communities, professional development and prioritized initiatives.

**Student Success Act Supports:** MESD provides support and technical assistance to districts in navigating the requirements of the 2019 Student Success Act (SSA), applying for Student Investment Account funds, and SSA program planning and implementation. Supports include regional convenings/work groups, 1:1 district supports, coordinating partnerships with community based organizations, prioritization of work and professional development in identified areas.

## School Health Services (SHS)

**Contracted Health Education Services:** MESD SHS provides instruction and support to component districts and independent schools to provide instruction and support to help meet state and national mandates for required health and safety training, and to consult with employees after occupational exposures to bloodborne pathogens. Health education training can include:

- Medication Administration
- Treatment of Severe Allergic Reaction (epinephrine administration)
- Treatment of Severe Hypoglycemia (glucagon administration)
- First Aid/CPR/AED training
- Treatment of Students in Adrenal Crisis
- Oregon Occupational Safety and Health Administration (OSHA) required Bloodborne Pathogen (BBP) Training, including management of post-exposure evaluation and follow-up.

**Contracted Nursing Services including Direct One-to-One Nursing:** School districts may contract with MESD for additional nursing services for schools and unique programs, as well as direct one-to-one services for students with complex health conditions or those identified as medically fragile. Contracted nursing is for a minimum of 21 hours per week. Training, orientation, oversight, and supervision is provided by the MESD.

**Vision Screening Team:** The MESD screening team assists component districts in meeting the requirements of OAR 581-022-2220 by screening student vision (in grades K, 1, and 3). Students needing more in-depth exams are referred to community health providers. MESD School Health Services can refer families to resources to help reduce costs for students needing prescription glasses. Training, orientation, oversight and supervision provided by the MESD.

**Hearing Screening Team:** The Hearing Program provides state-mandated screening to grades K and 1, identifying students with hearing loss. Other school-aged students referred for screening, as well as those in K-1 requiring follow up, are evaluated by the department's licensed audiologist, who conducts a comprehensive exam and makes referrals as indicated. This supports student engagement and success in the classroom (OAR 581-022-2220). Training, orientation, oversight, and supervision is provided by the MESD.

## School Health Services (SHS) (Continued)

**Immunization Program:** Immunizations promote wellness by protecting all students and school staff against vaccine-preventable diseases. Under contract with Multnomah County Health Department (MCHD), School Health Services (SHS) assists school districts with immunization compliance to meet state requirements for school attendance. Services include records review, data entry, family notification, state reporting, preparation of exclusion letters, and data analysis and reporting (ORS 433.267). Training, orientation, oversight and supervision is provided by SHS. Monitoring records minimizes the number of students excluded due to non-compliance, and maximizes student attendance and learning time. Nurses, together with the immunization team, assist families to navigate the health system to access resources for required vaccines.

**School Nursing:** School nursing services provide mandated health services during the regular school day, promote wellness, and assist students to achieve optimal educational experiences. Nursing services are dependent on total caseload size and may include direct health services to ill and injured students, management of acute and chronic illnesses, surveillance and follow up of communicable disease, and consultation to districts based on current evidence based research and best practice. Nurses are a liaison between home, school, and community health care providers; they promote safety, assess growth and development, and contribute to mental, emotional, and physical well-being. Training, orientation, oversight, and supervision is provided by the MESD. By July 1, 2020, -ORS 336.201 recommends one registered nurse for every 750 students.

**School Health Assistants (SHA):** MESD School Health Assistants (SHAs) are non-licensed personnel who provide illness and injury management for students, with oversight from an RN. SHAs perform nursing procedures as delegated by the RN and may be the first point of contact for health services in the health room. The MESD RN/SHA team is no more than one RN to five SHAs. Training, orientation, oversight, and supervision is provided by the MESD.

## School Health Services (SHS) (Continued)

**School Nurse Consultant:** The Nurse Consultant functions as a liaison between School Health Services staff, district personnel, and County and State Health Departments. The Nurse Consultant provides investigation, reporting, and collaboration with county health departments in events related to reportable and communicable diseases. The Nurse Consultant provides management of staff body fluid and blood borne pathogen exposures, including consultation and follow up. Training, orientation, oversight, and supervision is provided by the MESD.

**Complex Needs Nursing (CNN):** Complex Needs Nurses (CNN) are registered nurses with expertise in the management of students with complex, chronic health needs in the school setting. CNNs augment MESD school nurse services by providing training, consultation and support for medically fragile, medically complex, and nursing-dependent students, as defined in ORS 336.201.

The CNN may provide initial training and develop an individualized health plan until the health condition is stabilized, and then transition management to the school nurse. CNNs participate in multi-disciplinary planning and placement meetings, IEP development. Training, orientation, oversight, and supervision is provided by the MESD.

**Nurse-School Health Services Consultation:** For both resolution and non-resolution schools or programs, MESD SHS may provide limited professional nursing consultation on a case by case or limited duration contract. Services may include assessment of complex health conditions, recommendations for required nursing services, assessment and evaluation of existing health services, delegations, training, and care coordination with families, schools and health care providers. Professional consultation and recommendations are based on current evidence based research and best practice. Training, orientation, oversight and supervision is provided by the MESD.

## Special Education

### **Abilities in Motion (AIM):** Wheatley (ages 5 - 21)

The AIM program provides an educational opportunity for special education students with significant medical needs which impact their ability to learn. Students benefit from an academic curricula and social skills program that are modified to accommodate their unique medical challenges. The program provides instruction to develop communication skills, adaptive behaviors and personal management skills that can be utilized within the classroom and community settings. Services are Individualized and based on a student's IEP.

### **Social Emotional Skills, Behavioral Health, Therapeutic classrooms and Evaluation/Stabilization programs:**

- ◆ Arata Creek, Burlingame Creek, Knott Creek and Four Creeks Schools (SESP) (Kindergarten-12th)
- ◆ Transition Program (ages 18-21)
- ◆ Arata Creek, Burlingame Creek and Knott Creek Behavioral Health (Kindergarten -12<sup>th</sup> grade)
- ◆ Knott and Four Creeks Therapeutic classrooms (Kindergarten-5th grade)
- ◆ Evaluation/Stabilization Classrooms at Knott Creek and Four Creeks (Kindergarten - 6th grade)

The SESP program is designed for students with an individualized Education Plan (IEP) from Kindergarten to 21 years of age to provide structural social skills training, behavioral intervention and evidence-based academic instruction to students who are not being successful in the general education setting. This program provides mental health and behavioral consultative services within a small classroom setting (lower teacher: student ratio) for students needing additional therapeutic support. Additionally, the Transition classroom ages 18-21, offers job training and supports for students as they begin post-secondary work experiences. Instruction focuses on functional applied academics, community and classroom instruction to prepare students for adult life. The Behavioral Health program serves students Kindergarten-12th grade with significant behavioral challenges and lower cognitive capabilities. All students benefit from an academic curriculum and a social skills program that is modified to meet their cognitive and social emotional abilities. This classroom has a high staff to low student ratio based on data and demonstrated need to ensure success.

The therapeutic classrooms and evaluation/stabilization classrooms are designed for elementary students from a general education setting exhibiting significant behavioral and/or mental health concerns. Evaluation/stabilization classrooms are designed for students on a 45 day alternative placement setting with the district continuing potential evaluation procedures. It allows students within a small classroom setting with high staff ratio to participate in a safe, structured environment while the component district determines next steps in support of the student. Collaborative Problem-solving practices, culturally responsive Positive Behavioral Supports and Trauma sensitive practices are embedded in the training for staff and students.

## Special Education (Continued)

### **Behavior and Instructional Consultation Services:**

Consultation from the Student Services Department is provided at the request of a district. Services may be provided within the regular classroom setting or in an alternative educational setting. There is a referral process that includes a needs assessment at no cost with further consultation and services provided as a fee for service. A contract agreement is created which includes a clear description of the services provided and fees. The team may include an administrator, teacher, speech pathologist, occupational therapist, school psychologist and a behavior consultant.

**Feeding Team Contract Services:** The MESD feeding team provides assessment and training for safe feeding within the school and classroom environment. The feeding team assesses the following considerations while assessing students: positioning, medical history, nursing needs and safe feeding for students who present difficulties with oral feeding to avoid choking or aspiration. The feeding team provides safe eating protocols and consultation to districts on mealtime procedures at their request. The district completes a referral to the MESD to begin the assessment process. The MESD feeding team includes a speech language pathologist and an occupational therapist. On certain protocol trainings, a nurse may also be required. The Feeding Contract includes staff cost, mileage to and from sites, time spent in assessment, writing protocols and meeting with staff (consultation and training to feed the student safely).

**Functional Living Skills Program (ages 5-18):** Knott School and/or Component District. The Functional Living Skills (FLS) Program provides evidence-based instructional practices in the areas of academics, communication, motor, adaptive, social emotional, medical, health care, behavioral and vocational training to students with significant disabilities. Staff has extensive training in the area of Autism. The FLS program provides positive behavior intervention services including Functional Behavioral Assessments (FBAs) and Positive Behavior Support Plans (PBSPs) for students, in accordance with the Individuals with Disabilities Education Act (IDEA) and Individualized Education Plans (IEPs). The curriculum used in all classrooms aligns with the Common Core. Services are provided in component school districts in order to provide the least restrictive environment (LRE) as possible. Extended School Year services are available for those students that qualify and approval is provided by local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

## Special Education (Continued)

**Functional Living Skills Transition Program (ages 18-21):** The Functional Living Skills Transition Program provides post-secondary instruction for student's age 18-21 that have exited high school and their Individualized Education Plan (IEP) identifies the need for significant post high school supports (academic, behavioral and or medical). The curriculum is focused upon functional applied academics, community and classroom instruction and for preparing students for adult life. Students have the opportunity to access a variety of work experiences in the local community and develop leisure and independent living skills. The curriculum used in all classrooms aligns with the Common Core. Transition has a high staff to student ratio. Extended School Year services are available for those students that qualify and approval is provided by the local school district. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

**High School/Middle School Therapeutic Classroom:** These special education classrooms are located on the Helensview School campus for students 6th grade through 12th grade with intensive mental health needs. The therapeutic program provides academic instruction, behavioral intervention and social skills training, coupled with a mental health focus. The Therapeutic Classrooms are for placement by local school districts through resolution/contracts. This program has a low student/high staff ratio and includes a behavior coach and mental health therapist as well as a special education teacher and education assistants.

### **Functional Living Skills (Alternative) (Ages K-21 years)**

Wheatley School

(Functional Living Skills Alt) at Wheatley School is a self-contained school for students needing an intensive Functional Life Skills (FLS) educational setting due to the impact of disability which directly affects cognition, communication and behavior. The curriculum used in all classrooms aligns with the Common Core. Additional support services focus on building communications skills, motor and sensory skills so students feel compelled to use behavior less as a communication medium. Wheatley is staffed with a high staff to student ratio (1:1 or 2:1). Students also receive the benefit of a full-time nurse. Extended School Year services are available to those students that qualify. Additional staffing decisions are made through the IEP process including a local education agency (LEA) representative.

## Special Education (Continued)

\*Individually Purchased Options:

### **Related Services:**

Speech/Language Pathologists, Occupational Therapists, Physical Therapists, Psychologists, Behavior Consultants, Educational Assistants, English Language Learning Teachers, Assistive Technologists, and Transition Specialists.

Related Services provides direct and/or consultation services according to student IEP needs. Services may be provided at a minimum of .2 FTE increments. Caseloads are varied dependent upon IEPs and locations.

### **Assistive Technology:**

- · Conduct systematic assessment of student's AT needs
- · Provide assistance in IEP development
- · Provide consultation and technical assistance to district teams
- · Training and in-service at district request

### **Speech/Language Pathology:**

- · 1:1 therapy
- · Conduct formal or informal evaluations
- · Write, review and revise IEPs as mandated by IDEA, State and Federal rules
- · Provide direct or indirect therapy
- · Consultation services (IEP driven)
- · Technical assistance (professional development)
- · Attend IEP or three year re-evaluation meetings

### **Occupational Therapy:**

- · Conduct formal and informal evaluations
- · Write, review and revise IEPs as mandated by IDEA, state and federal rules
- · Provide direct or indirect therapy
- · Consultation services (IEP) driven
- · Technical assistance (professional development)
- · Attend IEP or three year re-evaluation meetings

## Special Education (Continued)

### **Physical Therapy:**

- Conduct formal and informal evaluations
- Write, review and revise IEPs as mandated by IDEA, state and federal rules
- Provide direct or indirect therapy
- Consultation services (IEP) driven
- Technical assistance (professional development)
- Attend IEP or three year re-evaluation meetings

### **Psychological Services:**

- Conduct evaluations for: intelligence, adaptive behavior, social/emotional, formal and informal observations, and traumatic brain injury
- Participate as a member of the evaluation team for Autism Spectrum Disorder or upon the request of the team for other eligibilities
- Provide support to write, review and revise IEPs as mandated by state and federal rules and regulations
- Provide consultation services based on each student's IEP
- Attend IEP or three year re-evaluation meetings
- Technical assistance (professional development)
- Provide counseling services to individuals and/or small groups
- Provide in-service trainings to districts

\*Included in the cost of this service option are travel, supplies, materials and technology (computer needs) for staff

### **Behavior Consultant:**

- Observe and collect student data regarding behavior
- Provides support to classrooms collecting functional behavior assessment data
- Develop behavior support plan and reinforcement packages
- Train and support staff with Positive Behavior Support strategies
- Attends team meeting to brainstorm strategies and success in the classrooms
- Provide behavioral recommendations

## Special Education (Continued)

### **Educational Assistants:**

Educational Assistant Services may be provided in the regular classroom setting or in another educational setting. Services may be purchased in .875 FTE increments.

### **Transition Specialist:**

This is a classified staff member with a background in behavior trained to work within districts for students transitioning from one program/school to another. The focus as a transition specialist is for a smooth crossover in placement with appropriate supports for the student to be successful in the new school environment.

### **District Classroom Interventionist:**

Licensed special education behavioral specialist purchased in .2 FTE minimum slots for working with classroom staff and/or students within the classroom to support strategies and provide consultation services to the teacher for student success. The goal of this position is to keep and maintain students in the least restrictive placement possible by supporting environmental changes and student specific needs.

## Technology Services

Through Cascade Technology Alliance  
[www.cascadetech.org](http://www.cascadetech.org)

The Cascade Technology Alliance (CTA) is a collaboration between the two metro regional ESDs: Multnomah and Northwest Regional. The CTA was created by partnering the technology departments of both participating ESDs to serve their area component districts as well as other districts, charter schools, government, and non-profit agencies in need of technology solutions. The CTA has a menu of services available to its component school districts including many services historically selected by MESD districts:

### Application and Development Services

- **Business Systems Support:** MESD provides an extensive and integrated administrative financial and human resource system including hundreds of customized reports specifically for use in public schools.
- **Student Information Services:** Student Services provides comprehensive computer applications for student accounting and data management. The Synergy application offers access for administrators, teachers, professional staff, students and parents to engage in the instructional process.
- **ORMED:** MESD developed a Medicaid Fee For Service billing application to allow School Districts to submit claims to the State for Medicaid reimbursement. The most common disciplines that provide Medicaid eligible services to students are Speech Pathologists (SLP's), Occupational Therapists (OT's), Physical Therapists (PT's) and Nurses.
- **Medicaid Operational Services:** Improve Medicaid program efficiencies, provide data analysis, and help increase Medicaid Reimbursement by identifying additional Medicaid dollars that may be left on the table by districts.

## Technology Services (Continued)

### Infrastructure Services

- **Internet Connectivity:** MESD provides Internet Service Provision (ISP) service out of the Pittock Block for districts and agencies through a shared meet-me point. This includes redundant connections to multiple ISPs.
- **Network Services:** Wide area data networking support is provided in the form of communication lines, router maintenance, network management and connection to the Internet.
- **Engineering Support & On-Site Help Desk Support:** Experienced technical support and engineering staff provide high level technical support to District IT staff and for District's infrastructure needs.
- **Security Services:** Cybersecurity expertise, guidance, and engineering to support both proactive and reactive responses to evolving cybersecurity threats.

### Instructional Services

- **Follett Destiny Library and Textbook Management:** Destiny is a fully functional, internet-based library and textbook management system designed specifically to support K-12 education. CTA provides Destiny services to MESD and its component districts.

### Other Regional Services

The MESD provides general technology support services to Districts upon request.

**Please see our full list of services at:  
<https://www.cascadetech.org/solutions.html>**



## Administrative Support Services

- **K-12/Higher Education Collaboration Supports** : MESD provides facilitation, technical assistance, and systemic supports as needed to strengthen partnerships and pathways between K-12 school districts and higher education institutions.
- **Inter-District Delivery System (aka PONY)**: Facilities and Transportation Services provide inter-district courier “pony” service to component districts.
- **Procurement Card Services**: MESD administers procurement card services through Bank of America. It is an opportunity for smaller districts to take advantage of a more efficient purchasing process and potential cost savings. Services include ordering & deactivating cards, program maintenance, training, and auditing services.
- **School Announcement Closure Network**: MESD contracts with FlashAlert-Newswire.net each year to support the interface between the ESD & component districts and broadcast stations when emergency closures must be communicated to the public.
- **Other Administrative/Operational Services**: MESD can provide other general operational services to districts such as HR, payroll & business office assistance, and support for the planning and implementation of the Student Success Act.
- **Government Affairs**: MESD retains a specialist to provide technical support and professional assistance to Multnomah County school districts in the area of government relations at the state and/or local level.

## Student Success Act-Technical Assistance

The Statewide Education Initiatives Account (SEIA) grant provides funding to allow greater ESD support to component school districts. This includes the provision of technical assistance (not direct service) to school districts in developing, implementing, and reviewing a plan for receiving Student Investment Account grant money; and providing coordination with ODE in administering and providing technical assistance to school districts, including coordinating any coaching programs. This plan reflects priorities shared across multiple districts in the region.

### **Diversification of the Education Workforce**

Provide staffing, convening, and facilitation to create regional grow-your-own programs to support students and existing staff to become teachers and administrators.

### **Mental & Behavioral Health Systems**

Develop, scale, and/or improve systems (coaching, professional development) in the region to build capacity in staff to support students' social-emotional well-being and mental health. Provide a regional coordinator of mental health support systems.

### **Comprehensive Paraeducator Training**

Develop/source and implement professional learning for current Paraeducators in topics aligned to districts' focus areas (e.g. social-emotional learning, racial equity, behavior support) through various learning modalities (e.g. online modules, in-person workshops, coaching supports). Provide a regional coordinator of Paraeducator training.

### **Community Engagement of Focal Populations**

Provide technical assistance (professional learning, facilitation, resources) to build capacity for district staff for authentic systemic engagement of historically underserved communities.

### **SIA Plan Technical Assistance**

Support districts as needed in development of required Student Investment Account plans. Develop Networked Improvement Communities focused on shared SIA priorities. Provide a Student Success Act lead to provide technical assistance & serve as liaison between districts and ODE.

### **Pandemic Recovery Planning**

Provide technical assistance, data analysis, facilitation, and training support for identification and closing of achievement gaps created and/or widened during Covid-19 instructional disruption.

### **Effective Early Learning Systems**

Provide support (coaching, professional learning, facilitation) for integration of PK-early elementary systems (instruction, assessment, social-emotional learning, family engagement) for literacy, math, and other content areas with an emphasis on meeting the needs of historically underserved student groups.

### **Equity & Continuous Improvement**

Provides support for equity-related professional development in the region; capacity-building for both ESD and district staff to support equitable outcomes for historically marginalized students<sup>56</sup>

**ADOPTION OF MULTNOMAH ESD  
PROGRAMS AND SERVICES PROPOSALS  
FOR 2022-2023**

\_\_\_\_\_ SCHOOL DISTRICT NO. \_\_\_\_\_

This certifies that the following Resolution was adopted by the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_, 2022, in the manner proposed by law, and has not been altered or repealed.

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 2022

\_\_\_\_\_  
Superintendent/Deputy Clerk  
School District No. \_\_\_\_\_

\*\*\*\*\*

**RESOLUTION**

BE IT RESOLVED that, according to ORS 334.175, the Board of Directors of \_\_\_\_\_ School District No. \_\_\_\_\_, Multnomah County, Oregon, agrees to the conditions and provision of all programs and services, described in the 2022-2023 Local Service Plan - Multnomah Education Service District, EXCEPT:

(Specify here each and every program not approved. If all are approved, please indicate "none".)

Please note that in the event that the required resources are not available, each and every program and service is subject to reduction or elimination at the discretion of the Multnomah ESD Board. If such reductions or eliminations are necessary, they will be made through contingency planning in cooperation with the Superintendents of the local component districts.

# KEY COMMUNITY PARTNERS

- Albertina Kerr
- All Hands Raised
- Carpe Mundi
- Community Cycling Center
- East County SD Liaison
- East County STEM Partnership
- FACT
- Friends for Outdoor School
- Friends of the Children
- Gateway to College
- Gray Family Foundation
- Gresham Chamber of Commerce
- IBEW
- IRCO
- Impact NW
- Kaiser Permanente
- Kline & Associates
- Linn-Benton Detention
- Linn-Benton Community College
- Mercy Corps NW
- Metro
- Mt Hood Community College Dual Enrollment
- Mt. Hood Community College Regional CTE Coordination
- Mt. Hood Community College, TRIO College First Program
- Mt Hood Cable Regulatory Commission
- Multnomah County Early Learning
- Multnomah County Detention
- Multnomah County Developmental Disabilities Division
- Multnomah County Health
- Multnomah County Juvenile Justice Services
- Multnomah County Library
- Multnomah County Mental Health and Addiction Services Division
- Multnomah County Probation/Parole
- Multnomah County SUN Schools
- Multnomah ESD-Helensview School
- New Avenues for Youth
- NW Disability Supports
- OHSU Doernbecher’s Children’s Hospital
- OHSU Kitchen and Dining
- Oregon Department of Education
- Oregon Food Bank
- Oregon Forest Resources Institute
- Oregon State University Extension
- Oregon Youth Authority
- Parkrose hardware
- P:ear Mentoring
- Portland Community College
- Portland Bureau of Transportation (PBOT)
- Safe Routs to School
- Portland Children’s Levy
- Portland Police Bureau
- Portland Public Schools-Alliance High School
- Portland Public Schools-Alliance High School at Benson High School
- Portland Youth Builders
- Providence Willamette Falls Hospital
- PSU TRIO Pre-College Programs
- Randall Children’s Hospital at Legacy Emanuel
- Reynolds Learning Academy
- Rosemary Anderson HS/Portland OIC
- School & Community Oral Health Programs
- Self Enhancement Inc.
- Shriners Hospitals for Children
- STARS
- Worksystems: Summerworks
- U.S. Bank Machine Tool Finance
- United Way of the Columbia-Willamette
- Unity Center for Behavioral Health
- TriMet
- Yamhill County Juvenile Detention
- Zenbu

## Links to Other Information

### **Multnomah Education Service District**

Information about departments and specific programs can be found on the district website: [www.mesd.k12.or.us](http://www.mesd.k12.or.us)

### **MESD Accountability Report**

The annual Accountability Report is a comprehensive summary of the programs and services the MESD provides to support districts in serving students. It reports information specific to each component district; including, number of students served, services provided, and financial data. The report is available online in the Component School Districts section on the MESD Web page.

### **MESD School Health Services Annual Report**

The School Health Services department issues an [annual report](#) available on its homepage.

### **MESD Budgets and Financial Reports**

MESD's annually Adopted Budgets and Comprehensive Annual Financial Reports (CAFRs) for the past 5 years can be found at the Business Services homepage: [www.mesd.k12.or.us/businessservices](http://www.mesd.k12.or.us/businessservices)

### **Cascade Technology Alliance**

Cascade Technology Alliance was originally formed to bring the technological strengths of our four education service districts together to deliver even better tech services to our area School Districts than previously possible. We have four objectives to meet before providing services to Schools. They are stability, accessibility, innovation, and cost-sharing/saving collaboration. By meeting these four objectives, our Oregon school staff, student, and parent users have exceptional solutions to support the learning environment. <http://www.cascadetech.org/>

# Corbett School District 39

Code: KA/KAA  
Adopted: 12/17/98  
Orig. Code: KA/KAA

## District-Community Relations Goals and Objectives

(OSBA has removed this policy from its samples)

The Board's goal of achieving positive district-community relations are:

1. To develop public understanding of all aspects of district operations, ascertain public attitudes toward issues in education and identify the public's educational expectations for their students;
2. To secure adequate financial support for the educational program;
3. To help citizens-community members feel responsibility for the quality of education provided by their schools;
4. To earn the public's confidence with regard to district staff and services;
5. To foster public understanding of the need for constructive change and solicit public advice on achieving educational goals;
6. To involve citizens in solving educational problems;
7. To promote cooperation between the district and the community and to share the leadership for improving community life.

Achieving these objectives requires that the Board and staff, individually and collectively, express positive attitudes toward the schools in their daily contacts with parents, community members and one another; make systematic, honest and continuing efforts to discover what the public thinks and what citizens want to know; interpret district programs, problems and accomplishments; develop an active partnership with the community in working toward improvement of the educational program; and take an active interest in the needs of the community to find ways to make the community a better place to live.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

# Corbett School District 39

Code: KAB  
Adopted: 8/16/17  
Orig. Code: KAB

## Parental Rights\*\*

The Board recognizes the importance of promoting parental input in decision making related to their student’s health and general well-being; in determining district and student needs for educational services; and in program development and district operations. To assist the district in this effort, and in accordance with the ~~Every Student Succeeds Act (ESSA)~~ law, the district affirms the right of parents, upon request, to inspect:

1. A survey created by a third party before the survey is administered or distributed by the district to a student, including any district survey containing “covered survey items”<sup>1</sup> ~~as defined by ESSA~~;
2. Any instructional material used by the district as part of the educational curriculum for the student;
3. Any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.

As provided by law, parents of district students will also, upon request, be permitted to excuse their student from “covered activities”<sup>2</sup> ~~as defined by ESSA~~. The rights provided to parents under this policy, transfer to the student when the student turns 18 years of age, or is an emancipated minor under applicable state law.

The superintendent will ensure that activities requiring parental notification are provided as required by law and that reasonable notice of the adoption or continued use of this policy is provided to parents of students enrolled in district schools. The input of parents will be encouraged in the development, adoption and any subsequent revision of this policy.

The superintendent shall develop administrative regulations to implement this policy, including provisions as may be necessary to ensure appropriate notification to parents of their rights under federal law and district procedures to request review of covered materials, excuse a student from participating in covered activities and protect student privacy in the event of administration or distribution of a survey to a student.

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<sup>1</sup> “Covered survey items” ~~under ESSA~~ include one or more of the following items: political affiliations or beliefs of the student or the student’s family; mental and psychological problems of the student or the student’s family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student’s parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

<sup>2</sup> “Covered activities” requiring notification ~~under ESSA~~ include activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more of covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance and administered and scheduled by the school in advance. See the administrative regulation for additional definitions.

## END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

Every Student Succeeds Act of 2015, 20 U.S.C. § 7928 (2012).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

# Corbett School District 39

Code: KAB-AR  
Revised/Reviewed: 8/16/17  
Orig. Code: KAB-AR

## Parental Rights\*\*

The following definitions and procedures will be used to implement ~~the parental rights requirements of the Every Student Succeeds Act of 2015 (ESSA):~~

### Definitions

1. “Survey,” as defined by federal law and as used in Board policy and this regulation, includes an evaluation. It does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA);
2. “Covered survey items” means one or more of the following items: political affiliations or beliefs of the student or the student’s family; mental and psychological problems of the student or the student’s family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student’s parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program;
3. “Covered activities” requiring notification, ~~under ESSA~~ means those activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, or of other students. This provision does not apply to physical examinations or screenings that are permitted or required by law, including physical examinations or screenings permitted without parental notification;
4. “Third parties” include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control;
5. “Instructional material” means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments;
6. “Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including a street name and the name of the city or town); telephone number; or a social security identification number;

7. “Invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body. It does not include a hearing, vision or scoliosis screening and does not apply to any physical examination or screening that is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.

### **Requests to Inspect Materials**

Parents may inspect surveys, instructional materials or instruments used to collect personal student information for marketing purposes before such items are administered or distributed by a school to a student as follows:

1. Requests may be directed to the school office by phone or in person;
2. Requests must be received by the district no later than [five] working days following receipt of notification by the district of its intent to administer or distribute such items;
3. Materials may be reviewed at the school office or mailed by the district;
4. Requests to mail materials must be accompanied by a self-addressed, stamped envelope.

### **Requests to Excuse Student from Covered Activities**

A parent may request that his/her/their student be excused from participation in any of the following covered activities:

1. The collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information to others;
2. Any district or third party survey;
3. The administration of nonemergency, invasive physical examinations or screenings.

All such requests must be:

1. Directed to the principal in writing;
2. Received by the district no later than [five] working days following receipt of notification by the district of its intent to administer or distribute such items.

### **Student Privacy**

The district recognizes its responsibility to protect student privacy in the event of administration or distribution of a survey to a student containing one or more covered survey items.

A student’s personal information that may be collected as a result of such surveys will be released only with prior, written parental permission. The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## **Notification**

Each principal shall be responsible for ensuring appropriate notification to parents of their rights under federal law, Board policy and this regulation. Accordingly, notification will:

1. Be made at least annually at the beginning of the school year or at other times during the school year when enrolling students for the first time in school;
2. Include the specific or approximate dates during the school year when covered activities are scheduled or expected to be scheduled.

# Corbett School District 39

Code: KB  
Adopted: 6/15/11  
Orig. Code: KB

## Public Communications Program

(OSBA has removed this policy from its samples.)

The Board believes that an effective communications program is a necessary component of a school district's organization and operation. Therefore the Board supports the means necessary for its organization, maintenance and operation.

1. A school-district communications program should encourage a better understanding of the roles, objectives, accomplishments and needs of the schools system.
2. A school-district communications program should be a planned systematic two-way process between school administrators and the board and their internal and external constituencies.
3. A school-district communications program should use a variety of media to both address concerns as well as inform stakeholders.
4. A school-district communications program should encourage formal as well as informal methods of communication.

The Board recognizes the need to make systematic, honest and continuing efforts to interpret District programs, problems and accomplishments; develop an active partnership with the community and take an active interest in the needs of its stakeholders. The superintendent will team with the Board, administration, and community to develop and maintain a communication program in accordance with the above guidelines.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

# Corbett School District 39

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

## Public Records\*\*

“Public record” means any information that:

1. Is prepared, owned, used or retained by the district;
2. Is related to an activity, transaction or function of the district; and
3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.

Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent’s office.

Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.

The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen desiring to examine them during hours when the superintendent’s office is open. All such information will be made available to individuals with disabilities in any appropriate format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make every effort to disseminate information. Each principal is authorized to use all means available to keep parents and others of his/her/their particular school’s community informed about the school’s program and activities.

No records will be released for inspection by the public or any unauthorized persons – either by the superintendent or any other person designated as custodian for district records – if such disclosure would be contrary to the public interest, as described in state law.

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Employee and volunteer addresses, electronic mail addresses (other than district electronic mail addresses assigned by the district to district employees), social security numbers, dates of birth and telephone numbers contained in personnel records maintained by the district are exempt from public disclosure pursuant to Oregon Revised Statute (ORS) 192.445~~368~~ and ORS 192.502~~355~~(3). Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. District electronic mail addresses assigned by the district to district employees are not exempt.

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166, Division 400.

END OF POLICY

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**Legal Reference(s):**

[ORS 180.805](#)

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-400](#)

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).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual* (2014).

Americans with Disabilities Act Amendments Act of 2008.

# Corbett School District 39

Code: KBA-AR  
Revised/Reviewed: 4/17/19  
Orig. Code(s): KBA-AR

## Public Records

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the superintendent's office at 35800 E. Historic Columbia River Highway, Corbett, OR 97019.
2. Upon receipt of a written request, the district shall respond within five business days<sup>1</sup> acknowledging receipt of the request or completing<sup>2</sup> the district's response to the request. If the district provides an acknowledgment of the request, it must:
  - a. Confirm that the district is the custodian of the requested record;
  - b. Inform the requester that the district is not the custodian of the requested record; or
  - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
  - a. Complete its response to the public records request. If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
  - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
  - a. The staff or volunteers<sup>3</sup> necessary to complete a response to the public records request are unavailable;
  - b. Compliance would demonstrably impede the district's ability to perform other necessary services; or
  - c. Of the volume of the public records request being simultaneously processed by the district.

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<sup>1</sup>"Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

<sup>2</sup>The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS ~~192.410-192.505~~192.329).

<sup>3</sup>Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

The district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification.
6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be provided in the form the record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
7. Information will be made available to individuals with disabilities in an appropriate format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
8. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of \$.25 per page. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date he/she/they was/were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

9. The district reserves the right to restrict the inspection of some public records to the district's facilities.

# Corbett School District 39

Code: KBCA  
Adopted: 11/19/98  
Orig. Code: KBCA

## News Releases

Information about ~~school-district~~ activities and issues ~~will~~ **should** be provided to the community in a way which will create and maintain a dignified and professionally responsible image for the district.

The procedures listed below ~~will~~ **should** be followed in giving official information to the news media:

1. The Board chair~~man~~ will be the official spokes~~man~~ **person** for the Board on Board decisions, unless this duty is delegated;
2. News releases that are of districtwide interest or that pertain to established district policy will be the responsibility of the superintendent;
3. The superintendent will establish ~~regulations~~ **procedures** for the dissemination of news releases pertaining to the district.

END OF POLICY

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### Legal Reference(s):

[ORS 192.640](#)

[ORS 332.107](#)

# Corbett School District 39

Code: KBCAA/GBEBE/ JHCCE  
Adopted: 12/17/98  
Orig. Code: KBCAA/GBEBE/ JHCCE

## News/Media - HIV, AIDS, HBV or HCV\*\*

(OSBA has removed this policy from its samples.)

The district shall appoint a district spokesman who shall respond to media inquiries regarding rumored or identified HIV, AIDS or HBV<sup>1</sup> cases.

The spokesman shall stress:

1. School districts are not informed of a person infected with HIV, AIDS or HBV unless the infected person or his/her parent releases the information;
2. School districts, if informed, may not release the information unless the infected person or parent gives permission for such release;
3. School districts may not prevent a staff member from working if he/she they is are able to perform his/her their job responsibilities. Students have a right to continue to attend school.

The district shall ask the local health department or other health authorities to assist the district spokesman in responding to media inquiries.

END OF POLICY

### Legal Reference(s):

[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 332.061](#)  
[ORS 336.187](#)  
[ORS 342.850 \(7\)](#)  
[ORS 433.008](#)  
[ORS 433.045](#)

[OAR 333-012-0270](#)  
[OAR 333-018-0000](#)  
[OAR 333-018-0005](#)  
[OAR 333-018-0030](#)  
[OAR 581-015-0005](#)  
[OAR 581-022-1440](#)

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

# Corbett School District 39

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

## Use of District Buildings and Facilities

(still current practice?)

The Board strongly desires to encourage youth and civic activities when such uses do not interfere with district programs. Accordingly, the Board ~~shall~~**may** make the public schools generally available for community activities. Use of district facilities and grounds outside of school hours ~~shall~~**may** be granted for worthwhile activities to the fullest extent possible under the law. In some cases a ~~fee~~**fee** may be charged. In all cases of district facility use, the form “Application and Permit for Use of District Facilities” must be filled out and approved by the proper school official.

### Eligible Organizations

There will be three classifications of nonschool uses of district facilities. These classifications are established for the purpose of determining rental charges and other fees.

1. General: Use must be for purposes that are educational, charitable or of general community interest. Such events must be open to the general public with no admission charged or contributions taken. ~~There shall be no basic charge.~~**Charges may be waived.**
2. Noncommercial: Private nonprofit or community clubs or organizations may use the facilities and be charged for operating costs provided no admission is charged or contributions collected.
3. Commercial: All business or commercial organizations which use district buildings will be considered under this group. Included will be community and locally-sponsored noncommunity groups requesting use of district facilities for fund-raising purposes which are not necessarily devoted to educational, charitable or community interest activities. Admission may be charged or contributions received. Groups of this nature will be charged in accordance with fees approved by the Board.

END OF POLICY

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#### Legal Reference(s):

[ORS Chapter 244](#)  
[ORS 260.432](#)

[ORS 332.107](#)  
[ORS 332.172](#)

# Corbett School District 39

Code: KG-AR  
Revised/Reviewed: 12/21/16  
Orig. Code: KG-AR

## Regulations Regarding Facility Use

(still current, included rental fees?)

### Philosophy Statement

It is the belief of this Board that district facilities, associated with the school-district, are community property and the Board has the responsibility for the care and management of these facilities. Because of this belief, there is a rental fee for the reasonable use of the facilities by community groups. Nonprofit and for-profit groups will be charged facility use fees for opening and closing costs, supervision by staff (if assigned) or kitchen use so as not to burden the district with extra costs.

### District Rights

1. All persons and groups using district facilities are subject to the rules and regulations established by the Board.
2. The district reserves the right to refuse use of district facilities and grounds to persons and groups whose previous use of the facilities and grounds has resulted in nonpayment or abuse of the district property.
3. The district reserves the right to cancel, at any time, any and all permits issued for the use of any school building or its facilities, when deemed necessary to the best interests of the district.
4. The superintendent is authorized to make reasonable exceptions to the Board's rules and regulations covering the civic use of buildings.
5. The district requires that groups requesting use of a district facility obtain a certificate of liability naming the district as an additional insured.

### Usable School Facilities

1. Usable building areas will be designated by the principal and/or his/her/their designee.
2. Kitchen facilities can only be used for activities outside of normal school use if a school cook is there to supervise and assist at the current regular wage rate, with a minimum of two hours. If a cook is a part of the using group and is willing to donate his/her time to the group, the kitchen fee will be waived.
3. Playground and athletic fields may be used with permission granted by the superintendent or his/her/their designee.

### Rules and Regulations

1. Use of the building facilities will ordinarily be scheduled between 6:00 p.m. and 10:00 p.m. Weekend use will be arranged by the superintendent or his/her/their designee.

2. All groups desiring the use of district facilities for activities are to be familiar with the district's rules and regulations and must make written application to the facility use coordinator. Application forms are available from the facility use coordinator and should be submitted at least one week prior to the requested date.
3. On the facility use form a person from the group must be designated as the person responsible for supervision. The following expectations for this person are:
  - a. To provide for adequate adult supervision when there are activities involving children;
  - b. Restore the facility space to the original cleanliness and order;
  - c. To report any damage to the room or equipment and provide for the replacement or repair of the damage to the satisfaction of the building principal.
4. School activities have top priority in scheduling usage. Community youth groups will have priority over other community requests except when annual events have been scheduled.
5. The use of tobacco or vaping products is not permitted in any building.
6. Drugs and alcohol are not permitted on the district grounds at any time.
7. Printed material may not be sold or distributed in any manner on district property unless it is part of the basic school program or has been approved by the school administration.
8. The facilities may not be used for private parties (e.g., wedding receptions, birthday parties, family reunions, etc.).
9. The facilities may not be used for conducting a profit-making business unless approved by the superintendent and only if an educational or charitable purpose is served.
10. No district-owned equipment will be loaned out, rented or otherwise used by nonschool groups unless permission is granted by the superintendent or the superintendent's designee.
11. Pianos or PA equipment are not to be moved from one building to another except by those who are properly equipped and experienced. The cost for moving this equipment will include a retuning charge for pianos and/or a damage assessment.
12. Furniture shall not be moved from room to room without the permission of the principal of the building.
13. The district will not provide extraordinary services for nonschool groups such as setting up or taking down chairs, excessive cleaning or stage setup, however, groups may arrange for these services to be provided by the district at the district's discretion.

### **Rental Expenses**

1. No facility rental charge will be billed to school groups.
2. No opening or closing charges will be levied if the using group has a district employee within the group who is willing to do it for them.

- When deemed appropriate, the superintendent or ~~his/her~~ **their** designee may assign a district employee to supervise the facility during the entire time of use at the expense of the organization using the facility. If an employee of the district is a member of the organization using the facilities, and is willing to do the work, there will be no charge for supervision.
- All groups will be required to adhere to the attached fee structure unless the superintendent makes an exception based upon benefit to the district and district students.

<b>Fee Structure (see definitions of groups)</b>			
<b>Group Type</b>	<b>School Groups</b>	<b>Not-for-Profit Groups</b>	<b>For-Profit Groups</b>
Facility	None	\$ <del>25</del> 50/hr	\$ <del>50</del> 100/hr
Opening/Closing (Weeknights)	None	None	None
Opening/Closing (Weekends)	None	\$ <del>25</del> 50	\$ <del>25</del> 50
Kitchen**	\$ <del>25</del> 50/hr	\$ <del>25</del> 50/hr	\$ <del>25</del> 50/hr
Supervisor	None	\$ <del>25</del> 50/hr	\$ <del>25</del> 50/hr
Parking Lots (per lot)	None	\$ <del>25</del> 50/day	\$ <del>50</del> 100/day

\*\*These fees include cook’s wages. There is a 2 hour minimum.

### Special Activities

- Alumni Basketball – There will be **one** Alumni Basketball tournament during the year.
- Fourth of July community activities – A sponsoring group shall be placed in charge of assigning groups to the school facilities. The sponsoring group will sign an “Agreement of Use Contract” with the district before use will be approved.

### Fee Structure Guidelines - Definition of Groups:

- School Groups:** Groups which are authorized, organized, controlled, and financed by the Corbett School District or groups who work in association with the ~~school~~ district.
- Not-for-Profit Groups:** Groups established within, or whose majority membership resides within the district boundaries and whose purpose it is to provide recreational, educational, educational civic, or charitable services.
- For-Profit Groups:** Groups or individuals, who operate for the purpose of private gain.

### Facility Use Guidelines for Payment

(Your help and cooperation will make things run smoother and lessen the work of office staff who track payments)

- Cash or checks only. Checks made payable to Corbett School District.

2. Returned checks will result in a “cash only” policy after only one instance.
3. Payment is due at time of use and can be brought to the district office.
4. If space is scheduled for an extended period of time (several weeks) payment can be made on a monthly basis. If more than one month passes without a payment there is the risk that the reserved space will be forfeited.

**Corbett School District No. 39**  
**Application and Permit for Community Use of District Facilities**

Today's Date: \_\_\_\_\_ Name of Organization: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

Organization's person responsible for supervision during use: \_\_\_\_\_

Have you read the Administrative Regulations regarding facility use and attached your certificate of liability?  Yes  No

Propose: \_\_\_\_\_

Date(s) Needed: \_\_\_\_\_ Hours of Use: \_\_\_\_\_

Facility Requested:  MS Commons     Grade School Gym     Parking Lots:  
 HS Commons     High School Main Gym     GS/MS/HS Gym  
 Multipurpose Building/Stage     High School Back Gym     Other  
 Multipurpose Building/GS Cafe

Equipment Needs:    Include instructions/drawing if special set-up required. Note Facility Use Regulations 3.10-3.13.

**FOR OFFICE USE**

		School Groups	Not-for-Profit	For-Profit
Group Type:				
Fees*:	Facility	None	<input type="checkbox"/> \$25/hr.	<input type="checkbox"/> \$50/hr.
	Opening/Closing (Weeknights)	None	None	None
	Opening/Closing (Weekends)	None	<input type="checkbox"/> \$25	<input type="checkbox"/> \$25
	Kitchen (2hr. minimum)**	<input type="checkbox"/> \$25/hr.	<input type="checkbox"/> \$25/hr.	<input type="checkbox"/> \$25/hr.
	Supervisor	None	<input type="checkbox"/> \$25/hr.	<input type="checkbox"/> \$25/hr.
	Parking Lots (per Lot) GS/MS/HS Gym Lot	None	<input type="checkbox"/> \$25/day	<input type="checkbox"/> \$50/day
Jeff Lucas Memorial Veterans Stadium: Use fee will be negotiated on a individual basis.				
* A request for fee waiver can be submitted to the facility use coordinator. The superintendent may modify or eliminate the fees based upon benefit to the district and district students.				
** Note: These fees include a cook's wages. There is a 2-hour minimum.				

**AGREEMENTS:**

1. The district requires that groups requesting use of a district facility obtains a Certificate of Liability naming the district as additionally insured.
2. Proper care and supervision will be provided for the use of the building facilities and contents as assigned.
3. All rules and regulations of the district and individual schools will be adhered to by all facility users.
4. Any damage to the facilities or equipment will be reimbursed to the district by the using group.
5. All groups using the facility must have an open membership without any restriction for race, color, or creed.
6. If school campus is closed due to inclement weather events will need to be rescheduled.

**GYMNASIUM:** The gym is to be left in the same manner as it was upon arrival (clean floor surfaces, trash discarded, bleachers clean). If spectators are involved, please observe the rules posted on the gym doors (no open containers of liquid, spectators walk only on red boundary areas). Please secure the building upon leaving the area.

By signing, you and your organization accept the agreement and fees as outlined above.

Name: Title: \_\_\_\_\_

Permit Approval Date: \_\_\_\_\_ Facility Use Coordinator: \_\_\_\_\_

**See other side for PAYMENT GUIDELINES.**

# Corbett School District 39

Code: KGB  
Adopted: 8/17/16  
Orig. Code: KG-AR

## Public Conduct on District Property

No person on district property or grounds, including parking lots, will:

1. Injure or threaten to injure another;
2. Damage the property of another or of the district;
3. Initiate or circulate a report, one knows to be false, concerning an alleged hazardous substance, impending fire, explosion, catastrophe or other emergency that will take place in or upon a school;
4. Violate parking regulations;
5. Drive a vehicle in an unsafe manner;
6. Operate an unmanned aircraft system (UAS) or drone unless granted permission from the superintendent or designee or as prohibited by Board policy ECACB - Unmanned Aircraft System (UAS) a.k.a. Drone;
7. Impede, delay or otherwise interfere with the orderly conduct of the district's educational program or any other activity taking place on district property which has been authorized by the Board, superintendent, principal or other authorized administrator;
8. Enter any portion of district premises at any time for purposes other than those which are lawful and authorized by district officials;
9. Bring, possess, conceal or use a weapon as prohibited by Board policy JFCJ—Weapons in the Schools and by state and federal law;
10. Possess, consume, sell, give or deliver unlawful drugs and/or alcoholic beverages. Possess, sell, give or deliver drug paraphernalia;
11. Use, distribute or sell tobacco products or inhalant delivery systems;
12. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other item that is evidence of membership or affiliation with any gang. Use speech or commit any act or omission in furtherance of the interests of any gang or gang activity. A “gang” is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity;
13. Willfully violate Board policies, administrative regulations or school rules designed to maintain public order on district property.

Persons having no legitimate purpose or business on district property, or those violating or threatening to violate the above rules, may be [issued a trespass citation] [ejected from the premises] and/or referred to law enforcement officials.

END OF POLICY

**Legal Reference(s):**

[ORS 161.015](#)  
[ORS 164.245](#)  
[ORS 164.255](#)  
[ORS 166.025](#)  
[ORS 166.155 to -166.165](#)

[ORS 166.210 to -166.370](#)  
[ORS 332.172](#)  
[ORS 336.109](#)  
[ORS 339.883](#)  
[ORS 431.840](#)

[ORS 433.835 to -433.990](#)  
[ORS 806.060 to -806.080](#)  
[OAR 333-015-0025 to -0090](#)  
[OAR 581-021-0110](#)  
[OAR 584-020-0040\(4\)\(e\),\(g\)](#)

Gun-Free Schools Act, 20 U.S.C. § 7961 (2012).

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2012).

# Corbett School District 39

Code: KGC/GBK  
Adopted: 10/21/15  
Orig. Code(s): KGC/GBK/JFCG

## Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

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

For the purpose of this policy, “tobacco products” is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation products or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, “inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation products or ~~other therapy products~~ for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

Violation of this policy by staff may result in discipline to up to and including dismissal.

Violation of this policy by the public may result in the individuals removal from district property. The district reserves the right to restrict access to district property by individuals who are repeat offenders.

This policy shall be enforced at all times

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)  
[ORS 336.227](#)  
[ORS 339.883](#)  
[ORS 431A.175](#)

[ORS 433.835 to -433.990](#)  
[OAR 581-021-0110](#)  
[OAR 581-053-0230\(9\)\(s\)](#)

[OAR 581-053-0330\(1\)\(m\)](#)  
[OAR 581-053-0430\(12\)](#)  
[OAR 581-053-0531\(11\)](#)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).

# Corbett School District 39

Code: KGF/EDC  
Adopted: 12/17/98  
Orig. Code: EDC

## 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

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### Legal Reference(s):

[ORS Chapter 244](#)

[ORS 332.107](#)

[OAR 584-020-0040](#)

OREGON GOVERNMENT ETHICS COMMISSION, OREGON GOVERNMENT ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS (2010).

# Corbett School District 39

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

## Gifts and Donations

All gifts and donations to the schools in the district will be reviewed on an individual basis and acceptance determined by the discretionary action of the superintendent and/or the Board.

All gifts to the schools will become the property of the district.

The Board welcomes gifts of books and other materials to school libraries provided that they meet the same standards of selection as those applied to the purchase of library materials.

School libraries may dispose of gifts at their discretion.

END OF POLICY

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### Legal Reference(s):

[ORS 294.338](#)  
[ORS 332.075](#)

[ORS 332.107](#)  
[ORS 332.385](#)

# Corbett School District 39

Code: KH-AR  
Revised/Reviewed: 3/09/16  
Orig. Code: KH-AR

## Gifts and Donations

The district acknowledges the potential benefit of accepting donations through a third party/online fund raising website payment processor. District policy (KH) as well as compliance with generally accepted accounting principles (GAAP) require the guidelines below for use of this collection method:

1. In partnership with the building administrator (principal) and the business office, the project lead/teacher will complete and submit for approval a Student Fund-Raising Activity Request form (IGDF-AR).
2. In partnership with the building administrator (principal) and the business office, the project lead/teacher will set up a school/project account with the third-party website.
3. Disbursements will be deposited directly into the appropriate School Student Body account via check. Donations will not go to the project lead/teacher.
4. The project lead/teacher will request funds through the standard Student Body Account methods.
5. The business office will have administrative rights to the website account for tracking purposes.
6. The building administrator (principal), the business office, and project lead/teacher will determine in advance how the web service fees will be charged. The project description must include the fee amount if it will be charged to the donor.

# Corbett School District 39

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

## Public Solicitation in District Facilities

Fund raising and solicitation by non-school agencies or for non-school activities during school hours will not be permitted without prior approval of the superintendent and/or principal.

Demonstrations of services or materials and canvassing of students or employees for the purpose of selling products or services shall not be permitted in either the district's schools or grounds, unless authorized by the superintendent and/or principal.

No non-school-sponsored organization or individual may solicit funds or sell tickets within the district without first securing permission through the superintendent and/or principal.

Whenever possible, solicitation should occur during non-classroom time.

The administration of surveys, questionnaires and requests for information by non-school-connected organizations are prohibited. Exceptions may be approved by the superintendent. In the event an exception is granted for the administration or distribution of a survey created by a third party, the district will provide an opportunity for the student's parent to inspect such survey upon request, before the survey is administered or distributed by a school to a student. Any district survey containing any "covered survey items"<sup>1</sup> may also be inspected by parents.

Parents may also request that their student be excused from participation in such surveys. Requests may be submitted in accordance with the provisions of Board policy KAB - Parental Rights and accompanying administrative regulation.

As required by law, the superintendent shall ensure that notification is provided to parents of students at least annually at the beginning of the school year or when enrolling students for the first time in school, of the specific or approximate dates during the school year when such surveys are scheduled or expected to be scheduled. The rights provided to parents under this policy transfer to the student when the student turns 18 years of age or is an emancipated minor under applicable state law.

The district recognizes its responsibility to protect student privacy. Personal information that may be collected as a result of such surveys will be released only with prior, written parental permission, unless as otherwise provided by law and/or the provisions of Board policy JOB - Personally Identifiable Information.

END OF POLICY

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### Legal Reference(s):

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<sup>1</sup> "Covered survey items" include one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, anti-social, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

[ORS 332.107](#)

[ORS 339.880](#)

32 OR. ATTY. GEN. OP. 209 (1965)

46 OR. ATTY. GEN. OP 239 (1989)

Protection of Pupil Rights, 20 U.S.C. § 1232h (2012); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2017).

Every Student Succeeds Act, 20 U.S.C. § 7928 (2012).

Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2012).

# Corbett School District 39

Code: KJ  
Adopted: 6/17/99  
Orig. Code: KJ

## Advertising in District Facilities

(Version 1)

(see updated version)

The Board recognizes that business and cultural organizations make available for public use information which is of value in advancing student education. This information may not be available through other sources.

The facilities, the staff or the students of the district shall not be used in any manner to advertise or promote commercial, cultural, organizational or other nonschool interests except that the district may:

1. Utilize films and other instructional aids furnished by private sources when the advertising content is reasonable in the judgment of the principal of the school involved;
2. Cooperate through announcements and distribution of program material with nonprofit community organizations that supplement the school program when such cooperation will not interfere with the school program;
3. Permit participation on a student option basis in essay, art, science and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program;
4. Release promotional material for nonschool athletic and cultural events only through appropriate principal approval;
5. Accept, but not actively solicit, limited advertising on extracurricular activity schedules and programs at the discretion of the principal of the school involved;
6. Permit other exceptions when, in the judgment of the superintendent, students of the district will benefit. The superintendent may, at his/her/their option, refer specific cases to the Board for decision.

When a contract for advertising or other exclusive use contract is solicited for compensation, the district shall follow Board policy DJC - Bidding Requirements and, as appropriate, adopted public contracting rules prior to contract approval. Competitive includes monetary as well as in-kind contributions, i.e., scoreboards, computers, other equipment or materials for contracts over \$500, the request for proposal(RFP) process will be utilized. This policy shall not be construed to prevent advertising in student publications that are published by student organizations.

END OF POLICY

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### Legal Reference(s):

[ORS 279B.055](#)  
[ORS 279C.335](#)

[ORS 332.107](#)  
[ORS 339.880](#)

# Corbett School District 39

Code: KJ  
Adopted:

## Commercial Advertising

(Version 2)

(May permit some commercial advertising as approved.)

The Board recognizes that district-sponsored commercial advertising may provide an important source of revenue for its programs and activities. Such sales may be permitted as approved by the superintendent or designee and by this policy.

“Commercial advertising” as used in this policy means, use by any person, company, business or corporation, for personal or private gain, of any district media, including, but not limited to, school newspaper, yearbook or other printed material, flyer or circular, [radio, television,] video or any other electronic technology or indoor or outdoor signage designed to:

1. Transmit a message offering any goods or services;
2. Cause or induce any other person to purchase any goods or services;
3. Increase demand for any goods or services.

Commercial advertising approved by the district must be consistent with district mission, goals, Board policies and administrative regulations; promote positive values for district students through proactive educational messages that encourage student achievement and high standards of personal conduct.

The superintendent may consider for approval revenue-enhancing activities that include, but are not limited to, contracts or agreements for:

1. Exclusive advertising of any product or service throughout the district or at specified locations or times to a person, business or corporation in exchange for goods or services (e.g., scoreboards, electronic message boards, athletic gear, exclusive right to sell beverages, bottled water, snacks, meals, etc.);
2. Products or services that require the dissemination of advertising to staff, students, parents or others or allow any person, business or corporation to obtain information from staff, students, parents or others for the purposes of market research;
3. The use of district facilities or grounds in exchange for products, services or financial considerations (e.g., cell phone towers, etc.);
4. Technology hardware, software, satellite hook-up and/or access in exchange for free or reduced prices and/or fees and/or advertising rights, or agreement to use equipment a certain number of hours of the day, month, etc.;
5. Naming rights to district property in exchange for goods, services or monetary considerations.

Contracts shall include a provision allowing the district to terminate the contract if it is determined by the district to have an adverse impact on district programs, services or activities. Revenue derived shall be used for programs, services and/or activities as determined by the district.

All contracts considered for approval are subject to the competitive procurement requirements of Board policies DJ - District Purchasing, DJC - Bidding Requirements and the local contract review board's public contracting rules. Competitive procurement as used in this policy includes monetary as well as in-kind contributions (i.e., scoreboards, computers, other equipment or materials).

END OF POLICY

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**Legal Reference(s):**

[ORS 279B.055](#)  
[ORS 279C.335](#)

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[ORS 332.107](#)  
[ORS 339.880](#)

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# Corbett School District 39

Code: KJ-AR  
Revised/Reviewed:

## Commercial Advertising

Commercial advertising in district schools may be permitted by the superintendent or designee subject to the following. Schools, with prior approval, may:

1. Publish advertising in any school newspaper, other school periodical, school or district publication, web page or yearbook;
2. Distribute advertising or market research as part of a district-approved curriculum on advertising, marketing or media literacy, etc.;
3. Post signs of school, district or public appreciation for financial or other support from any person, business or corporation for the educational program in any school in the district;
4. Use free educational materials with incidental advertisements;
5. Permit demonstrations of educational materials and equipment;
6. Cooperate with nonprofit community organizations in making or posting announcements or distributing program materials that supplement the school program provided that such cooperation does not interfere with the school program and is consistent with the mission, goals and policies of the district;
7. Utilize films or other educational materials and instructional aids, including newspapers and magazines in either print or electronic form furnished by private sources, when the advertising content is reasonable in the judgment of the superintendent or designee;
8. Permit participation, on a student-option basis, in essay, art, science and similar contests sponsored by outside interests when such activities parallel the curriculum and contribute to the educational program;
9. Release promotional material for nonschool athletic and cultural events through appropriate school departments;
10. Accept limited advertising on extracurricular activity schedules and programs.

Other exceptions may be approved when, in the judgment of the superintendent or designee, students of the district will benefit.

There may be no obligation on the part of students or staff to sell products, make purchases or distribute information.

The use of any advertising for alcohol or tobacco products in district publications or for any other purpose inconsistent with Board policies and administrative regulations is prohibited.

No activity which requires staff or students to assist in promoting campaigns (financial, charitable, educational or otherwise) will be permitted without the express permission of the superintendent.

# Corbett School District 39

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

## Materials Distribution \*\*

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home shall be submitted to the school administration. Materials themselves as well as the proposed method of distribution shall be subject to review.

Materials shall be reviewed based on legitimate educational concerns. Such concerns include: the material is or may be defamatory; the material is inappropriate based on the age, grade level and/or maturity of the reading audience; the material is poorly written, inadequately researched, biased or prejudiced; the material contains information that is not factual; the material is not free of racial, ethnic, religious or sexual bias; or the material contains advertising that violates public school laws, rules and/or policy, is deemed inappropriate for students or that the public might reasonably perceive to bear the sanction or approval of the district.

The administration shall determine distribution procedures. Such procedures may include:

1. Distribution to each student before or after class if materials are not directly related to the instructional goals;
2. Notification to students or parents of the availability of the materials in a specified location if this procedure is deemed less disruptive to the educational process; or
3. Solicitation of school related groups such as parent organizations to disseminate materials.

The practice of distributing pamphlets, booklets, flyers, brochures and other similar materials shall be periodically reviewed to ensure that the mere volume of requests has not become an interruption to the educational process.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

46 OR. ATTY. GEN. OP. 239 (1989).

# Corbett School District 39

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

## Visitors to District Facilities \*\*

The Board encourages parents and other citizens of the district to visit the school and classrooms to observe the work of students, teachers and other employees.

Visits are to be arranged and permitted within consideration of the requirements of the educational program, the orderly administration of the school, school grounds and classrooms and the safety and welfare of students.

In order to assure that no unauthorized persons enter a school, all visitors will report to the school office when entering and will receive authorization to visit elsewhere in the building.

Any unauthorized person on school property will be reported to the principal or superintendent. The person may be asked to leave. Police may be called if the situation warrants such measures.

Students will not be permitted to bring visitors to school without prior approval of the principal.

END OF POLICY

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### Legal Reference(s):

[ORS 164.245](#)  
[ORS 164.255](#)

[ORS 166.025](#)  
[ORS 166.155 to -166.165](#)

[ORS 332.107](#)  
[ORS 339.327](#)

# Corbett School District 39

Code: KK-AR  
Adopted: 1/27/99  
Orig. Code: KK-AR

## Visitors to the Schools

Board policy directs that classroom visitations will be appropriate to the various school guidelines and requires approval of the individual building principal. The express purpose of this policy is for the protection of the students. Therefore, patrons who wish to visit the school are always welcome. It is expected that any patron who wishes to visit a classroom will first arrange with the teacher for an appropriate time to assure that the visit will be beneficial for the visitor.

At the elementary level, K-5, we ask that you observe the following visitation regulations:

1. In order to allow a rapport to be built between the teacher and younger students, we request that visitations occur after eight weeks of school has been underway;
2. Normal visitations will be limited to a 45-minute class period unless volunteer parents were involved;
3. Please check in with the secretary before going to the classroom;
4. If you have younger children, please arrange for a babysitter so that instructional time is not interrupted;
5. If you are a parent or guardian, please arrange for your visit directly with the teacher prior to the scheduled day of the visit.

These regulations should make the visit profitable for the parent or visitor and there should still be a minimum interruption of the instructional process.

# Corbett School District 39

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

## Public Complaints

Members of the public, parents, staff and students are encouraged to make their concerns known to the district and to give the district an opportunity to review those concerns and respond to them. Complaints about instructional materials, staff members, alleged violation of state ~~Division 22 s~~ Standards, restraint and/or seclusion, or retaliation against a student or a student's parent who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, should approach the principal and, if possible, resolve the problems at this level.

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR - Public Complaint Procedure.

Complaints about Board policy or administrative regulations should be referred directly to the superintendent.

Complaints against the principal ~~may start at step 3 and may~~ should be filed with the superintendent.

Complaints against the superintendent ~~may start at step 4 and~~ should be referred to the Board chair on behalf of the Board.

Complaints against the Board as a whole or against an individual Board member ~~may start at step 4 and~~ should be made to the Board chair on behalf of the Board.

Complaints against the Board chair ~~may start at step 4 and may be made~~ should be referred directly to the Board vice chair on behalf of the Board.

When a complaint is made directly to the Board or to an individual Board member, it will generally be referred to the superintendent for evaluation and possible investigation. A Board member shall not attempt to consider such complaints in any official capacity acting as an individual Board member.

If the person(s) ~~having a complaint fails to~~ a complaint is not resolved ~~the concern with the principal or the superintendent, the person may request that the matter be referred to the Board. If the Board deems it advisable, it may provide for a hearing of the complaint at an official meeting of the Board~~ in any step of the complaint process, the complainant may request that it be moved on to the next step in accordance with established procedure.

The superintendent shall develop administrative regulations designed to encourage the timely resolution of public complaints while providing a system of review which will allow both the complainant and other affected parties an opportunity to be heard.

If a complainant, who is a parent or guardian of a student who attends school in the district, is a student or a person who resides in the district, alleges a violation of Oregon Administrative Rules, Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.303 or OAR 581-021-0550 to

581-021-0570 (Restraint and Seclusion) or ORS. 659.852 (Retaliation) and the complaint is not resolved through the complaint process, the complainant may have appeal rights the district's final decision to with the Deputy Superintendent of Public Instruction as outlined in OAR 581-002-00400001 – 581-002-0023 (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction).

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.

**Charter Schools of which the District Board is a Sponsor** (Since the district board and charter board are the same, this section is not necessary.)

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging a violation of ORS 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards). A complainant may appeal and will submit such appeal to the [superintendent] [Board chair] on behalf of the district Board within [30] days of receipt of the decision from the public charter school board. A final decision reached by the district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 – 581-002-0023.]

OR

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will not review an appeal of a decision reached by the Board of the [name of public charter school] on a complaint alleging a violation of ORS 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of [name of public charter school] as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 – 581-002-0023.]

END OF POLICY

**Legal Reference(s):**

[ORS 192.660](#)  
[ORS 332.107](#)

[ORS 659.852](#)  
[OAR 581-002-0001 - 002-0005](#)

[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).  
Connick v. Myers, 461 U.S. 138 (1983).

# Corbett School District 39

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

## Public Complaint Procedure

### Step One

~~Any~~ A parent or guardian of a student attending a school in the district, staff member, student, or member of the public who wishes to express a concern should discuss the matter with the school employee involved. The employee shall respond within five working days.

### The Administrator: Step Two

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the administrator ~~within [five] working days of the employee's response. The complaint should be accompanied by a desired resolution.~~ The administrator shall evaluate the complaint and render a decision within five working days after receiving the complaint.

### The Superintendent: Step Three

If Step 2 does not resolve the complaint, within 10 working days of the ~~meeting with written response from~~ the administrator, the complainant, ~~if he/she wishes to pursue the action, shall~~ may file a signed, written complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy. (A form is available, but is not required. See KL-AR(3))

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved and prepare a report of ~~his/her~~ their findings and conclusion and provide the report in writing or in an electronic form to the complainant within 10 working days after receiving the written complaint.

### The Board: Step Four

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. ~~The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the complaint and to hear and evaluate any other evidence as it deems appropriate.~~ The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as the district's final decision<sup>1</sup>. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues.

If the Board chooses not to hear the complaint, the superintendent's decision is final.

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<sup>1</sup> If the Board decides to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.

The complainant shall be informed in writing or in electronic form of the Board's decision within 20 working days from the hearing of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the administrator.<sup>1</sup>

The district's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may have appeal<sup>2</sup> rights with the district's final decision to the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0040001 – 581-002-00239.

If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through the Board's administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Deputy Superintendent of Public Instruction as outlined in OAR 581-021-0049.

Complaints against the principal may be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, within [20] days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 working days. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 working days, in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, within [20] days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 working days. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third

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<sup>1</sup>The timelines may be extended upon written agreement between both parties. This also applies to complaints filed against the superintendent or any Board member.

<sup>2</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 working days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 working days. The written decision of the Board will address each allegation in the complaint and reason for the district's decision.

Complaints against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 working days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 working days. The written decision of the Board will address each allegation in the complaint and reason for the district's decision.

### **~~[[<sup>3</sup>Charter Schools of which the District Board is a Sponsor~~**

~~The appeal of a complaint from a public charter school to be reviewed by the district Board will be presented by the Board chair and reviewed by the Board at a Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board will review the appeal and make a decision about appropriate action, which may include, but is not limited to, holding a hearing, requesting information, and recognizing the decision reached by the public charter school board. A decision will be reached, within [20] days, in open session, unless allowed in executive session. A final written decision regarding the appeal shall be issued by the district Board within [10] days. The written decision of the district Board will address each allegation in the complaint and include reasons for the district Board's decision.]~~

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~~[<sup>3</sup> If the district Board elects to hear appeals on public charter school complaints for which the district Board has jurisdiction, as decided by statements in the charter agreement, Board policy, or a board resolution, this language is recommended for this administrative regulation to delineate the process.]~~

**Corbett School District**

**COMPLAINT FORM**

TO:  District Office  \_\_\_\_\_ (Name of School)

Person Making Complaint \_\_\_\_\_

Telephone Number \_\_\_\_\_ Date \_\_\_\_\_

Nature of Complaint \_\_\_\_\_

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Who should we talk to and what evidence should we consider? \_\_\_\_\_

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Suggested solution/resolution/outcome: \_\_\_\_\_

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Signature of Complainant: \_\_\_\_\_ Date: \_\_\_\_\_

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**Office Use**

Disposition of Complaint: \_\_\_\_\_

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Signature: \_\_\_\_\_ Date: \_\_\_\_\_

cc: District Office

# Corbett School District 39

Code: KL-AR(2)  
Revised/Reviewed: 1/17/18  
Orig. Code(s): KL-AR(2)

## Appeal to the Deputy Superintendent of Public Instruction

(Version 1)

(see updated version)

For complaints that allege violation of Oregon Division 22 Standards, restraint and seclusion or retaliation as defined in Oregon Revised State (ORS) 659.852, the complainant may have appeal rights for a complaint with the Deputy Superintendent of Public Instruction, if the complainant has exhausted the local complaint procedures and one of the following occurred:

1. The district failed to render a written decision within 30 days of the submission of the complaint at each step identified in the district's complaint process; or
2. The district failed to resolve the complaint within 90 days of the initial filing of the written complaint with the district, unless the district and the complainant have agreed in writing to a longer time period.

The appeal must be received by the Oregon Department of Education (ODE) no later than one year after the date of the final decision of the district or if the district fails to issue a final decision, no later than two years after the date the complainant first filed the underlying complaint with the district.

1. The complaint upon which the appeal is based, must have filed with the district by the later of the either stated below:
  - a. Filed the complaint within two years after the alleged violation or unlawful incident occurred or after the complainant discovered the alleged violation or unlawful incident. If the alleged violation or unlawful incident is of a continuing nature, the right to file an appeal exists so long as the complaint was filed within two years of the most recent incident; or
  - b. One year after the affected student has graduated from, moved away from or otherwise left the district.
2. The appeal shall be in writing submitted by mail, in person or electronically, and contain:
  - a. The name and address of the person bringing the appeal;
  - b. The name and address of the district which is alleged to have violated the statute or administrative rule; and
  - c. A statement of the facts on which the appeal is based.
3. Upon receipt of the appeal, the Deputy Superintendent will determine whether the appeal alleges a violation of a statute or administrative rule for which the Deputy Superintendent has jurisdiction and whether the requirements contained in section 2. of OAR 581-002-0040 have been satisfied.
  - a. After these determinations, the Deputy Superintendent will either, not accept the appeal and will notify the complainant and the district, or will accept the appeal and notify the complainant and the district that the appeal has been accepted.

4. If the Deputy Superintendent has accepted an appeal and made notification to the complainant and the district involved as described in OAR 581-002-0040, the district shall submit a written report within 30 days of receipt of the notice which shall include:
  - a. A statement of facts;
  - b. A statement of district action, if any, taken in response to the complaint; if none was taken, the reason(s) why no action was taken;
  - c. A stipulation, if one was reached, of the settlement of the complaint; and
  - d. A list of any complaints filed with another agency by the party concerning the subject of the appeal.
5. The Deputy Superintendent may for good cause extend the time for the filing of a report by the district.
6. Upon receipt of the district's report, the Deputy Superintendent will conduct an investigation that will include a review of the written materials submitted by the complainant and district and may also include, but not be limited to:
  - a. Onsite investigations;
  - b. Interviews;
  - c. Surveys; and
  - d. Reviewing documents.
7. The Deputy Superintendent will issue a written final order that addresses each allegation in the complaint that was accepted for appeal and contains the reasons for the Deputy Superintendent's decision on whether or not the district is deficient. The final order will be issued within 90 days of the date the Deputy Superintendent receives the district's report,<sup>1</sup> or the Deputy Superintendent may extend the time period for issuing a final order pursuant to OAR 581-002-0040(7)(b),(c).
8. If a violation is found, the Deputy Superintendent's final order will include any necessary corrective action to be taken by the district as well as any documentation to be supplied by the district to ensure that the corrective action has occurred.
9. Corrective action ordered by the Deputy Superintendent must be completed within the timelines established in the final order.

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<sup>1</sup> If the 90-day period for issuing the final order would conclude during the time when the schools of the district are closed for the summer, the final order will be issued within 90 days of the date the Deputy Superintendent received the district's report exclusive of the time the schools are closed for the summer. The Deputy Superintendent of Public Instruction may extend the time period with agreement from the complainant. The Deputy Superintendent shall prepare a timeline and plan for investigation and provide copies to the complainant and the district within two weeks of receiving the district's report.

# Corbett School District 39

Code: **KL-AR(2)**  
Revised/Reviewed:

## Appeal to the Deputy Superintendent of Public Instruction (Version 2)

An appeal process has been established by the Oregon Department of Education (ODE) by Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023<sup>1</sup> for complaints that allege violation of OAR Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation).

The complainant may appeal the district's final decision for a complaint to the Deputy Superintendent of Public Instruction if:

1. The complainant has exhausted the district's complaint procedures except as otherwise allowed by statute;
2. The district failed to render a written decision within 30 days of the submission of the complaint at any step unless the district and complainant have agreed in writing to a longer time period for that step; or
3. The district failed to resolve the complaint within 90 days of the initial filing of the complaint, regardless of the number of steps in the district complaint process, unless the district and the complainant have agreed in writing to a longer time period.

The appeal may include a complaint alleging a violation of ORS 659.852 if the complainant alleges that retaliation occurred in response to a complaint for which the complainant received the district's final decision for a complaint.

The appeal must be received by ODE no later than:

1. One year after the date of the final decision by the district; or
2. If the district fails to resolve the complaint, no later than two years after the date on which the complainant first filed the complaint with the district.

The complaint upon which the appeal is based must have been initially filed with the district by the later of the following two dates:

1. The date occurring two years after the date on which the alleged violation or unlawful incident occurred or on which the complainant discovered the alleged violation or unlawful incident<sup>2</sup>; or

<sup>1</sup> The following is not a representation of the complete rules. See complete rules available on the Oregon Administrative Rules.

<sup>2</sup> If the alleged violation or unlawful incident is of a continuing nature, the date on which the alleged violation or unlawful incident occurred is the most recent date on which the alleged violation or unlawful incident occurred.

2. The date occurring one year after the date on which the affected student graduated from, moved away from or otherwise left the district.

The appeal shall:

1. Be in writing;
2. Be submitted in person, by mail, or electronically.

The appeal must contain:

1. The name of the person filing the appeal;
2. The phone number, address, or email address, if available, of the person filing the appeal;
3. The name of the student if the person filing the appeal is filing on behalf of the student;
4. A statement of the facts on which the appeal is based; and
5. Other information requested by ODE.

Upon receipt of an appeal, ODE will determine whether the appeal satisfies the requirements of OAR 581-002-0003 and OAR 581-002-0005.

After these determinations, ODE will give written notice to the complainant and the district whether the appeal has been accepted.

If ODE has accepted an appeal and gave notice to the complainant and the district involved, the district shall submit a written response and all correspondence, documents, and other information ODE requested within 30 days of receipt of the notice.

The district's written response shall include:

1. A statement of facts;
2. A description of district action taken in response to the complaint; or if none was taken, an explanation of the reason(s) why no action was taken;
3. Any stipulation reached concerning settlement of the complaint; and
4. A list of any complaints filed with another agency by the complainant concerning the subject of the appeal to the extent that the district is aware of such complaints.

The Director of ODE may for good cause extend the time by which a district must make a submission described above.

Upon receipt of the district's written response, ODE will conduct an investigation to determine whether the district violated a rule or law described in OAR 581-002-0003.

ODE shall issue a final order pursuant to OAR 581-002-0017.

# Corbett School District 39

Code: KL-AR(3)  
Revised/Reviewed: 3/11/15  
Orig. Code: KL- AR(3)

## Review of Administrative Decision

This form is to be used to request a review by the Board of an administrative decision or an interpretation of a procedure, policy or administrative regulation.

Submitted by: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

State the decision, procedure, administrative regulation or policy questioned: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Describe in detail (use other pages as necessary) the nature of or reasons for concern:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Requested changes or suggested resolutions of the problem:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

NOTE: You are invited to appear to personally address the Board or you may choose to submit only your written statement. You will be advised in writing of the Board's decision within 20 working days after the Board has heard the complaint.

I wish to appear before the Board:  Yes  No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Corbett School District 39

Code: KLDA  
Adopted: 5/20/99  
Orig. Code: KLDA



## Public Complaints about Board Members

(Use the process in KL and KL-AR)

The district will develop and implement effective means of resolving complaints about Board members voiced by other Board members, employees, students and the public in order to maintain recognized channels of communication.

A complaint, as used in this policy means a concern, problem or difficulty related to the Board member's fulfillment of his/her duties as prescribed by law and the policies of the district. Such complaints shall be filed in writing, signed by the complainant using the appropriate complaint form and submitted to the Board chair, vice chair or superintendent. The individual Board member involved will be given a copy of the written complaint and will be given an opportunity for explanation, comment and presentation of the facts.

An individual properly presenting a complaint shall be assured the opportunity for an orderly review of the complaint without reprisal. The district supports the resolution of a complaint by direct discussions of an informal nature among the interested parties. It is only when such informal meetings fail to resolve the differences that more formal procedures shall be employed.

If unresolved, the written complaint shall be submitted within five working days. The complaint will be heard by the Board on the date of its next regularly scheduled Board meeting. Such meeting will be held in executive session unless the affected Board member requests an open session. In order to permit the affected person to request an open hearing, the Board must give sufficient advance notice to the person of his/her right to decide whether to require that the complaint be heard in open session. "Open hearing" in this context means "open session." Either party, the complainant or the Board, may obtain legal counsel of their choosing and cost. The affected person need not be present and has no right to postpone the hearing in order to attend or to permit an attorney to attend.

The Board will conduct such meetings in as fair and just a manner as possible. The Board reserves the right to request a mutually agreed to mediator to help reach a mutually satisfactory solution. A final determination shall be made within 20 working days from the Board hearing. Decisions and recommendations shall be reduced to writing and communicated promptly to all parties of interest by the Board chair.



COMPLAINT FORM

TO: Chair/Vice Chair/Superintendent (circle one)

Person Making Compliant \_\_\_\_\_

Telephone Number \_\_\_\_\_ Date \_\_\_\_\_

Nature of Complaint \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested Correction \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Board Use: Disposition of Complaint: \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Signature \_\_\_\_\_

cc: District Office

[Date] [Initials]

COMPLAINANT RESPONSE FORM

I, \_\_\_\_\_, have received a written district complaint form  
(Name of Person Filed Against)  
from \_\_\_\_\_, on \_\_\_\_\_  
(Name of Person Filing compliant) (Date)

If this complaint requires a Board meeting, I request that the meeting be held in : (choose one)

Open Session \_\_\_\_\_  
Executive Session \_\_\_\_\_

\_\_\_\_\_  
Signature of Person Subject to Complaint Date

\_\_\_\_\_  
Signature of Board Chair, Vice Chair or Superintendent Date

COPIES SENT TO: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)  
[ORS 332.107](#)

[OAR 581-022-1940](#)

[Date] [Initials]

# Corbett School District 39

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

D

## Relations with Community Organizations

(OSBA has removed this policy from its samples)

It is the policy of the Board to approve the formation of parent or community groups in connection with the schools.

It is understood that these groups will work in harmony and cooperation with the school and will have no administrative authority in connection with the operation of the schools.

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END OF POLICY

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### Legal Reference(s):

[ORS 329.150](#)  
[ORS 332.107](#)

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[ORS 336.505 - 336.525](#)  
[ORS 339.880](#)

32 Op Atty Gen 209 (1965).

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F

# Corbett School District 39

Code: KN  
Adopted:

## Relations with Law Enforcement Agencies

(The AR had no associated policy)

The Board recognizes that districtwide cooperation with law enforcement agencies is essential for the protection of staff and students, for maintaining a safe environment in district schools and for safeguarding district property.

Programs and activities designed to enrich district curriculum and to develop and promote good citizenship and a healthy attitude toward law enforcement agencies and officials will be encouraged by the district. Law enforcement participation in such programs and activities is encouraged.

Law enforcement officials may enter school facilities if a crime has been committed on district property or to investigate matters concerning staff and students upon request initiated by either agency officials or by district administrators.

The superintendent will develop administrative regulations to implement this policy, including procedures for handling investigations, administrator requests for assistance and required referrals to law enforcement agencies.

END OF POLICY

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### Legal Reference(s):

[ORS 329.150](#)

[ORS 419B.015](#)

[ORS 419B.045](#)

Letter Opinion, Office of the Attorney General (August 18, 1986).

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F. 3d 1201 (9<sup>th</sup> Cir. 2011).

# Corbett School District 39

Code: KN-AR(2)  
Revised/Reviewed:

## Investigations Conducted on District Premises

When an administrator is notified that law enforcement would like to interview a student at school for the purpose of an investigation that is not related to abuse of a child, the administrator must request that the investigating official provide the information below. Failure to meet one of the five criteria may result in the administrator's refusal to allow the student interview on district property.

I, \_\_\_\_\_ (Name) of \_\_\_\_\_ (Agency) declare that I have the authority to conduct this student interview based on the following:

1.  Warrant (attach copy)
2.  Court order (attach copy)
3.  Exigent circumstances (briefly describe): \_\_\_\_\_  
\_\_\_\_\_

4. Parental consent

Parent or guardian's name: \_\_\_\_\_  
Date consent granted: \_\_\_\_\_

5. This interview is not considered a "seizure" pursuant to state and federal law.

\_\_\_\_\_  
Signature of interviewer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of student to be interviewed

\_\_\_\_\_  
Date of interview

- Student not available for interview
- Student refused to be interviewed

\_\_\_\_\_  
Name of school official (administrator/  
designee) receiving this form

This form should be placed in a separate file and not in student's educational record file.

# Corbett School District 39

Code: KN-AR  
Revised/Reviewed: 1/17/18  
Orig. Code: KN-AR

## Relations with Law Enforcement Agencies

### School Police Liaison Program

1. ~~The superintendent or designee will serve as the program coordinator for the district's School Police Liaison Program.~~
2. ~~Each year the administration will meet with law enforcement officials to discuss:~~
  - a. ~~Whom the school/law enforcement official should call for suspected violations of the law occurring on district property or other common needs;~~
  - b. ~~How school representatives should handle evidence of a suspected crime/contraband, etc.;~~
  - c. ~~Board policy and procedures related to law enforcement officials' requests for access to and questioning of students on district property and district parent notification requirements;~~
  - d. ~~Applicable provisions of district emergency plans and security procedures;~~
  - e. ~~Special event needs.~~
3. ~~District curriculum will be reviewed annually to include K-12, age-appropriate instruction in safety, violence prevention/conflict resolution and citizenship to increase students' awareness of their rights and responsibilities within society. Instruction will emphasize prevention.~~
4. ~~Law enforcement involvement in such district programs and activities including Drug Awareness Resistance Education (DARE) and Gang Resistance Education and Training (GREAT) will be encouraged.~~
5. ~~Active involvement of related community agencies and organizations will be encouraged in an effort to broaden the reference base in the development of district programs and activities and to establish a link for sharing resources.~~

### Law Enforcement Initiated Requests

#### Interviews/Investigations of Students

1. Interviews or investigations by law enforcement officials not based on allegations of abuse of a child, a warrant for an arrest or search or probable cause that an illegal act or crime is occurring or has been committed on district property, may be permitted upon request and with principal or designee approval.
2. The law enforcement official shall contact the administrator, properly identify ~~himself/herself~~ **themselves**, **provide adequate identification**, inform the administrator of the nature of the investigation and provide the name of the student to be interviewed.
3. The administrator shall verify and record the identity of the law enforcement official or other authority.

4. Requests to interview a student during school hours should be, in the opinion of the administrator, important and urgent to justify interrupting school activities.
5. The administrator will attempt to notify the student's parent(s) prior to granting the interview.
6. If the parent(s) cannot be contacted, the administrator may grant permission for the questioning to proceed if the student agrees to be interviewed or in the event of compelling emergency circumstances.
7. If the administrator has been unable to contact the parent(s) then the administrator shall make a reasonable attempt to notify the parent(s) as soon as possible after the interview.
8. All such interviews shall be conducted in privacy, out of the view of staff, students and others.
9. An administrator shall be present at all times during the interview unless the student's parent(s) is present and asks the administrator not to participate or the district official is otherwise prohibited from being present by law.
10. The administrator shall maintain a written record of all such interviews conducted.

### **Questioning of a Student Suspected of a Crime, Arrest or Taking a Student into Custody**

1. When a student is a suspect in a criminal act and is to be questioned by a law enforcement official for the purpose of establishing involvement in the act, questioning will be allowed on district property only with parental consent. Normally, such questioning should occur outside school hours, off district property.
2. At no time will a student be released to an **law enforcement** officer without one of the following:
  - a. A warrant;
  - b. A court order;
  - c. Arrest;
  - d. Protective custody resulting from abuse of a child investigation;
  - e. Permission of the parent.
- ~~3. In all cases, other than abuse of a child cases, where a student is to be taken from the building by a law enforcement official, the administrator will verify the official's identity and make a reasonable effort to notify the student's parent(s). Law enforcement officials have the primary responsibility for notifying the parent(s) in such instances.~~
- 4.3.** ~~Any investigation of abuse of a child will be directed by the Oregon Department of Human Services (DHS), or law enforcement officials as required by law. The administrator or designee will request identification from the investigating official and require the investigating official to fill out the appropriate form. If the investigating official does not have this identification or refuses to fill out the form, the administrator may deny the official's request to interview the student on school property. The administrator or designee may be present at the interview of the student at the discretion of the investigating official. When the subject matter of the interview or investigation involves abuse of a child, administrators and school employees shall not notify the parent.~~

## **Abuse of a Child Investigations**

Any investigation of abuse of a child will be directed by the Oregon Department of Human Services (DHS) or law enforcement officials as required by law. The DHS or law enforcement agency will first notify the administrator of the investigation, unless the administrator is a subject of the investigation. The administrator or designee must request the investigating official fill out the appropriate form (See JHFE-AR(2) – Abuse of a Child Investigations Conducted on District Premises). If the investigating official refuses to fill out or sign the form, the administrator may complete the form but should not deny the official's request to interview the student on school property. If the investigating official does not have adequate identification the administrator shall refuse access to the student. The administrator or designee may be present at the interview of the student at the discretion of the investigating official. When the subject matter of the interview or investigation involves abuse of a child, administrators and school employees shall not notify the parents.

### **Administrator-Initiated Requests**

On occasion, principals may need, or be required to seek law enforcement assistance. Any student violation of the district's weapons policy shall be reported to the appropriate law enforcement agency. Abuse of a child also requires immediate referral to the DHS or law enforcement officials. Additionally, principals and/or designee(s) may report to law enforcement officials, other violations of law occurring on district property or at school-sponsored activities, as deemed appropriate.

# Corbett School District 39

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

## Public Charter Schools\*\*

~~The district recognizes that public charter schools offer an opportunity to create new, innovative and more flexible ways of educating students in an atmosphere of learning experiences based on current research and development. Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to one or more of the following goals:~~

- ~~1. Increase student learning and achievement;~~
- ~~2. Increase choices of learning opportunities for students;~~
- ~~3. Better meet individual student academic needs and interests;~~
- ~~4. Build stronger working relationships among educators, parents and other community members;~~
- ~~5. Encourage the use of different and innovative learning methods;~~
- ~~6. Provide opportunities in small learning environments for flexibility and innovation;~~
- ~~7. Create new professional opportunities for teachers;~~
- ~~8. Establish additional forms of accountability for schools; and~~
- ~~9. Create innovative measurement tools.~~

Public charter schools may be established as a new public school or a virtual public school, from ~~an one or more~~ existing public schools in the district or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

~~The Board will not approve any public charter school proposal when it is deemed that its value is outweighed by any direct identifiable, significant and adverse impact on the quality of the public education of students residing in the district.~~

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;

5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

~~To meet the eligibility criteria for Board approval, a~~ **An applicant must submit a complete** public charter school proposal ~~must that~~ meets the requirements of Oregon law, ~~Board policy, and regulation,~~ **and includes other information required by the district in the application process.** ~~Upon request of the Board, the public charter school applicant must furnish in a timely manner any other information the Board deems relevant and necessary to conduct a complete and good faith evaluation of the public charter school proposal.~~

**The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.**

~~The district will determine if it has any unused vacant or underutilized unused buildings and make a list of such buildings;- Buildings may be made available for public charter school use, subject to Board approval and Board policy. Approved use may be limited to instructional purposes only. Appropriate use fees will be determined by the Board. Public charter school use outside the district's instructional day will be subject to Board policy KG—Community Use of District Facilities and accompanying administrative regulation.~~

Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available.<sup>1</sup> Students must adhere to state law, Board policies, regulations, and rules concerning **student** conduct and discipline.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district may at their discretion provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

~~The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.~~

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<sup>1</sup> This does not apply to the Oregon law related to OSAA-sanctioned activity participation.

~~The district will annually calculate the number of students residing in the district who are enrolled in a virtual public charter school. When the percentage is more than three percent, the district may choose to not approve additional students for enrollment to any virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).~~

~~The district is only required to use data that is reasonably available to the district including but not limited to the following for such calculation:~~

- ~~1. The number of students residing in the district enrolled in the schools within the district;~~
- ~~2. The number of students residing in the district enrolled in public charter schools located in the district;~~
- ~~3. The number of students residing in the district enrolled in virtual public charter schools;~~
- ~~4. The number of home schooled students who reside in the district and who have registered with the educational service district; and~~
- ~~5. The number of students who reside in the district enrolled in private schools located within the school district.~~

~~A parent may appeal a decision of a school district to not approve a student for enrollment to a virtual public charter school to the State Board of Education.~~

The superintendent will develop administrative regulations for public charter schools to include, **but not limited to**, the proposal process, review, and appeal procedures, **and charter agreement provisions, and program evaluation, renewal, and termination.**

END OF POLICY

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**Legal Reference(s):**

[ORS 327.077](#)

[ORS 327.109](#)

[ORS 332.107](#)

[ORS Chapter 338](#)

[ORS 339.141](#)

[ORS 339.147](#)

[ORS 339.460](#)

[OAR 581-026-0005 - 0515](#)

[OAR 581-026-0700](#)

[OAR 581-026-0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2012).

# Corbett School District 39

Code: LBE-AR  
Revised/Reviewed: 8/16/17  
Orig. Code: LBE-AR

## Public Charter Schools (Version 1)

### 1. Definitions

- a. “Applicant” means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. “Public charter school” means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. “Virtual public charter school” means a public charter school that provides online courses, but does not primarily serve students in a physical location.
  - (1) For the purpose of this definition, an “online course” is a course in which instruction and content are delivered on a computer using the internet, other electronic network or other technology such as CDs or DVDs; the student and teacher are in different physical locations for the majority of instructional time; the student is not required to be in a physical location of a school while participating in the course; and the online instruction is integral to the academic program of the charter school.
  - (2) For the purpose of this definition, “primarily serving students in a physical location” means that more than 50 percent of the core courses offered are not online courses; more than 50 percent of the total number of students attending the school are not receiving instructional services in an online course; and more than 50 percent of the school’s required instructional hours are not through an online course.
- d. “Remote and necessary school district” means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in Oregon Revised Statute (ORS) 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. “Sponsor” means the district Board.

### 2. Proposal Process

- a. The public charter school applicant shall submit the proposal to the district no later than 180 days prior to the proposed starting date<sup>1</sup>.
- b. To be considered complete, the proposal for a public charter school shall include the following:

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<sup>1</sup> The date shall be at least 180 days prior to the date that the public charter school would begin operating and give a reasonable period of time for the school district board to complete the approval process and the public charter school to begin operating by the beginning of the school year.

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- (1) The identification of the applicant;
- (2) The name of the proposed public charter school;
- (3) A description of the philosophy and mission of the public charter school and how it differs from the district's current program and philosophy;
- (4) A description of any distinctive learning or teaching techniques to be used;
- (5) A description of the curriculum of the public charter school;
- (6) A description of the expected results of the curriculum and the verified methods of measuring and reporting results that will allow comparisons with district schools;
- (7) The governance structure public charter school board membership, selection, duties and responsibilities;
- (8) The projected enrollment including the ages or grades to be served;
- (9) The target population of students the public charter school is designed to serve;
- (10) The legal address, facilities and physical location of the public charter school and applicable occupancy permits and health and safety approvals;
- (11) A description of admission policies and application procedures;
- (12) The statutes and rules that shall apply to the public charter school;
- (13) The proposed budget and financial plan including evidence that the proposed budget and financial plan are financially sound;
- (14) A financial management system that includes:
  - (a) A description of a financial management system for the public charter school. The financial management system must include a budget and accounting system that:
    - (i) Is compatible with the budget and accounting system of the sponsor of the school; and
    - (ii) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under Oregon Administrative Rule (OAR) 581-023-0035.
  - (b) A plan for having the financial management system in place at the time the school begins operating.
- (15) The standards for behavior and the procedures for the discipline, suspension or expulsion of students;
- (16) The proposed school calendar, including the length of the school day and length of the school year;
- (17) A description of the proposed school staff and required qualifications of teachers including a breakdown of professional staff who hold a valid teaching license issued by the Teacher Standards and Practices Commission (TSPC) and those who do not hold a license but are registered with the TSPC (At least one-half of the full-time equivalent teaching and administrative staff of the public charter school shall be licensed.);
- (18) The date upon which the public charter school would begin operating;
- (19) The arrangements for any necessary special education and related services for students with disabilities who qualify under the Individuals with Disabilities Education Act (IDEA) and special education or regular education and related services for students who qualify under Section 504 of the Rehabilitation Act of 1973 who may attend the public charter school;
- (20) Information on the manner in which community groups may be involved in the planning and development process of the public charter school;

- (21) The term of the charter;
- (22) The plan for performance bonding or insuring the public charter school, including buildings and liabilities;
- (23) A proposed plan for the placement of public charter school teachers, other employees and students upon termination or nonrenewal of a charter;
- (24) The manner in which the public charter school program review and fiscal audit will be conducted;
- (25) In the case of a district school's conversion to charter status, the following additional criteria must be addressed:
- (a) The alternate arrangements for students who choose not to attend the public charter school and for teachers and other school employees who choose not to participate in the public charter school;
  - (b) The relationship that will exist between the public charter school and its employees including terms and conditions of employment.
- (26) The district will not complete the review required under ORS 338.055 of an application that does not contain the required components listed in ORS 338.045 (2)(a)-(y). A good faith determination of incompleteness is not a denial for purposes of requesting state board review under ORS 338.075;
- (27) In addition to the minimum requirements enumerated in ORS 338.045 (2)(a)-(y), the district, under ORS 338.045 (3), may require the applicant to submit any of the following information as necessary to add detail or clarity to the minimum requirements or that the Board considers relevant to the formation or operation of the public charter school:
- (a) Curriculum, Instruction and Assessment
    - (i) Description of a curriculum for each grade of students, which demonstrates in detail alignment with Oregon's academic content standards;
    - (ii) Description of instructional goals in relationship to Oregon's academic content standards and benchmarks;
    - (iii) A planned course statement for courses taught in the program, including related content standards, course criteria, assessment practices and state required work samples that will be collected;
    - (iv) Documentation that reflects consideration of credits for public charter school course work a student may perform at any other public school;
    - (v) Explanation of grading practices for all classes and how student performance is documented;
    - (vi) Explanation of how the proposed academic program will be aligned with that of the district. (If an applicant is proposing an elementary level public charter school, please describe how the curriculum is aligned at each grade level with the district's curriculum, including an explanation of how a student in the public charter school will be adequately prepared to re-enter the district's public school system after completing the charter school's program.);
    - (vii) Description of the student assessment system, including how student academic progress will be measured at each grade level and any specific assessment instruments that will be used;

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- (viii) Description of the plan for reporting student progress to parents, students and the community;
- (ix) Description of policies and procedures regarding diplomas and graduation;
- (x) Description of policies and practices for meeting the needs of students who are not successful in the regular program;
- (xi) Identification of primary instructional materials by publisher, copyright date, version and edition for each academic content area in each grade;
- (xii) Identification of major supplementary material in core academic content areas and the criteria for use with students;
- (xiii) Description of how the public charter school will meet the unique learning needs of students working above and below grade level, including but not limited to, talented and gifted students;
- (xiv) Description of how the public charter school staff will identify and address students' rates and levels of learning;
- (xv) Description of strategies the public charter school staff will use to create a climate conducive to learning and positive student engagement;
- (xvi) Documentation that demonstrates improvements in student academic performance over time (both individual and program/grade level) from any private alternative school operated by the public charter school applicant, if applicable;
- (xvii) Description of how teachers will utilize current student knowledge and skills to assist in the design of appropriate instruction;
- (xviii) Identification of how the public charter school will provide access to national assessments such as PSAT, SAT and ACT, if applicable;
- (xix) Description of parental involvement, content of planned meetings and how the school will adjust any meeting to meet the needs of working parents;
- (xx) Description of distance learning options available to students, including the grade levels and amount of instruction offered to students, if applicable.

(b) State and Federal Mandates/Special Education

- (i) Description of how the public charter school will meet any and all requirements of Every Student Succeeds Act of 2015 (ESSA), which also specifically addresses adequate yearly progress (AYP) and the safe schools aspects of the law;
- (ii) Description of how the public charter school will collect AYP information on all subgroup populations in the school;
- (iii) Description of specific program information regarding curriculum and how specially designed instruction is delivered for special education students. (Include methodologies, data collection systems and service delivery models used.);
- (iv) Description of how the public charter school will serve the needs of talented and gifted students, including screening, identification and services;
- (v) Description of how the public charter school will deliver services and instruction to English Language Learners (ELL), including descriptions of curriculum, methodology and program accommodations;
- (vi) Description of how the public charter school will work with the district to comply with Section 504 accessibility requirements and nondiscrimination requirements in admissions and staff hiring;

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- (vii) Explanation of how the public charter school will work with the district to implement Child Find requirements;
- (viii) Explanation of how the public charter school will work with the district to manage IDEA 2004 mandates regarding eligibility, individualized education program (IEP) and placement meetings;
- (ix) Explanation of how the public charter school will work with the district in which the public charter school is located to implement accommodations and modifications contained in the IEP or Section 504 plan;
- (x) Explanation of how the public charter school will work with the district to include parents in implementing IEPs;
- (xi) Explanation of how the public charter school intends to work with the district in which the public charter school is located to provide special education services for eligible students.

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(c) Teacher Certification

- (i) Identification regarding the training and/or certification of staff, including areas of industry training, endorsements and the TSPC licensure;
- (ii) Explanation of how the public charter school will comply with the TSPC requirements for all staff, including all TSPC Oregon Administrative Rules pertaining to its staff.

(d) Professional Development

- (i) Provide the public charter school's plan for comprehensive professional development for all staff;
- (ii) Identification of how the public charter school's licensed staff will obtain their required Continuing Professional Development units for licensure renewal.

(e) Budget

- (i) Explanation of projected budget item for the Public Employees Retirement System (PERS) contributions that would be required of the public charter school;
- (ii) Description of planned computer and technology support;
- (iii) Description of planned transportation costs, if applicable;
- (iv) Explanation of projected budget items for teaching salaries and other personnel contracts;
- (v) Explanation on facilities costs, including utilities, repairs, and rent;
- (vi) Copies of municipal audits for any other public charter school operated by the public charter school applicant, if applicable.

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(f) Policy

Copies of any policy that the public charter school intends to adopt:

- (i) Which address expectations of academic standards for students and transcribing of credits;
- (ii) On student behavior, classroom management, suspensions and expulsions, which must contain an explanation of how the charter school will handle a student expelled from another district for reasons other than a weapons violation;
- (iii) Regarding corporal punishment including descriptions;
- (iv) Regarding dispensing of medication to students who are in need of regular medication during school hours;
- (v) Regarding reviewing and selecting instructional materials;
- (vi) Regarding solicitation/advertising/fundraising by nonschool groups;
- (vii) Regarding field trips;
- (viii) Regarding student promotion and retention;
- (ix) Regarding student publications;
- (x) Regarding staff/student vehicle parking and use;
- (xi) Regarding diplomas and graduation, and also participation in graduation exercises;
- (xii) Regarding student/parent/public complaints;
- (xiii) Regarding visitors;
- (xiv) Regarding staff discipline, suspension or dismissal.

(g) Other Information

- (i) Plans for use of any unique district facilities including, but not limited to, gymnasiums, auditoriums, athletic fields, libraries, cafeterias, computer labs and music facilities;
- (ii) Plans for child nutrition program(s);
- (iii) Plans for student participation in extracurricular activities pursuant to Oregon School Activities Association and Board policy, regulations and rules;
- (iv) Plans for counseling services;
- (v) Explanation of contingency plans for the hiring of substitute professional and classified staff;
- (vi) Description of how the public charter school will address the rights and responsibilities of students;
- (vii) Description of how the public charter school will handle situations involving student, possession, use or distribution of illegal drugs, weapons, flammable devices and other items that may be used to injure others;
- (viii) Description of procedures on how the public charter school will handle disciplinary referrals and how they will impact student promotion and advancement;
- (ix) Copies of program reviews conducted by other school districts that may have referred students to another public charter school operated by the public charter school applicant, if applicable;

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- (x) Description of the typical school day for a student, including a master schedule, related activities, breaks and extracurricular options;
- (xi) Description of how student membership will be calculated, including a description of the type of instruction and location of instruction that contributes to ADM;
- (xii) Documentation and description of how long most students remain in the program, and documentation of student improvement in academic performance, disciplinary referrals, juvenile interventions or any other disciplinary action while in the program;
- (xiii) Explanation of the legal relationship between the public charter school and any other public charter school, if applicable. (Please provide any contracts or legal documents that will create the basis of the relationship between the entities. Please also provide all financial audits and auditor’s reports.);
- (xiv) If a public charter school applicant is operating any other public charter school, documentation that the public charter school applicant has established a separate Oregon nonprofit corporation, legally independent of any other public charter school in operation;
- (xv) If a public charter school applicant has not secured a facility at the time of submitting a public charter school proposal, a written and signed declaration of intent that states:

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If given any type of approval (conditional or unconditional), the public charter school applicant promises to provide to the school district liaison, at least [sixty (60)] days before the intended date to begin operation of the public charter school, proof that it will be able to secure, at least [thirty (30)] days before the intended date to begin operation of the public charter school, a suitable facility, occupancy and safety permits and insurance policies with minimum coverages required by the school district in school board policy and administrative regulation LBE that sets forth the requirements and process for the school board in reviewing, evaluating and approving a public charter school.

If the public charter school applicant fails to provide proof of an ability to secure a facility and all necessary occupancy and safety permits and insurance that is required by the school district as a condition of approval by the due date, it will withdraw its application to begin operation of a public charter school for the upcoming school year.

By signing this document, I affirm that I am authorized to make the promises stated above on behalf of the public charter school applicant. I understand that failure to fulfill the conditions listed above will result in an approval becoming void, and will automatically revoke any type of approval that the school board previously granted to the public charter school applicant.

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Name \_\_\_\_\_ Date \_\_\_\_\_  
 On behalf of the [ADD APPLICANT’S NAME]

The public charter school applicant will organize and label all information required in section 27 to correspond to the requested numbers.

- D** (28) Each member of the proposed public charter school’s governing body must provide an acknowledgment of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization in ORS 65.

### 3. Proposal Review Process

- a. The superintendent may appoint an advisory committee to review public charter school proposals and submit a recommendation to the Board. The committee will consist of district representatives, community members and others as deemed appropriate.
- b. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal and identify the specific elements of the proposal that are not complete. The district shall provide the applicant with a reasonable opportunity to complete the proposal.
- c. Within 60 days after the receipt of a completed proposal that meets the requirements of law and the district, the Board shall hold a public hearing on the provisions of the public charter school proposal.
- d. The Board must evaluate a proposal in good faith using the following criteria:
  - (1) The demonstrated sustainable support for the proposal by teachers, parents, students and other community members, including comments received at the public hearing;
  - (2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that:
    - (a) Is in place at the time the school begins operating;
    - (b) Is compatible with the budget and accounting system of the sponsor of the school; and
    - (c) Complies with the requirements of the uniform budget and accounting system adopted by the State Board of Education under OAR 581-023-0035.
  - (3) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs;
  - (4) The capability of the applicant in terms of support and planning to provide comprehensive instructional programs to students identified by the applicant as academically low achieving;
  - (5) The adequacy of the information provided as required in the proposal criteria;
  - (6) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact on the quality of the public education of students residing in the district;

A “directly identifiable, significant and adverse impact” is defined as an adverse loss or reduction in staff, student, program or funds that may reduce the quality of existing district educational programs. This may include, but not be limited to, the following current data as compared to similar data from preceding years: \_\_\_\_\_

- (a) Student enrollment;
- (b) Student teacher ratio;
- (c) Staffing with appropriately licensed or endorsed personnel;

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- (d) Student learning and performance;
- (e) Specialty programs or activities such as music, physical education, foreign language, talented and gifted and English as a second language;
- (f) Revenue;
- (g) Expenditure for maintenance and upkeep of district facilities.

- (7) Whether there are arrangements for any necessary special education and related services;
- (8) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or be employed by the public charter school if the public charter school is converting an existing district school;
- (9) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.

- e. The Board must either approve or deny the proposal within 30 days of the public hearing.
- f. Written notice of the Board’s action shall be sent to the applicant. If denied, the notice must include the reasons for the denial with suggested remedial measures. The applicant may then resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.

4. Terms of the Charter Agreement

- a. Upon Board approval of the proposal, the Board will become the sponsor of the public charter school. The district and the applicant must develop a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the district.
- c. The district and the public charter school may amend a charter agreement through joint agreement.
- d. It is the intent of the Board that the charter agreement be detailed and specific to protect the mutual interests of the public charter school and the district. The agreement shall incorporate the elements of the approved proposal and will address additional matters, statutes and rules not fully covered by law or the proposal that shall apply to the public charter school including, but not limited to, the following:

- (1) Sexual harassment (ORS 342.700, 342.704);
- (2) Pregnant and parenting students (ORS 336.640);
- (3) ~~Special English classes for certain children~~ English language learners (ORS 336.079);
- (4) Student conduct (ORS 339.250);
- (5) Alcohol and drug abuse program policy and plan (ORS 336.222);
- (6) Student records (ORS 326.565);
- (7) Oregon Report Card (ORS 329.115);
- (8) Recovery of costs associated with property damage (ORS 339.270);
- (9) Use of school facilities (ORS 332.172);
- (10) Employment status of public charter school employees:

(a) Public charter school law requires the following:

(i) Employee assignment to a public charter school shall be voluntary;

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- (ii) A public charter school or the sponsor of the public charter school may be considered the employer of any employees of the public charter school;
- (iii) If the Board is not the sponsor of the public charter school, it shall not be the employer and shall not collectively bargain with the employees;
- (iv) A public charter school employee may be a member of a labor organization or organize with other employees to bargain collectively. The bargaining unit may be separate from other bargaining units of the district;
- (v) The public charter school governing body shall control the selection of employees at the public charter school;
- (vi) The Board shall grant a leave of absence to any employee who chooses to work in the public charter school. The length and terms of the leave of absence shall be set by collective bargaining agreement or by Board policy; however, the length of leave of absence may not be less than two years unless:

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- 1) The charter of the public school is terminated or the public charter school is dissolved or closed during the leave of absence; or
- 2) The employee and the Board have mutually agreed to a different length of time.

- (vii) An employee of a public charter school operating within the district who is granted a leave of absence and returns to employment with the district shall retain seniority and benefits as an employee, pursuant to the terms of the leave of absence.

(b) The terms and conditions of employment addressed in the agreement may include, but not limited to, the following provisions:

- (i) A proposed plan for the placement of teachers and other school employees upon termination or nonrenewal of the charter;
- (ii) Arrangements for employees who choose not to be employed or participate in the public charter school, if a district school has been converted to a public charter school;
- (iii) Salary for professional staff or wages for classified staff;
- (iv) Health benefits;
- (v) Leaves, including timing, commencement and duration of leave; voluntary and involuntary termination and return to work; whether the leave is paid or unpaid; and a description of benefits upon termination of leave (i.e., same, similar or available position and salary schedule placement);
- (vi) Work year;
- (vii) Working hours;
- (viii) Discipline and dismissal procedures;
- (ix) Arrangements to secure substitutes;
- (x) Arrangements to ensure that 50 percent of the total full-time equivalent teaching and administrative staff are licensed;
- (xi) Hiring practices;
- (xii) Evaluation procedures.

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(11) Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis:

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(a) Public charter school law requires the following:

(i) Student enrollment shall be voluntary. If the number of applicants exceeds the capacity, students shall be selected through a lottery process. An equitable lottery may incorporate a weighted lottery for historically underserved students. All resident applicants will have their names written on a uniform-sized card to be placed in a covered container. Names will be drawn individually until all available slots are filled. If slots remain after resident applicants are placed, the remaining slots may be filled by nonresident applicants using an identical process. The drawing shall be made in the presence of at least two employees of the public charter school and two employees of the district. If the public charter school has been in operation one or more years, priority enrollment may be given to those students who:

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- 1) Were enrolled in the public charter school the prior year;
- 2) Have siblings who are presently enrolled in the public charter school and who were enrolled the prior year;
- 3) Only when the public charter school is party to a cooperative agreement for the purpose of forming a partnership to provide educational services, reside in:
  - a) The public charter school's sponsoring district; or
  - b) A district which is a party to the cooperative agreement.

(ii) A public charter school may not limit student admission based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, income level, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level and may implement a weighted lottery for historically underserved students. Historically underserved students are at risk because of any combination of two or more factors including their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, disability and geographic location.

(12) Transportation of students:

(a) Public charter school law requires the following:

- (i) The public charter school shall be responsible for providing transportation for its students and may negotiate with the district for the provision of transportation services;
- (ii) The district shall provide transportation for public charter school students pursuant to ORS 327.043. Resident public charter school students will be transported under the same conditions as students attending private or parochial schools located along or near established district bus routes. The district shall not be required to add or extend existing bus routes;

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- (iii) Public charter school students who reside outside the district may use existing bus routes and transportation services of the district in which the public charter school is located;
- (iv) Any transportation costs incurred by the district shall be considered approved transportation costs.

(13) The plan for performance bonding or insuring the public charter school sufficient to protect the district. Documentation shall be submitted prior to agreement approval.

(a) Insurance<sup>2</sup>:

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- (i) ~~{Level 4}~~ Commercial General Liability Insurance in an amount of not less than \$1,000,000 combined single limit per occurrence/\$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability for damages because of personal injury, bodily injury, death or damage to property including the loss of use thereof. Coverage to include, but not limited to, contractual liability, advertisers' liability, employee benefits liability, professional liability and teachers' liability;
- (ii) Liability Insurance for Directors and Officers in an amount not less than \$1,000,000 each loss/\$3,000,000 annual aggregate covering the public charter school, the governing board, employees and volunteers against liability arising out of wrongful acts and employment practices. Continuous "claims made" coverage will be acceptable, provided the retroactive date is on the effective date of the charter;
- (iii) Automobile Liability Insurance in an amount not less than \$1,000,000 combined single limit covering the public charter school, the governing board, employees and volunteers against liability for damages because of bodily injury, death or damage to property, including the loss of use thereof arising out of the ownership, operation, maintenance or use of any automobile. The policy will include underinsured and uninsured motorist vehicle coverage at the limits equal to bodily injury limits;
- (iv) Workers' Compensation Insurance shall also be maintained pursuant to Oregon laws (ORS Chapter 656). Employers' liability insurance with limits of \$100,000 each accident, \$100,000 disease each employee and \$500,000 each policy limit;
- (v) Honesty Bond to cover all employees and volunteers. Limits to be determined by the governing board, but no less than \$25,000. Coverage shall include faithful performance and loss of moneys and securities;
- (vi) Property Insurance shall be required on all owned or leased buildings or equipment. The insurance shall be written to cover the full replacement cost of the building and/or equipment on an "all risk of direct physical loss basis," including earthquake and flood perils.

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<sup>2</sup> Insurance requirements for individual public charter schools may vary and should be reviewed by legal counsel and an insurance representative.

(b) Additional requirements:

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- (i) The district shall be an additional insured on commercial general and automobile liability insurance. The policies shall provide for a 90-day written notice of cancellation or material change. A certificate evidencing all of the above insurance shall be furnished to the district;
- (ii) The public charter school shall also hold harmless and defend the district from any and all liability, injury, damages, fees or claims arising out of the operations of the public charter school operations or activities;
- (iii) The district shall be loss payee on the property insurance if the public charter school leases any real or personal district property;
- (iv) The coverage provided and the insurance carriers must be acceptable to the district.

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- e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.
- f. In addition to any other terms required to be in the charter agreement, a virtual public charter school must have in the charter of the school, a requirement that the school:
  - (1) Monitor and track student progress and attendance; and
  - (2) Provide student assessments in a manner that ensures that an individual student is being assessed and that the assessment is valid.

5. Public Charter School Operation

- a. The public charter school shall operate at all times in accordance with the public charter school law, the terms of the approved proposal and the charter agreement.
- b. Statutes and rules that apply to the district shall not apply to the public charter school except the following, as required by law, shall apply:
  - (1) Federal law, including applicable provisions of the ESSA;
  - (2) ORS 30.260 to 30.300 (tort claims);
  - (3) ORS 192.410~~311~~ to 192.505~~478~~ (Public Records Law);
  - (4) ORS 192.610 to 192.690 (Public Meetings Law);
  - (5) ORS Chapters 279A, 279B and 279C (Public Contracting Code);
  - (6) ORS 326.565, 326.575 and 326.580 (student records);
  - (7) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);
  - (8) ORS 181A.195, 326.603, 326.607 and 342.223 (criminal records checks);
  - (9) ORS 336.840 (use of personal electronic devices);
  - (10) ORS 337.150 (textbooks);
  - (11) ORS 339.119 (considerations for educational services);
  - (12) ORS 339.141, 339.147 and 339.155 (tuition and fees);
  - (13) ORS 342.856 (core teaching standards);
  - (14) ORS 659.850, 659.855 ~~and~~ 659.860 (discrimination);
  - (15) ORS Chapter 657 (Employment Department Law);
  - (16) Health and safety statutes and rules;
  - (17) Any statute or rule listed in the charter;
  - (18) The statewide assessment system developed by the Oregon Department of Education (ODE) for mathematics, science and English under ORS 329.485 (2);

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- (19) ORS 329.045 (academic content standards and instruction);
  - (20) ORS 329.496 (physical education);
  - (21) Any statute or rule that establishes requirements for instructional time;
  - (22) ORS 339.250 (429) (prohibition of infliction of corporal punishment);
  - (23) ORS 339.326 (notice concerning students subject to juvenile court petitions);
  - (24) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of suspected abuse of a child and suspected sexual conduct, and training on prevention and identification of abuse and sexual conduct);
  - (25) ORS 329.451 (diploma, modified diploma, extended diploma and alternative certificate standards);
  - (26) Statutes and rules that expressly apply to public charter schools;
  - (27) Statutes and rules that apply to special government body as defined in ORS 174.117, or public body as defined in ORS 174.109; and
  - (28) ORS Chapter 338.
- c. The public charter school may employ as a teacher or administrator a person who is not licensed by the TSPC; however, at least one-half of the total full-time equivalent teaching and administrative staff at the public charter school shall be licensed by the commission, pursuant to ORS 342.135, 342.136 or 342.138.
  - d. A board member of the school district in which the public charter school is located may not serve as a voting member of the public charter school's board, yet may serve in an advisory capacity.
  - e. The public charter school shall participate in the PERS.
  - f. The public charter school shall not violate the Establishment Clause of the First Amendment to the United States Constitution or Section 5, Article I of the Oregon Constitution, or be religion based.
  - g. The public charter school shall maintain an active enrollment of at least 25 students, unless the public charter school is providing educational services under a cooperative agreement entered into for the purpose of forming a partnership to provide educational services.
  - h. The public charter school may sue or be sued as a separate legal entity.
  - i. The public charter school may enter into contracts and may lease facilities and services from the district, education service district, state institution of higher education, other governmental unit or any person or legal entity.
  - j. The public charter school may not levy taxes or issue bonds under which the public incurs liability.
  - k. The public charter school may receive and accept gifts, grants and donations from any source for expenditure to carry out the lawful functions of the school.
  - l. The district shall offer a high school diploma, modified diploma, extended diploma, alternative certificate to any public charter school student located in the district who meets the district's and state's standards for a high school diploma, modified diploma, extended diploma, alternative certificate.
  - m. A high school diploma, modified diploma, extended diploma, alternative certificate issued by a public charter school shall grant to the holder the same rights and privileges as a high school diploma, modified diploma, extended diploma, alternative certificate issued by a nonchartered public school.
  - n. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or

permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

## 6. Virtual Public Charter School Operation

a. In addition to the other requirements for a public charter school, a virtual public charter school must have:

- (1) A plan for academic achievement that addresses how the school will improve student learning and meet academic content standards required by ORS 329.045;
- (2) Performance criteria the school will use to measure the progress of the school in meeting the academic performance goals set by the school for its first five years of operation;
- (3) A plan for implementing the proposed education program of the school by directly and significantly involving parents and guardians of students enrolled in the school and involving the professional employees of the school;
- (4) A budget, business plan and governance plan for the operation of the school;
- (5) An agreement that the school will operate using an interactive, Internet-based technology platform that monitors and tracks student progress and attendance in conjunction with performing other student assessment functions;
- (6) A plan that ensures:
  - (a) All superintendents, assistant superintendents and principals of the schools are licensed by the TSPC to administrate; and
  - (b) Teachers who are licensed to teach by the TSPC, teach at least 95 percent of the school's instructional hours.
- (7) A plan for maintaining student records and school records, including financial records, at a designated central office of operations;
- (8) A plan to provide equitable access to the education program of the school by ensuring that each student enrolled in the school:
  - (a) Has access to and use of a computer and printer equipment as needed;
  - (b) Is offered an Internet service cost reimbursement arrangement under which the school reimburses the parent or guardian of the student, at a rate set by the school, for the costs of obtaining Internet service at the minimum connection speed required to effectively access the education program provided by the school; or
  - (c) Has access to and use of computer and printer equipment and is offered Internet service cost reimbursement.
- (9) A plan to provide access to a computer and printer equipment and the Internet service cost reimbursement as described in (98) above by students enrolled in the school who are from families that qualify as low-income under Title I of the ESSA;
- (10) A plan to conduct school-sponsored optional educational events at least six times each school year at locations selected to provide convenient access to all students in the school who want to participate;
- (11) A plan to conduct biweekly meetings between teachers and students enrolled in the school, either in person or through the use of conference calls or other technology;
- (12) A plan to provide opportunities for face-to-face meetings between teachers and students enrolled in the school at least six times each school year;

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- (13) A plan to provide written notice to both the sponsoring district and the district in which the student resides upon enrollment or withdrawal for a reason other than graduation from high school:
  - (a) If notice is provided due to enrollment, then the notice must include the student's name, age, address and school at which the student was formerly enrolled;
  - (b) If notice is provided due to withdrawal for a reason other than graduation from high school, then notice must include the student's name, age, address, reason for withdrawal (if applicable) and the name of the school in which the student intends to enroll (if known).
- (14) An agreement to provide a student's education records to the student's resident school district or to the sponsor upon request of the resident school district or sponsor.
  - b. The sponsor of a virtual public charter school or a member of the public may request access to any of the documents described in a. above.
  - c. If a virtual public charter school or the sponsor of a virtual public charter school contracts with a for-profit entity to provide educational services through the virtual public charter school, the for-profit entity may not be the employer of any employees of the virtual public charter school.
  - d. The following limitations apply:
    - (1) School board members of the virtual public charter school's sponsoring district may not be:
      - (a) An employee of the virtual public charter school;
      - (b) A member of the governing body of the virtual public charter school;
      - (c) An employee or other representative of any third-party entity with which the virtual public charter school has entered into a contract to provide educational services.
    - (2) Members of the governing body of the virtual public charter school may not be an employee of a third-party entity with which the virtual public charter school intends to enter or has entered into a contract to provide educational services;
    - (3) If a third-party entity contracts with a virtual public charter school to provide educational services to the school, then:
      - (a) No third-party entity's employee or governing board member may attend an executive session of the sponsoring district's school board;
      - (b) No virtual public charter school employee may promote the sale or benefits of private supplemental services or classes offered by the third-party entity;
      - (c) The educational services must be consistent with state standards and requirements;
      - (d) The virtual public charter school must have on file the third-party entity's budget for the provision of educational services, including itemization of:
        - (i) The salaries of supervisory and management personnel and consultants who are providing educational or related services for a virtual public charter school in this state; and
        - (ii) The annual operating expenses and profit margin of the third-party entity for providing educational services to a virtual public charter school in this state.

## 7. Charter Agreement Review

- a. The public charter school shall report at least annually on the performance of the school and its students to the State Board of Education and the district.
- b. The Board or designee shall visit the public charter school at least annually to assure compliance with the terms and provisions of the charter.
- c. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the audit to ODE and the following to the sponsoring district:
  - (1) A copy of the annual audit;
  - (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the charter school during the preceding annual audit period for the school; and
  - (3) Any balance sheet containing a summary of the assets and liabilities of the public charter school and related operating budget documents as of the closing date of the preceding annual audit period for the school.
- d. The sponsoring district may request at any time an acknowledgment from each member of the public charter school governing body that the member understands the standards of conduct and liabilities of a director of a nonprofit organization.
- e. The public charter school shall submit to the Board quarterly financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

## 8. Charter School Renewal

- a. The first renewal of a charter shall be for the same time period as the initial charter. Subsequent renewals of a charter shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:
  - (1) The public charter school shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter;
  - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;
  - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;
  - (4) If the Board approves the charter renewal, the Board and the public charter school shall negotiate a new charter within 90 days unless the Board and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter, an expiring charter shall remain in effect until a new charter is negotiated;
  - (5) If the Board does not renew the charter, the public charter school may address the reasons stated for denial of the renewal and any remedial measures suggested by the Board and submit a revised request for renewal to the Board;
  - (6) If the Board does not renew the charter based on the revised request for renewal or the parties do not negotiate a charter contract within the timeline established in this policy, the public charter school may appeal the Board's decision to the State Board of

Education for a review of whether the Board used the process required by Oregon law in denying the charter renewal.

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- (a) If the State Board of Education finds that the Board used the appropriate process in denying the request for renewal, it shall affirm the decision of the Board. A public charter may seek judicial review of this order.
- (b) If the State Board of Education finds that the Board did not use the appropriate process in denying the request for renewal, it shall order the Board to reconsider the request for renewal. If after reconsideration the Board does not renew the charter, the public charter school may seek judicial review of the Board's decision.

(7) The Board shall base the charter renewal decision on a good faith evaluation of whether the public charter school:

- (a) Is in compliance with all applicable state and federal laws;
- (b) Is in compliance with the charter of the public charter school;
- (c) Is meeting or working toward meeting the student performance goals and agreements specified in the charter or any other written agreements between the Board and the public charter school;
- (d) Is fiscally stable and used the sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter agreement; and
- (e) Is in compliance with any renewal criteria specified in the charter of the public charter school.

(8) The Board shall base the renewal evaluation described above primarily on a review of the public charter school's annual performance reports, annual audit of accounts and annual site visit and review and any other information mutually agreed upon by the public charter school and the Board;

(9) For purposes of this section, the phrase "good faith evaluation" means an evaluation of all criteria required by this section resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

## 9. Charter School Termination

a. The public charter school may be terminated by the Board for any of the following reasons:

- (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education;
- (2) Failure to meet the requirements for student performance as outlined in the charter agreement;
- (3) Failure to correct a violation of federal or state law;
- (4) Failure to maintain insurance;
- (5) Failure to maintain financial stability;
- (6) Failure to maintain, for two or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065;
- (7) Failure to maintain the health and safety of the students.

- b. If a public charter school is terminated by the Board for any reason listed in sections a. (1) through a. (7) above, the following shall occur:

- D
- (1) The district shall give the public charter school a 60-day written notification of its decision;
  - (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the sponsor and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow the process as per ORS 338.105;
  - (3) The district shall state the grounds for termination and deliver notification to the business office of the public charter school;
  - (4) The public charter school may request a hearing by the district. The request must be made in writing and delivered to the business address of the sponsor;
  - (5) Within 30 days of receiving the request for a hearing, the sponsor must provide the public charter school with the opportunity for a hearing on the proposed termination;
  - (6) The public charter school may appeal the decision to terminate to the State Board of Education;
  - (7) If the public charter school appeals the decision to terminate to the State Board of Education, the public charter school will remain open until the State Board issues its final order;
  - (8) If the State Board's final order upholds the decision to terminate and at least 60 days have passed since the notice of intent to terminate was received by the public charter school, the district's sponsorship of the public charter school will terminate;
  - (9) The final order of the State Board may be appealed under the provision of ORS 183.484;
  - (10) Throughout the ORS 183.484 judicial appeals process the public charter school shall remain closed;
  - (11) If terminated or dissolved, assets of the public charter school purchased by the public charter school with public funds, shall be given to the State Board of Education.

- c. If the public charter school is terminated by the Board for any reason related to student health or safety as provided in section a. (7) above, the following shall occur:

- (1) If the district reasonably believes that a public charter school is endangering the health or safety of the students enrolled in the public charter school, the district may act to immediately terminate the approved charter and close the public charter school without providing the notice required in section b. (1) above;
- (2) A public charter school closed due to health or safety concerns may request a hearing by the sponsor. Such a request must be made in writing and delivered to the business address of the district;
- (3) Within 10 days of receiving the request for a hearing, the district must provide the public charter school with the opportunity for a hearing on the termination;
- (4) If the district acts to terminate the charter following the hearing, the public charter school may appeal the decision to the State Board of Education;
- (5) The State Board will hold a hearing on the appeal within 10 days of receiving the request;
- (6) The public charter school will remain closed during the appeal process unless the State Board orders the district not to terminate and to re-open the public charter school; and
- (7) The final order of the State Board may be appealed under the provisions of ORS 183.484.

- d. If the public charter school is terminated, closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and with 180 days' notice to the district, unless the health and safety of the students are in jeopardy. Such notice must be made in writing and be delivered to the business address of the sponsor.

**D** Assets of a terminated, closed or dissolved public charter school that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

10. District Immunity

The district, ~~members~~ of the Board and employees of the district are immune from civil liability with respect to the public charter school's activities.

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# Corbett School District 39

Code: LBE-AR

Revised/Reviewed:

*Note: Content denoted with { } are for information to guide decision making to choose content kept in this administrative regulation for implementation, and should be deleted after final language is selected.*

## Public Charter Schools

(Version 2)

### 1. Definitions

- a. “Applicant” means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. “Public charter school” means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. “Virtual public charter school” means a public charter school that provides online courses, but does not primarily serve students in a physical location as described in Oregon Administrative Rule (OAR) 581-026-0300.
- d. “Remote and necessary school district” means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in Oregon Revised Statute (ORS) 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. “Sponsor” means the district or Board.

### 2. Proposal Process

- a. An applicant will issue a written statement of its intent to submit a proposal not less than 30 days prior to the submission date outlined below.
- b. An applicant shall submit a complete proposal for sponsorship of a public charter school by the Board, including items outlined in ORS 338.045, and any additional requirements as are required in the Board’s application for sponsorship, to the district office no less than 180 days prior to the proposed starting date of the proposed public charter school during the hours the district office is open to the public for a start date in a subsequent school year. The applicant shall also submit a copy of the same proposal to the State Board of Education.
- c. The district will complete the review process as outlined in Section 3 below.
- d. As part of the proposal, each member of the proposed public charter school’s governing body must provide an acknowledgment of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization, as described in ORS Chapter 65, if the public charter school is organized as required by ORS 338.035(2)(a)(B) and (C).

### 3. Proposal Review Process

- F** a. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal.
- (1) If the Board determines the proposal is incomplete, the district will identify the specific elements of the proposal that are not complete and provide the applicant with a reasonable opportunity, as determined by the Board, to complete the proposal.
  - (2) If after given a reasonable opportunity the applicant does not complete the required elements, the Board may disapprove<sup>1</sup> the proposal.
  - (3) An applicant, that has had a proposal disapproved pursuant to section (2) may appeal the Board's decision to the State Board of Education within 30 days of the disapproval.
  - (4) A good faith disapproval is not a denial for purposes of requesting a review by the State Board of Education under ORS 338.075.
- b. Within 60 days after the receipt of a completed proposal, or a final order issued by the Superintendent of Public Instruction remanding the proposal to the Board for consideration following a decision on an appeal, the Board shall hold a public hearing on the provisions of the public charter school proposal.
- c. The Board must evaluate a proposal in good faith using the following criteria:
- (1) The demonstrated sustainable support for the proposed charter school by teachers, parents, students and other community members, including comments received at the public hearing;
  - (2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that
  - (3) is in place at the time the school begins operating and meets requirements of ORS 338.095(1);
  - (4) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs;
  - (5) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students identified as academically low achieving;
  - (6) The adequacy of the information provided as required in the proposal criteria;
  - (7) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact<sup>2</sup> on the quality of the public education of students residing in the district in which the public charter school will be located.
  - (8) Whether there are arrangements for any necessary special education and related services for students with disabilities;
  - (9) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school; and

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<sup>1</sup> The term “disapprove” is used for a proposal that is rejected due to being incomplete. See ORS 338.055(1)(c).

<sup>2</sup> A determination of whether an impact is directly identifiable, significant and adverse may include, but is not limited to student enrollment, student-teacher ratios, staff with requisite licensure or endorsement, student learning and performance, specialty programs, financial considerations, and maintenance capabilities.

- (10) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.

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d. The Board must either approve or deny the proposal within 30 days of the public hearing. Written notice of the Board's action shall be sent to the applicant by the district.

- (1) If approved, the applicant shall also submit a copy of the approval to the State Board of Education.
- (2) If denied, the notice must include the reasons for the denial with suggested remedial measures. The Board shall provide a reasonable opportunity for the applicant to amend and resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days of receipt. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.

e. If the Board denies the resubmitted proposal, the process ends. An applicant whose resubmitted proposal is not approved by the Board may request a review of that decision to the State Board of Education within 30 days of the disapproval.

#### 4. Terms of the Charter Agreement

- a. Upon the approval of a proposal by the Board, the applicant, in cooperation with the district, must prepare and execute a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the Board.
- c. The Board and the public charter school may amend a charter agreement through joint agreement.
- d. The agreement shall incorporate the elements of the approved proposal, will address the requirements outlined in OAR 581-026-0100(2) and any additional requirements that may apply to the public charter school including, but not limited to, the following:

- (1) Pregnant and parenting students (ORS 336.640);
- (2) English language learners (ORS 336.079);
- (3) Student conduct (ORS 339.250);
- (4) Alcohol and drug abuse policy and plan (ORS 336.222);
- (5) Oregon Report Card (ORS 329.115);
- (6) Employment status of public charter school employees pursuant to ORS 338.135;
- (7) Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis pursuant to ORS 338.125.<sup>3</sup>
- (8) Transportation of students shall comply with ORS 338.145;
- (9) The plan for performance bonding or insuring the public charter school sufficient to protect the public charter school and the district from loss and liability and comply with Oregon law. Documentation shall be submitted prior to agreement approval.

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<sup>3</sup> Student enrollment shall be voluntary. A public charter school may not limit student enrollment based on ethnicity, national origin, race, religion, disability, sex, sexual orientation<sup>3</sup>, income level, the terms of an individualized education program, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level, and may implement an equitable lottery if applications for enrollment exceed the capacity of a program, class, grade level or building pursuant to ORS 338.125.

- e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.

## 5. Public Charter School Operation

- a. The public charter school shall operate at all times in accordance with the laws and rules governing public charter school operation in the state of Oregon, including but not limited to ORS Chapter 338 and applicable OAR Chapter 581 Division 22, and the charter agreement.
- b. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

## 6. Virtual Public Charter School Operation

In addition to the other requirements for a public charter school, a virtual public charter school must comply with additional requirements pursuant to ORS 338.120.

## 7. Charter Agreement Review

- a. The public charter school shall report at least annually on the performance of the school and its students to ODE and the district.
- b. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the annual audit to ODE and the following to the sponsoring district:
  - (1) A copy of the annual audit;
  - (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the public charter school during the preceding annual audit period for the school; and
  - (3) A balance sheet containing a summary of the assets and liabilities of the public charter school as of the closing date of the preceding annual audit period for the school.
- c. The district may request at any time an acknowledgment from each member of the public charter school board that the member understands the standards of conduct and liabilities of a director of a nonprofit organization, as those standards and liabilities are described in ORS Chapter 65.
- d. The public charter school shall submit to the district [quarterly] financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

## 8. Authorizing Duties

- a. The district shall ensure at all times that both the public charter school and the district are in compliance with the charter agreement, as per ORS 338.065(2).
- b. The district shall conduct:

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- (1) A comprehensive annual visit to the public charter school and written evaluation of the charter school's program, which should include an audit of the public charter school's academic, financial, and operational performance.
- (2) A review of public charter school staff credentials to ensure that public charter school staff are properly licensed and/or registered with TSPC.
- (3) A collection and review of all deliverables specified in the agreement.
- (4) A review of data to ensure the public charter school is making progress on reasonable, measurable written goals for academic, financial, and operational performance.
- (5) A review to ensure the public charter school is providing appropriate services to students who qualify, e.g., English learner supports.

## 9. Complaints Heard by the Charter School Board

A final decision reached by the public charter school board for a complaint that alleges a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - OAR 581-021-0570 (Restraint or Seclusion), ORS 659.850 (Discrimination), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), is recognized as the final decision regarding this complaint<sup>4</sup> by the Board of Corbett School District. A final decision may be appealed to the Oregon Department of Education under OAR 581-002-0003 - 581-002-0005.

## 10. Charter School Renewal

- a. The first renewal of a charter agreement shall be for the same time period as the initial charter. Subsequent renewals of a charter agreement shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:
  - (1) The public charter school board shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter agreement;
  - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;
  - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;
  - (4) If the Board approves the charter renewal, the district and the public charter school shall negotiate a new charter agreement within 90 days unless the district and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter agreement, an expiring charter agreement shall remain in effect until a new charter agreement is negotiated;
  - (5) If the Board does not renew the charter agreement, the public charter school board may address the reasons stated for denial of the renewal and any remedial measures suggested by the district and submit a revised request for renewal to the Board;
  - (6) If the Board does not renew the charter agreement based on the revised request for renewal the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter agreement renewal pursuant to ORS 338.065(6).

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<sup>4</sup> The public charter school board is given this authority by the district Board as established by [the charter agreement] [Board policy] [resolution].

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- (7) The Board shall base the charter agreement renewal decision on a good faith evaluation pursuant to ORS 338.065(8) and shall base the renewal evaluation described primarily on a review of the public charter school’s annual performance reports, annual audit of accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school board and the Board.

For purposes of this section, the phrase “good faith evaluation” means an evaluation of all criteria required by ORS 338.065 resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

## 11. Charter School Termination

- a. The public charter school may be terminated by the Board for any of the following reasons:
  - (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education.
  - (2) Failure to meet the requirements for student performance as outlined in the charter agreement.
  - (3) Failure to correct a violation of federal or state law that is described in ORS 338.115.
  - (4) Failure to maintain insurance as described in the charter.
  - (5) Failure to maintain financial stability.
  - (6) Failure to maintain, for one or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065.
  - (7) Failure to maintain the health and safety of the students.
- b. If a public charter school is terminated by the Board for any reason listed in sections a.(1) through a.(6) above, the following shall occur:
  - (1) The Board shall give the public charter school board, at least 60 days prior to the proposed effective date of termination, written notification of its decision which shall state the grounds for termination.
  - (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the Board and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow a process outlined in ORS 338.105.
  - (3) The public charter school may request a hearing with the Board in relation to a termination or a plan to correct deficiencies. The request must be made in writing and delivered to the business address of the district.
  - (4) Following a hearing, a decision reached by the Board to terminate may be appealed by the public charter school to the State Board of Education.
- c. The Board may terminate a charter immediately and close the public charter school for endangering the health or safety of the students enrolled in the public charter school under ORS 338.105(4):
  - (1) A public charter school board may request, in writing and delivered to the business address of the district, a hearing with the Board.
  - (2) Within 10 days of receiving the request for a hearing, the Board must hold a hearing on the termination.

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- (3) If the Board acts to terminate the charter following the hearing, the public charter school may appeal the decision reached by the Board to the State Board of Education.
  - (4) The public charter school will remain closed during the appeal process at the discretion of the Board unless the State Board of Education orders the Board not to terminate and to re-open the public charter school.
- d. If the charter agreement is terminated or a public charter school is closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and the public charter school board shall notify the district at least 180 days' prior to the proposed effective date of the termination, closure or dissolution.
  - e. If a charter agreement is terminated or a public charter school is dissolved, assets that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

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## Corbett School District 39

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

### Resident Student Denial for Virtual Public Charter School Attendance\*\*

The district will by October 1, calculate the percentage of the number of students residing in the district, who are enrolled in a virtual public charter school not sponsored by the district. When the established percentage is more than three percent, the district will not approve additional students enrollment to a virtual public charter school, subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305 (2).

The district may send a notice of approval or disapproval to a parent<sup>1</sup> of a student who has sent a notice to the district of intent to enroll the student in a virtual public charter school not sponsored by the district (See OAR 581-026-0305 (3)). **The district may respond with an approval or disapproval to a parent within eight business days<sup>2</sup> of receipt of the notice from the parent.**

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

END OF POLICY

#### Legal Reference(s):

[ORS 332.107](#) [ORS 338.125](#) [OAR 581-002-0040](#)

<sup>1</sup> "Parent" means parent, legal guardian or person in "parental relationship" as defined in Oregon Revised Statute (ORS) 339.133.

<sup>2</sup> **If a parent does not receive a notice of approval or disapproval from the district within 14 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district.**

CR5/31/17 | PH

Resident Student Denial for Virtual Public Charter School Attendance\*\* – LBEA

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[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

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Resident Student Denial for Virtual Public Charter School Attendance\*\* – LBEA  
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