

AGENDA	CORBETT SCHOOL DISTRICT REGULAR SCHOOL BOARD MEETING CMS at Woodard Rd and via ZOOM/Owl 31520 E Woodard Rd Troutdale, OR 97060	7:00 PM Wednesday, February 21, 2024
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- 1. PRELIMINARY BUSINESS
 - 1. Call to Order / Flag Salute
 - 2. Review and Acceptance of Agenda
 - 3. Board Chair Report Information/Discussion 3
- 2. Approval of Minutes Action Item 68
- 3. Introduction and Comments of Guests and Representatives
 - 1. Principal / Director/ Supervisor Reports 84
 - 2. Student Representative to the Board Information Item
- 4. FINANCIAL REPORTS / MATTERS
 - 1. Report Information Item 97
 - 2. Budget Committee Vacancies Information Items
- 5. Superintendent Fialkiewicz Report Information Items
 - 1. Enrollment Numbers/Application Process Update
 - 2. Update on Corbett School campus upgrades and/or grants
 - 3. Strategic Planning/Future Planning 109
- 6. CONSENT AGENDA
 - 1. **Consent agenda **Resolution items 2.87-24** through 2.92-24** Action Items**
- 7. CURRICULUM 110
- 8. STUDENTS 149
 - 1. See Item 6.1 150
 - 2. See Item 6.1
- 9. TRANSPORTATION, BUILDINGS AND MAINTENANCE
- 10. CO-CURRICULAR ACTIVITIES
- 11. Personnel
 - 1. See 6.1
 - 2. See 6.1
 - 3. Vacant Positions Information Item
 - 4. See 6.1
- 12. Policy 152
 - 1. See Item 6.1 218
 - 2. MOU between CACE and CSD Action Item 219
- 13. Matters for the Good of the Order
- 14. COMING EVENTS
 - 1. Monday, February 19, 2024 - Holiday, Presidents' Day
Wednesday, February 21, 2024 - Regular School Board Meeting, CMS Woodard

campus gym, 7:00 p.m.
Friday, February 23, 2024 - School Day
Thursday, February 29, 2024 - End of Trimester
Friday, March 1, 2024 - Assessment
Wednesday, March 13, 2024 Regular School Board Meeting, CMS Woodard
campus gym, 7:00 p.m.

15. ADJOURNMENT

Corbett School District 39

Code: BD/BDA
Adopted: 6/16/21

Board Meetings

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.¹ No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation², 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

¹ 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.

² 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).

Cross Reference(s):

ACA - Americans with Disabilities Act

BDC - Executive Sessions

Basic Roles and Responsibilities

Kristen Miles, OSBA

Introductions

- Name
- Time on the board
- Why are you on the board?
- What do you want to learn?



Share out:

- Why does the board matter?
- Why does board culture matter?
- Why does your relationship with your superintendent matter?



Current successes and challenges



Scenario:

During a recent board meeting a board member rejected the proposed vision statement because it included the phrase “all means all”. They indicated that it was impossible for each student to achieve at a high level. “Many students do not have the support at home necessary for them to be successful,” said the board member. “It is an impossible goal and should not be approved by the board.”

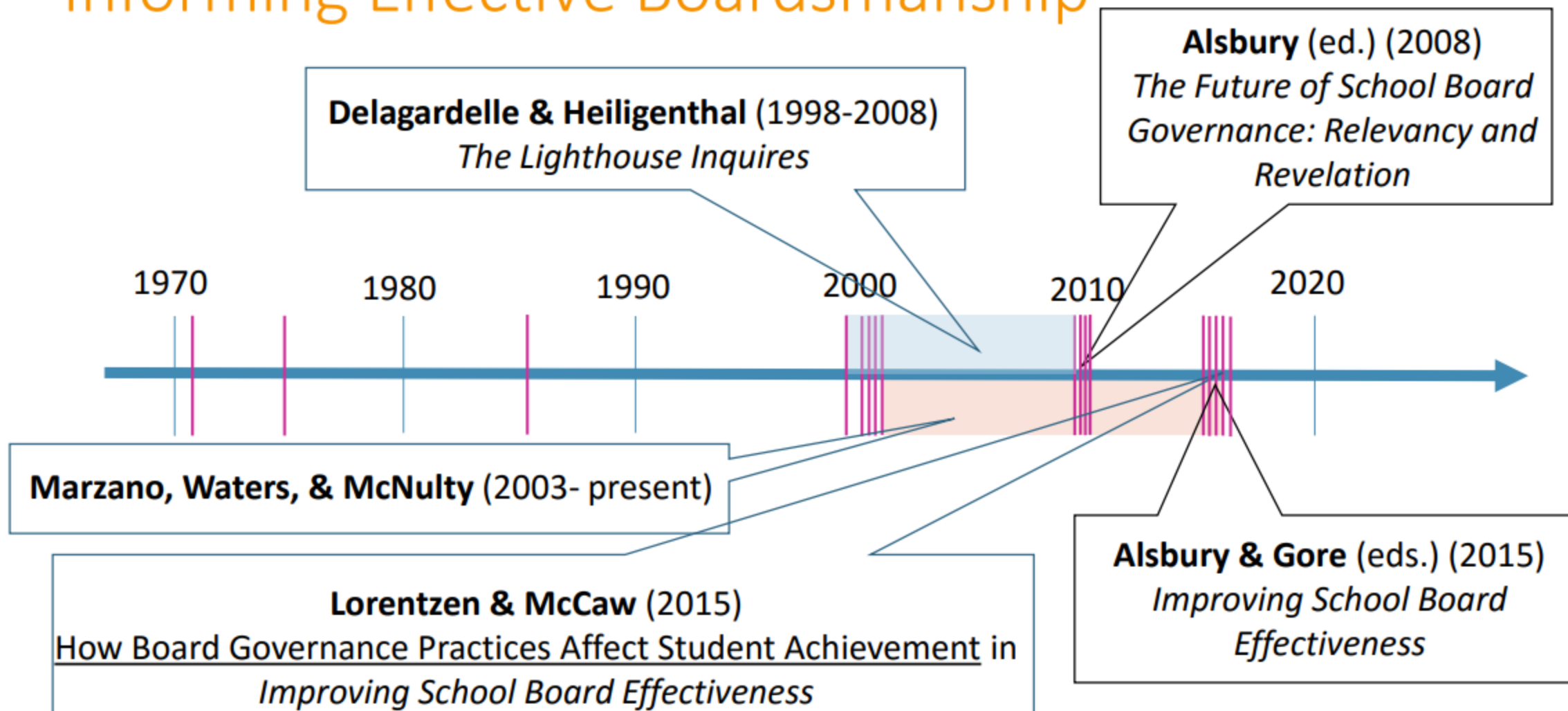


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The single belief
that ALL
students can
and will learn



Chronology of Applicable Research Informing Effective Boardsmanship



Evidence- based standards of performance

*(T. Alsbury, Balanced
Governance School Board Self-
Assessment)*

Standard	Description
Vision-directed planning	Engage staff and community in development of a shared vision focused on student learning
Community engagement	Recognize that all members of the community are stakeholders. Support collaborative partnerships.
Effective leadership	Establish focus, direction, and expectations that foster student learning. Align authority and responsibility so decisions can be made at the ¹³ most local level.
Accountability	High expectations for the learning of every student and holds the district accountable for reaching those results. Policy and resources align with the strategic vision and goals.

Evidence- based standards of performance

Standard	Description
Using data for continuous improvement	Use meaningful, quality data from multiple sources to set priorities and monitor improvement and progress.
Cultural responsiveness	Recognize cultural diversity in many facets: race, gender, geographic, sexual orientation, gender identification, socioeconomic, students with special needs. Reduce and eliminate barriers to access for all students. Apply diverse perspectives to policy and program approvals.
Culture and climate	Create a climate of expectations that all students can learn. Support policies and procedures that foster a positive and safe learning environment. Model professional and respectful relationships.
Learning organization	Ensure the district functions as a self-renewing professional community that supports reflection, discovery, improvement, and success at all levels. Encourage professional development and nurture leadership capabilities across the organization.

Evidence- based standards of performance

Standard	Description
Systems thinking	Practice an integrated view of education within and across systems and levels. Seek out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student experience.
Innovation and creativity	Encourage innovation and creativity as assets to development of positive change leading to new types of thinking.
Board member conduct, ethics, and relationship with the director	Have a clear, mutual understanding of the respective roles and responsibilities of the board and superintendent.
Budgeting and financial accountability	Align the strategic goals of the district to budget priorities and ensure the district is fiscally sound. Allocate resources based on student needs, district policy, and strategic initiatives and priorities.

Share out

The board's
top three
strengths

The board's
top three areas
of growth

The image features a teal background with a subtle pattern of light-colored circles. In the foreground, there is a single, neatly folded white paper airplane. Behind it, several crumpled white paper balls are scattered across the surface, representing a progression from a finished product to discarded attempts. The text "Practice through scenarios" is overlaid in the center in a white, sans-serif font.

Practice through scenarios

Scenario:

An upset staff member (who is also a parent) approaches you at the grocery store and asks if you can please help them with a complaint about their child's teacher. Their student's teacher has been assessing/grading them punitively and the staff member believes it in response to a tough parent-teacher conference from earlier in the year. They mention they have tried connecting with the teacher and have been unsuccessful, and now they fear retaliation in their own job.

- What do you as a board member do in this situation?



Scenario:

A board member posts a question on Facebook asking for input on the math teacher's behavior. She states that her daughter is upset because of the way the teacher runs her classroom and wants to know if others are having the same concerns. She makes herself available for questions by text, email, and social media. She goes to the superintendent and shows them the concerns, wanting something to change immediately. She also emails other board members for their input. She tells the superintendent that if they do not deal with it, she will bring it up at the next board meeting.



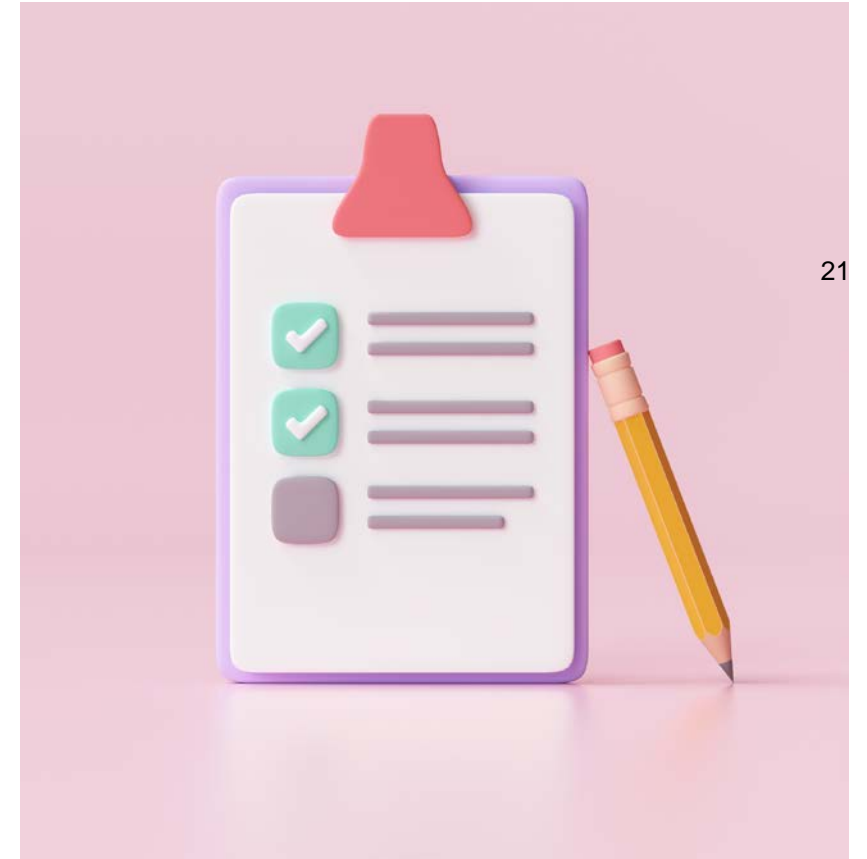
Scenario:

The Board held an executive session last week dealing with a student. This week at the post office a community member approached you and asked you a specific question about something that was discussed in the executive session.

What do you do?

Scenario:

A board member receives several phone calls from people in the community complaining because the superintendent has non-renewed a well-liked teacher. The board member is familiar with this teacher and believes they have done a good job. The board member indicates to community members that they will personally investigate the situation. While discussing the issue with the superintendent the board member requests to see all the data relevant to the dismissal. The superintendent denies the request and the board member states that they have a right to this information.



Scenario:

The board is having a discussion at a board meeting. Community members are interrupting the board, accusing some board members that they are not “putting kids first” with their decision. During public comment, people are asking questions and wanting responses in real time.

- When a board meeting is being disrupted, is there a process to follow?
- How can the board make the community feel heard without engaging in dialogue at a board meeting?

Scenario

A board member is approached by a community member after a board meeting. The community member asks to see the superintendent's contract.



Scenario:

During a recent presentation by the superintendent, a board member questioned the lack of detail in the disaggregated student results for each district goal. While the data provides a good global view of student success in the district, the board member wanted to see the data broken down by individual classrooms at the district so they can judge individual teacher effectiveness.

Is this board work?

The Board is discussing the upcoming budget process at a work session. A board member brings up that there is no mention of overall district goals or the strategic plan in the process.

Is this board work?

Scenario:

The superintendent has closed school due to inclement weather. Parents and staff are frustrated and disagree that school should be closed and that a delay would have sufficed, and individual board members are now receiving emails and calls from parents and staff asking for a response and reasons why there is a school closure.

What is the role of the board?





Scenario:

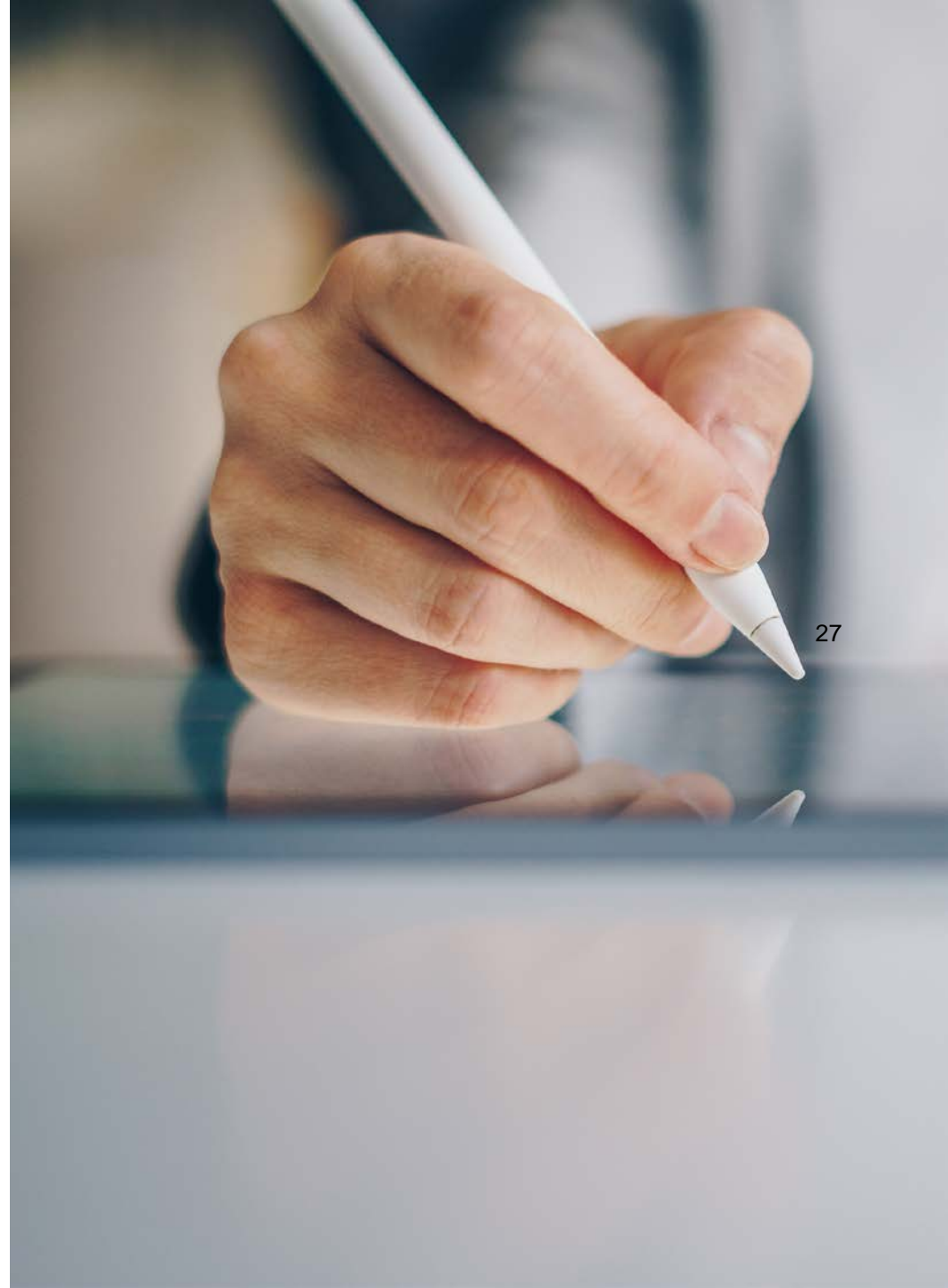
It is February and the board is discussing the superintendent evaluation process. In the past the board's process has been very informal with no adopted procedure. One board member would like staff to be surveyed. Another suggests the current informal process works and is fair. Another board member suggests contacting OSBA for guidance. The superintendent's evaluation is due by March 15, 2024. The superintendent has not been involved in this discussion thus far.

What should the board do in this situation? Should they continue their process and meet the deadline or table this for a different time?

Does the board need to follow a certain procedure for director evaluation?

Is it board work?

- Visiting school to observe student learning in classrooms and check on overall student and staff morale
- Reviewing applications, interviewing selected candidates, and making recommendations for the hiring of a teacher
- Establishing the strategic priorities of the district



A glowing lightbulb hangs from a cord, casting a warm, golden light. The background is dark and filled with many other unlit lightbulbs, creating a sense of depth and focus on the single illuminated bulb. The text "Your scenarios?" is overlaid in white, centered horizontally and partially overlapping the glowing bulb.

Your scenarios?

Any new insights?

- Why does the board matter?
- Why does board culture matter?
- Why does your relationship with your superintendent matter?



Tools for collaboration

- Superintendent evaluation
- Board self-assessment
- Board operating agreement
- Board/superintendent operating agreement
- Communication protocols



Questions and discussion





SUPERINTENDENT EVALUATION WORKBOOK

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rev 6/2020

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
 - reviewing past performance
 - communicating future expectations and goals
 - determining future professional development for the superintendent
 - making ongoing employment decisions (contract extension and compensation)
-

FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**
This consists of a targeted feedback survey (TFS)¹ of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.
- **PART 5 EVALUATION SUMMARY. (Appendix E)**
This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach¹.


EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

¹Described later in this workbook

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start thinking about next year!



MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH* | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH* | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

*Review the superintendent's contract and district policy for any applicable deadlines.

PERFORMANCE RATINGS

PART 1 (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

PART 2 (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

PUBLIC MEETINGS LAW

A governing body such as a school board, ESD board or community college board may hold an executive session to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an open session (ORS 192.660(2)(i)). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of a district goal or give directives to personnel about district goals (ORS 192.660(8)). The governing body must give advance notice of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy, and therefore disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete.

TIMELINE AND ACTION

1. **PRE-EVALUATION** (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. **CHECK-IN MEETINGS** (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. **GATHER INFORMATION** (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. **EVALUATION RESULTS** (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions](#), Revised August 2018, Question #8.)

PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)

ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
 - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

OAR 199-040-0020 Permitted Topics for Executive Session

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

ORS 342.513 Renewal or nonrenewal of contracts for the following year.

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1) "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

EVALUATION OF THE SUPERINTENDENT

The board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, board policy and progress in attaining any goals for the year established by the superintendent and/or the board.

Additional criteria for the evaluation, if any, will be developed at a public board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The board's discussion and conferences with and about the superintendent and their performance will be conducted in an executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any district goal, objective or operation. Results of the evaluation will be written and placed in the superintendent's personnel file.

At the board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the board provided written notice pursuant to the prior sentence, if the board determines the superintendent's performance remains unsatisfactory, the board may dismiss or non-renew the superintendent pursuant to board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedence over this policy.

END OF POLICY

LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

Hanson v. Culver Sch. Dist. (FDAB 1975).

(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)

POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

EVALUATION RESULTS

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE

Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE

Performance in this area consistently meets the standard.

2 = DEVELOPING

Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING



COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING



COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING



COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING



COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 

COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE GOAL STATEMENT 1:

PERFORMANCE INDICATORS:

(Insert indicators of success here)

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5

SUMMARY RATING — GOAL 1: *(check one)*

4 3 2 1 N/A

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent’s day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> • Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities. • Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision. • Implements the district’s continuous improvement plan and communicates its progress. 	<ul style="list-style-type: none"> • Evidence of how you have constructed and enacted an equity vision and mission across the district and community: <ul style="list-style-type: none"> · Newspaper, school banners, website, photo, or other media · Actions communicating clear and coherent vision: newsletter, professional development, etc. · Meetings or presentations to collaborate and implement vision, mission, goals and plans • Models learning through attending professional development opportunities and applying knowledge (transparency) • Presentation of at least one plan (e.g., CIP or SIA application) • Resources are clearly aligned with the vision and strategic initiatives: <ul style="list-style-type: none"> · Budget examples of how funds support the vision/strategic initiatives · Staffing patterns that reflect where there is an identified need · Data support goals that are aligned to student learning and growth • Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptive behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

ARTIFACTS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district's mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contract effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

ARTIFACTS

- Staff recruitment and retention plan (including demographics to match student and community population)
- Union collaboration (minutes, negotiations, grievances, etc.)
- Uses data from a variety of sources to inform labor trends, negotiations and bargaining
- Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)
- Staff attendance and retention rates
- Development plans for improving the capacity of leadership at all levels
- Documentation of coaching for instruction, curriculum, assessment and inclusion
- Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)
- Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number of participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



**OREGON SCHOOL
BOARDS ASSOCIATION**

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**COALITION OF OREGON
SCHOOL ADMINISTRATORS**

707 13th St SE, Suite 100 | Salem, OR 97301
503-581-3141
www.cosa.k12.or.us

Regular School Board Meeting
Wednesday, December 20, 2023 7:00 PM

MPB/Board Room/ZOOM-OWL
35800 E Historic Columbia River Highway
Corbett, Oregon 97019

Board Approved _____

A Regular Board Meeting of the Board of Trustees of Corbett School District was held Wednesday, December 20, 2023, beginning at 7:00 PM in the MPB/Board Room and via ZOOM-Owl virtual platform. Board members present were Michelle Vo, Chair; Todd Mickalson, Vice Chair; David Granberg; Ben Byers; Dylan Rickert; Bob Buttke. and Leah Fredericks. Also present were Administrators Derek Fialkiewicz, Ed.D., Superintendent; Jeanne Swift, Assistant Superintendent/Director Student Services; Brie Windust, Business Office Assistant/ZOOM moderator; Robin Lindeen-Blakeley, Deputy Clerk/HR Lead and Cindy Duley, Business Manager (virtual). HS Student Representative, Elizabeth Loveland, was not in attendance at the Board table. NOTE: The minutes are prepared to coincide with time scheduled matters and the numbering system of the agenda and is not necessarily the actual order of happenings at the meeting.

1. PRELIMINARY BUSINESS – approximately 12 virtual attendees and 32 people in the building audience.

Meeting in person at MPB or if virtual,

Please click the link below to join the webinar:

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

Or iPhone one-tap :

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

Or Telephone:

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

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

Webinar ID: 864 3251 0383

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

- 1.1. Call to Order / Flag Salute

Michelle Vo-Board Chair, called the meeting to order at 7:05 p.m. and led participants in the pledge of allegiance to the flag.

1.2. Review and Acceptance of Agenda – Michelle Vo- Board Chair noted no changes to the agenda, OK as presented.

Todd Mickalson had a question regarding 1.3 d.

Board discussion.

- 1.3. Board Chair Report Information/Discussion

Michelle Vo - Board Chair

- a. Winter Retreat/Work Session/Training for the Board with Kristen Miles, OSBA - Policy BD/BDA

January 30, 2024, 5:30 p.m.- 9:00 p.m., Menucha Retreat and Conference Center, Wright-Great Hall

b. Goals for District - Policy BBA – Board goals can be discussed at the Board retreat.

<https://policy.osba.org/corbett/AB/BBA%20D1.PDF>

c. Evacuation on December 11, 2023 – Dr. Fialkiewicz suggested that board discussion could happen under his report under Item 5.

d. Review/Revision of Resolution approved October 2020 – Chair Vo summarized that this is where we stood and believed at that time. Recently concerns were made by students and they had a walk out. We are as a Board to see if we are there today. Board discussion or restate?

Todd Mickalson thought it still stands. May want to look at, talk about and identify the teaching, add to the “we believe...” what our expectation is, but there it may be vague.

Michelle Vo questioned if second to last paragraph more detail? Or at the top?

Todd Mickalson suggested education in general? Certain programs to point out? If we are looking to improve on it.

Leah Fredericks considered later after presentation regarding staff and students work would be maybe better time to discuss to see what we are accountable for.

David Granberg agreed with Leah. Like Todd, it sounds a little like salad, no definitive, especially concerning curriculum, depending on the hot topic of the day.

Board discussion and maybe topic at the retreat.

Chair Vo suggested this isn't calling for a change in curriculum. The Board changes curriculum (through adoptions). Topic for later in the meeting and maybe at the retreat.

Attachments: (2)

7:21 p.m.

2. Approval of Minutes Action Item

Dave Granberg moved and Bob Buttke seconded:

RESOLUTION NO. 12.69-23 - RESOLVED that the Board approve the minutes of the November 15, 2023, Regular School Board meeting.

<https://policy.osba.org/corbett/AB/BDDG%20D1.PDF>

Attachments: (1)

The vote of the Board was 5-0; 2 abstentions from Todd Mickalson and Leah Fredericks.

3. Introduction and Comments of Guests and Representatives –

a. MHCC - John Hamblin, VP of Student Development, Diane Noriega and Diane McKeel, Board Members – Mr. Hamblin has been with MHCC for 11.5 years, Ms. Noriega has been on their Board for 10 years and Ms. McKeel is on her fifth year and as Vice Chair of

their Board. Information was reported from Mr. Hamblin, Ms. Noriega and Ms. McKeel and shared on screen and in the Board packet regarding MHCC, their 15 months of work involving inclusive processes, plans, accountabilities and goals. Feedback and questions are welcomed.

Dave Granberg asked about opportunities with Corbett High School.

Mr. Hamblin sees adult learners in the community, but would hope to reach more kids through early college opportunities and Measure 98 with engagement in CTE and careers, as well as working with TriMet station at MHCC.

Board discussion.

7:49 p.m. – The Board recessed for a two-minute break.

7:51 p.m. – The Board reconvened.

Chair Vo explained public comments and that they would be moved until after Item 3.1.

<https://policy.osba.org/corbett/AB/BDDH%20D1.PDF>

Attachments: (1)

3.1. Principal / Director/ Supervisor Reports

Derek Fialkiewicz, Ed.D., Superintendent – Said that a lot of work went into action plan with administration, students and teachers and he is proud of the work done and excited about the direction of 3.1. a. All CHS students' parents were invited to Principal chat meeting on December 13 and about 10 were in attendance.

3.1. b. Dr. Fialkiewicz added three students to speak at this meeting and hopeful that more students will take time to use the program in the future. They spoke later in the agenda.

a. Kathy Childress, CHS Principal - Every Student Belongs Action Plan – She congratulated the School Board for getting the new CMS open today. She shared two handouts with the Board and presented a slideshow that included them titled "Every Student Belongs Plan" and "Incident Report Form/Discriminatory Incident Report". Information was also included as an attachment to the board packet on policy language. About one month ago students shared concerns and three have offered to share their stories. She called them courageous kids, as it is hard to tell adults they have messed up. The timeline since the reports/walkouts have generated meetings with students, cabinet and staff to work on goals.

Trey Young, sophomore, shared about racist comments and harassment, and so started the walk out. George Belesiotis, second year at CHS, talked about slurs and thanked his peers for helping him. Luna Mackaness, Sophomore, mentioned she has been harassed about her sexuality since 9th grade and feels no consequences happen at CHS.

8:04 p.m. Ms. Childress added that the Athletic Director is working with the student leadership team and coaching kids as well as through educational piece with counselors. We have had nine reports since the online form was rolled out the week of December 10th. This keeps things in one place in order to keep track of consequences. Restoration as to how to come in to class and fix or be given "a sorry" from offenders is happening.

Talked about at assemblies, focusing on strengths and with a coachable and supportive network. After winter break the education piece will be done on SEL and anti-harassment through the work of Dr. Shelia Morgan Osborne (Curriculum Director), Becca Hart (teacher/Equity TOSA), Sara Pekny (HS Counselor), and Erica Boykins, Social Worker. The concerns are to follow and meet state standards of curriculum and to roll out in February. We want kids to feel good, safe, and part of something here. We can all grow from mistakes to make things better than good now.

Dr. Fialkiewicz added this is a K-12 initiative and the policies, procedures and discipline will receive modified lessons with same standards.

Chair Vo thanked the students who spoke.

b. Cassie Duprey, CHS Assistant Principal - Work-based Learning students were introduced by Ms. Duprey and their slideshows shared on screen. Those reporting were Haylie Soles at 9:34 p.m.; 9:38 p.m. Maddie Davis, senior and Dyson Oldright, senior at 9:41 p.m..

Attachments: (6)

3.continued-8:14 p.m.

b. Dan Hunter, parent/coach – spoke regarding 3.1 a. and was given extended time of five minutes. Educate students on community, respect, civics and how we all come together and find answers to the problems by collaborating....not discriminating.

c. 8:20 p.m. Anthony Young, parent/teacher – spoke regarding 3.1.a./3.2 and his gratitude to the students who have helped to initiate change at our school and for collaboration, open and sensible proposals.

d. 8:24 p.m. Justin Svaren, parent/coach – spoke regarding 3.1 a Every Student Belongs. He was at the Principal chat meeting on December 13, very disheartening. Use the “why” to get solutions together, get to know each other instead of looks, concerned about coming together.

e. 8:27 p.m. Michael LaFramboise, parent/patron – spoke about bullying and harassment. The board resolution came about in 2020 due to a July 2020 incident. Since COVID-October 2023. We shouldn’t have to applaud student courage with the statistics. OK with suspensions, indicators for accountability and should not let it sit on the shelf.

f. 8:30 p.m. Benno Lyon, parent/patron- spoke about the new policy regarding harassment and bias. He thanked the students and apologized to the students from the adults. Regulating speech is supported by policy and law ensures the practices. Change is hard. Ensure the practices, as he heard the painful experiences and asked this to be used as an opportunity. We can’t be Corbett strong without Corbett belong.

Chair Vo said no action item tonight, anti-racism resolution from 2020 and retreat coming up. Clarity on right and wrong, this meeting cannot become a conversation for public but they are here to witness.

Dr. Fialkiewicz concurred that list of words or actions are difficult. So many things could be ever changing and fluid, hard to enforce with target changing, so can't make a list. Keys are to be kind and be respectful.

Chair Vo asked do we have examples of coaching or training? Line of too much?

Dr. Fialkiewicz that we get feedback from the students, as those are the ones affected.

Todd Mickalson – education/teach before suspension, who is decision maker in consequences? What and who does the investigation?

David Granberg – Who is going to be judge? Moving target. Racial slurs not acceptable, moral judgment and perspective, putting district in bad position.

Leah Fredericks – defining – categories in hurtful, focus on teaching with homework lessons. Conversation and educating to help them make better judgments.

Bob Buttke – Leah Fredericks covered it. List will be ever changeable. We're stuck with other people, teach that. Do a progressive scale.

Ben Byers – Attended first meeting and parent meeting. Thought about daily and think about all the time as it impacts my 8th grader. First step is to define what we are hearing. Not a huge fan of suspension and want opportunities. System of accountability if not just a one-time situation. Look at experiences, counsel and restoration.

David Rickert – separation, threats of violence to next step of not racial/sexual speech – clear repercussions.

Michelle Vo – agreed with Ben Byers, embracing student and teaching right/wrong. How quickly for consequences matrix?

Dr. Fialkiewicz stated that right after student walk out about 20 students talked through and eventually landed on restorative practice and peer mediation, with levels for any offense. Ms. Childress and Ms. Duprey will use MS/HS matrix.

Further Board discussion about growth mindset, intention, teaching and outreach to community, counseling, indoctrination, government, who is judge, judgment, definitions, litigation, love for kids at Corbett, values, diversity, towing the line – ALL big stuff.

Dr. Fialkiewicz said it would be in-house mental health/counseling and restoration would have different pieces such as writing a letter to someone you offended, talk about perspectives for two students, but point is learning. We are educators and actions are what we can put in the toolbox. Treatment in a civil manner through consequences matrix for students and those offended, as they need the work to help them. Students, parents, administration and maybe counselors/mental health have an action plan to move forward so this doesn't happen again. Students were clear that discussion was a common practice and we had to do more because it wasn't working.

Chair Vo thanked all for the productive time and will talk more as we move forward.

Leah Fredericks thanked the students for their time taken out of their day and month and apologized, as she didn't believe they were just uncomfortable.

9:34 p.m.

<https://policy.osba.org/corbett/AB/BDDH%20D1.PDF>

Attachments: (1)

3.2. Student Representative to the Board Information Item

Anneliese or Elizabeth Loveland, Student Representative – was not available at this meeting.

<https://policy.osba.org/corbett/AB/BCBA%20D1.PDF>

9:43 p.m. – The board recessed for a two-minute break.

9:48 p.m. – The board reconvened to public session.

4. FINANCIAL REPORTS / MATTERS

Cindy Duley, Business Manager, presented the SIA Annual Report SY 2022-23.

Ms. Duley explained the Dr. Shelia Morgan Osborne presented at the November board meeting. On pages 14-16 of the SIA report there is new information in progress markers. Later under item 5.2 there will be action item. Slideshow with progress marker ratings and yellow highlights focus on lows from Dr. Morgan Osborne that need to be worked on.

Attachments: (1)

4.1. Report Information Item

Cindy Duley, Business Manager, noted information in the board packet on page 3. The General Fund (GF) Ending Fund Balance (EFB) number is becoming clearer. On page 6 Fund 04 SIA, not expending yet. We can claim after approval around the beginning of 2024. Funds on Woodard pretty much spent out. Continuing to work with auditors daily and on track for December 31 with sole goal to complete. January hopeful to present a supplemental budget.

Board discussion.

Audit report in January or February after it goes to ODE. Signing SIA now, getting it through DOJ, so not yet reimbursed.

Dr. Fialkiewicz believes draft budget in February after audit work numbers are back.

Attachments: (1)

5. Superintendent Fialkiewicz Report Information Items

Derek Fialkiewicz, Ed.D. reported on the bomb threat on Monday, December 11. At 10:53 a.m. a couple of staff reported received an email from anonymous sender that a bomb would detonate within a few hours. He received this at 10:57 a.m. At 10:58 a.m. he called 911 and we were evacuated by 11:03 a.m. Multnomah County Sheriff's office was on property at 11:20 a.m. and we moved students to Corbett Church before noon. He thanked the amazing work of our staff, administration and students for all acting upon it as real and staying with students to help them feel safe. Two-hour delay for school on December 12, so flight team could come and debrief. Thanks to the church for allowing us to be there, and we had Serve Pro clean their carpets. Lots of good but will revisit plans again, always hard to prepare.

Board discussion about positive feedback, recognition for transportation team, follow up text message about email, amazing community effort, response time, thanks for confidence as parents about their children in tough situation, and traffic efforts.

Dr. Fialkiewicz thanked the Citizens Patrol for helping out on the highway.

Description: a. Woodard Road property project – Ribbon cutting and open house on December 20 was attended by lots of people and heard nothing but positives, so super excited about CMS new home.

Chair Vo heard the comment “wow, this looks like a real school.”

b. Goals for 2023-2024

<https://policy.osba.org/corbett/C/CBG%20G1.PDF>

1) #OneCorbett

- Improve District and Community Relationships
- Align Curriculum and Student Experiences within Buildings and Classrooms.

2) School-Based Mental Health

- Increase Mental Health Offerings for Students, Staff, and Community

3) CTE and STEM

- Increase CTE and STEM Experiences for All Students K-12

Dr. Fialkiewicz reported on awesome events and packed campus December 2 – donuts with Santa hosted by CHAMPS and The Grange held a craft fair. Music concerts and book fair rounded out other December dates. BMH workshop on suicide prevention was December 7, (they are now being recorded-check website) and January 18 at 6 p.m. is next scheduled workshop regarding social skills.

5.1. Enrollment Numbers/Application Process Update

Derek Fialkiewicz, Ed.D. reported enrollment at 1063, with seven full-time online students and 3.5 half-time students, all Corbett except for one.

On January 15 the application process for out of district students opens and closes on March 30. Random openings in May will be processed. Hoping to advertise for that and online program on radio stations and online.

5.2. Update on Corbett School campus upgrades and/or grants

Derek Fialkiewicz, Ed.D., Superintendent and Cindy Duley, Business Manager

Description: a. HSS Grant Agreement and SIA

10:33 p.m. b. Early Literacy Grant - Michelle Dawkins, GS Principal and Summer Bell-Watkins, Intervention Specialist – reported and shared the slide show attached in the in the board packet. The focus is on K-3. We have LetRS curriculum, with emphasis on phonics and early literacy skills with professional development units, good data and ongoing curriculum. Also Heggerty for early foundational skills. Kindergarten camp in August was a jump start for surveying intervention needed and giving tutoring for about 120 K-6 students in three different tiers of support. Foundations and Wit and Wisdom for

state adopted curriculum. Literacy is basis of success and intervention is high dosage tutoring.

Board discussion.

Todd Mickalson moved and Bob Buttke seconded:

RESOLUTION NO. 12.80-23 - RESOLVED that the Board confirmed approval of the 2023-25 Early Literacy Grant application.

The vote of the Board was 7-0 in favor of Resolution No. 12.80-23.

c. SIA Grant Agreement 2023-2025

Todd Mickalson moved and Leah Fredericks seconded:

RESOLUTION NO. 12.70-23 - RESOLVED that the Board confirmed approval of the 2023-25 Student Investment Account - Year 1 Sub Grant #79020 and Sub Grant #34351 effective July 1, 2023-September 30, 2024.

The vote of the Board was 7-0.

d. Electric Vehicle Grant - Curtis Young, patron/parent/grant writer, reported on information related to Item 9.1. Already received grant for our maintenance team electric pickup and cargo van, not yet in service. Now working with electric bus opportunity after researching with Todd Williams, Transportation Supervisor, with PGE grant to pay about \$360,000.00 for bus and \$125,000 for infrastructure charging station. We are cautiously optimistic. Flagship meeting scheduled for January 4. Working with Western Bus for EPA grant of about \$300,000.00.

Dr. Fialkiewicz said that Mr. Williams thinks it will take five to seven years to get 10 electric buses. Would work for routes, not for field trips or sports.

Board discussion.

Mr. Young suggested that 150-200 miles is reasonable per charge with about two hours of charging and 10-12 hours in the winter. Generator would be a good back up system.

Attachments: (3)

10:56 p.m. The Board had consensus of all seven members to extend the meeting past 11:00 p.m.

5.3. Strategic Planning/Future Planning – no information to share at this meeting.

Attachments: (1)

6. CONSENT AGENDA

<https://policy.osba.org/corbett/AB/BDDC%20D1.PDF>

6.1. **Consent agenda **Resolution items 12.71-23** through 12.78-23** Action Items**

Todd Mickalson moved and Bob Buttke seconded:

11.1RESOLUTION NO. 12.71-23** - RESOLVED** that the Board confirmed the flat \$200 extra duty music stipends for 2023-24 for the following teachers as

follows: Elementary Music - David Church

MS/HS Instrumental Music - Karl Blaeuer

MS/HS Vocal Music - Nicholas Budge

11.2RESOLUTION NO. 12.72-23** - RESOLVED** that the Board reconfirmed the request for Family and Medical Leave (FMLA/OFLA) for Megan Shaw, 1.0 FTE K-1st Teacher, effective December 21, 2023 and January 8 - February 4, 2024.

11.4RESOLUTION NO. 12.73-23** - RESOLVED** that the Board confirmed the following music stipend for 2023-24: Pep Band Advisor (Level C III) - Nicholas Budge

11.5RESOLUTION NO. 12.74-23 - RESOLVED** that the Board confirmed the coaching stipend for Skyler Stone, Assistant Varsity Boys Soccer for the 2023 season at Level B Step 1.

11.6RESOLUTION NO. 12.75-23** - RESOLVED** that the Board confirmed the School-based Mental Health Project Grant Management Contract/Agreement between Helen Leedom and Corbett School District for part-time employment from November 15, 2023, through June 30, 2024.

11.7RESOLUTION NO. 12.76-23** - RESOLVED** that the Board reconfirmed the requested PFML for Jackie Ritchey, 1.00 FTE CAPS Learning Specialist, effective December 6, 2023-February 23, 2024.

11.8RESOLUTION NO. 12.77-23** - RESOLVED** that the Board reconfirmed the request for Family and Medical Leave (FMLA/OFLA) for Robert Peterson, .83 FTE Campus Monitor/.17 FTE Groundskeeper, effective September 27-November 30, 2023.

12.1RESOLUTION NO. 12.78-23** - RESOLVED** that the Board do a second reading and adopt the following:

- a. Policy ECAC - Video Surveillance
- b. Policy EEACCA - Video on Transportation
- c. Policy EEACCA- AR - Video on Transportation

The vote of the Board was 7-0 in favor of **Resolution No. 12.71-23** through 12.78-23**.

7. CURRICULUM

Derek Fialkiewicz, Ed.D., Superintendent, announced that Dr. Shelia Morgan Osborne will be presenting next month.

8. STUDENTS

No information was presented at this time in the meeting.

9. TRANSPORTATION, BUILDINGS AND MAINTENANCE

9.1. EPA Clean School Bus Rebates program Action Item
Board discussion.

Dr. Fialkiewicz expected lifespan of electric bus as 10 years and that battery range drops about 10% per year possibly. Todd Williams, Transportation Supervisor, can work to do maximum efficiency.

Todd Mickalson moved and Bob Buttke seconded:

RESOLUTION NO. 12.79-23 - RESOLVED that the Board approved Western Bus Sales, Inc. to apply for the 2023 EPA Clean Bus Rebate Program Funding on behalf of Corbett

School District as directed and discussed with the number of buses for replacement, fuel type of the new buses and which party owns the new buses.

Attachments: (5)

The vote of the Board was 7-0 in favor of Resolution No. 12.79-23.

10. CO-CURRICULAR ACTIVITIES

Derek Fialkiewicz, Ed.D., Superintendent, noted that the basketball teams hosted Australia teams on Monday, December 18. Our varsity boys lost and our varsity girls won.

11. Personnel

Derek Fialkiewicz, Ed.D. read aloud:

Vanessa Plebuch, .85 FTE HS SPED Assistant-FLS, hired effective December 4, 2023

Updated approved release dates from work for Janet Ruddell, .83 FTE SPED Asst./ .17 FTE Eligibility Official, effective November 21-January 7, 2024.

Resignation of Haley Fogarty Welsh, .83 FTE Instructional Aide Childcare I, effective November 17, 2023.

Natalie Clark, from .83 FTE to .85 FTE SPED Asst. I (FLS) effective December 11, 2023.

11.1. See 6.1

11.2. See 6.1

11.3. Vacant Positions Information Item

Derek Fialkiewicz, Ed.D., announced the finalization of hire of SBMH Director for next month. We have vacant positions open for the 2023-2024 school year for: Substitute Bus Driver; Bus Driver; Substitute Custodian; 1.00 FTE HS Learning Specialist; HS Assistant Varsity Baseball Coach and 1.00 FTE Director of School Based Mental Health.

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

11.4. See 6.1

11.5. See 6.1

11.6. See 6.1

11.7. See 6.1

11.8. See 6.1

12. Policy

12.1. See 6.1

Attachments: (3)

Board Chair and Derek Fialkiewicz, Ed.D., Superintendent
Civil Rights Coordinator Information Item

Todd Mickelson moved and Bob Buttke seconded:

12.2 RESOLUTION NO. 12.81-23 – RESOLVED that the Board confirmed that Corbett School District appoints a Superintendent to serve as our Civil Rights Coordinator (CRC) by January 1, 2024.

The vote of the Board was 7-0, in favor of Resolution No. 12.81-23.

Attachments: (1)

13. Matters for the Good of the Order

Board of Directors

<https://policy.osba.org/corbett/AB/BBAA%20D1.PDF>

- a. David Granberg appreciated the hard and good conversations
- b. Todd Mickalson reflected that sometime intent is hard to relay.
- c. Michelle Vo commented there is assuming and intent. From last month, she apologized for email revision she made on behalf of the Board to OSBA Executive Director, Jim Green, who is on administrative leave, not retiring.
- d. Ben Byers suggested modeling that as well with each other.

14. COMING EVENTS

Board Chair Vo read aloud:

- 14.1. Wednesday, December 20, 2023 - 4:15 p.m. Ribbon Cutting Ceremony at CMS - Woodard campus

Thursday, December 21, 2023 - no school for CMS students - move day

Friday, December 22, 2023 - Sunday, January 7, 2024 - Winter Break –

Board discussion.

Dr. Fialkiewicz said we should be back on track next year for dates, but it worked well for Woodard opening.

Monday, January 15, 2024 - No School, MLK day

Wednesday, January 17, 2024 - Regular School Board Meeting, CMS Woodard campus, 7:00 p.m.

14.2. Friday, January 19, 2024 - School Day

15. ADJOURNMENT – The Board adjourned at 11:15 p.m.

Regular School Board Meeting
Zoom virtual meeting
Thursday, January 18, 2024 @ 7:00pm

Meeting minutes taken by: Brie Windust

Panelists:

Michelle Vo
Todd Mickalson
Bob Buttke
David Granberg
Derek Fialkiewicz
Jeanne Swift
Ben Byers
Leah Fredericks
Dylan Rickert

Attendees:

Shelia Osborne
amydetter@gmail.com
Karl Blaeuer
Sara Brounstein
Michelle Dawkins
Amanda Rickert
Brian Lutes
Benno Lyon
Josh Huffman
Savannah Halter
Kathy Childress
Ashraf Lakhani

Debra Granberg
Tony Matias
Michael LaFramboise
Steven Dodson

1. PRELIMINARY BUSINESS
 - 1.1. Call to Order / Flag Salute: Michelle Vo at 7:02
 - 1.2. Review and Acceptance of Agenda: Michelle Vo stated they would be moving agenda items up due to the winter storm and possibility of power issues for people attending. Move items 6, 12, 4, 9.
 - 1.3. Board Chair Report Information/Discussion: Michelle presented there is a School Board retreat on 1/30/24 at Menucha. Time is 5:30, dinner will be served.

2. Approval of Minutes Action Item: Michelle took a vote to postpone accepting the December 2023 minutes. Moved: Todd M, 2nd: Bob B. Vote 7/0, passed unanimously.

3. Introduction and Comments of Guests and Representatives
 - 3.1. ~~Co-Director/Supervisor Reports~~: nothing covered
 - 3.2. ~~Student Representative to the Board~~ — ~~Information Item~~: Absent

4. FINANCIAL REPORTS / MATTERS
 1. Report Information Item: Presented by Cindy Duley let the board know to look at page 5-7 as attached to the board packet.
 2. Auditor Josh Huffman presented that the audit “went fine in general”. He stated that the first year is a little more difficult as they are learning all the CSD processes and people. He said CSD staff and ESD staff were very responsive to their requests. He gives the audit a “thumbs up”. Final report is 99 pages. The process continues.
 3. He spoke of two deadlines:
 - 3.1. 12/31/24 date to file with the State. Was filed on time.
 - 3.2. Federal single audit will come later. Pg 90-not filed yet. Use and spend more, grants, etc.
 4. Savannah Halter introduced herself as the communication spokesperson for the audit team.

5. Ashraf Lakhani spoke to let people know she was available to answer questions. No questions asked.
 6. Michelle said that any questions regarding the audit should be sent to Robin.
5. Superintendent Fialkiewicz Report Information Items
- 5.1. Enrollment Numbers/Application Process Update: Current students is up to 1085. People are moving into the district. Application to attend opened 3 days ago, and has 68 applicants. Three options to attend for next year include: in-person, online, and in-person & online.
 - 5.2. Update on Corbett School campus upgrades and/or grants: Woodard everything with the move and the opening “went well”. The recent storm caused a tree to fall but did not do any damage to the building. “This is a huge positive”. It did however damage the fence at Woodard.
 - 5.3. Strategic Planning/Future Planning
Michelle stated that we had lost Derek. She also stated that during the storm the board had been in regular communication with Derek regarding the damage to the school. And was getting noticed just prior to the school emails.
Derek lost his internet for a minute but was back by 7:21. He reported that the storm damage is being accessed. And that hopefully Steve will be able to fire up the boilers tomorrow. After that they will be able to fully access the fire suppression sprinkler system. As of now, taking it day by day and still discovering what is damaged and what can be used. Michele stated that she had heard positive feedback from the community that people appreciate the heads up about the possibility of no school the following week.

6. CONSENT AGENDA

Consent agenda ~~Resolution items 1.83-24** through 1.85-24**~~ Action Items**

Description: 11.1~~**RESOLUTION NO. 1.83-24**~~ - RESOLVED that the Board confirm a second extra duty Boys Assistant Middle School coaching stipend to Jeremy Cummings for 2023-24 for coaching a third team.

11.2~~**RESOLUTION NO. 1.84-24**~~ - RESOLVED that the Board confirm the hire of Jacqueline Brandow, 1.00 FTE SBMH Project Director, as a Probationary Administrator effective February 20 - June 30, 2024.

~~11.4~~**RESOLUTION NO. 1.85-24**~~ RESOLVED that the Board confirm the corrected annual salaries as listed on the October 2023 board meeting for Brie Windust, Business Office Assistant, from \$63,440.00 to \$64,930.00 and for Jeanne Swift from \$120,656.59 to \$131,625.37.~~

Todd reported that there was a resolution number error: Should be 1.83-24 through 1.84-24.

Vote: Moved: Todd, 2nd: Bob, Vote 7/0 passes unanimously.

- ~~7. CURRICULUM:~~ Nothing covered
8. ~~STUDENTS:~~ nothing covered
9. ~~TRANSPORTATION, BUILDINGS AND MAINTENANCE:~~ nothing covered for transportation. Building covered in Superintendent report.
- ~~10. CO-CURRICULAR ACTIVITIES:~~ Nothing covered.
11. Personnel:
 - 11.1. Update: Janet Ruddell. Hire: Audrey McLain . Transfer: Ryan Greathouse . Also pointed out that we have hired Jackie Brandow effective February 20.
 - 11.2. Vacant Positions: Todd read off vacant positions as listed in the board packet.
12. ~~Policy:~~ Nothing covered
13. ~~Matters for the Good of the Order:~~ Nothing covered
14. COMING EVENTS: Michelle added Winter Formal Saturday, February 3rd at The Grange.
 - Friday, January 19, 2024 - School Day
 - Thursday, January 25, 2024 - HS Conferences
 - Tuesday, January 30, 2024 - 5:30 p.m. Special School Board Meeting/Board Retreat at Menucha
 - Monday, February 19, 2024 - Holiday, Presidents' Day
 - Wednesday, February 21, 2024 - Regular School Board Meeting, CMS Woodard campus gym, 7:00 p.m.

ADJOURNMENT: 7:35pm

Special School Board
Meeting/Retreat/Workshop
Tuesday, January 30, 2024 via in person at
Menucha

Menucha Retreat & Conference Center/Wright
Hall
38711 E Historic Columbia River Highway
Corbett, OR 97019

1. Assemble in Wright Hall at Menucha – The following board members were present: Michelle Vo, Board Chair; Todd Mickalson, Board Vice Chair; Bob Buttke; David Granberg; Leah Fredericks; Ben Byers and Dylan Rickert. Also present were administrators Derek Fialkiewicz, Ed.D., Superintendent; Brie Windust, Business Office Assistant and Robin Lindeen-Blakeley, Deputy Clerk/HR Lead. Kristen Miles, Director of Board Development, OSBA was the facilitator.

2. Introductory Comments / Orientation with Menucha staff at 5:40 p.m. – We gathered in Wright Hall and Board Chair Vo called the meeting to order at 5:41 p.m. No orientation from the Menucha staff. The harassment and anti-racism discussion will be a separate focus.

2.1. Board Roles and Responsibilities Workshop Facilitation with OSBA Information/Discussion Item – Ms. Miles introduced herself and her role for OSBA and as a board member at her community’s school. She mentioned her meeting with the Board in 2019 regarding the charter district pros and cons. She asked each member present to introduce themselves and what they would like to gain from the evening.

Board discussion.

Ms. Miles posed that there would be scenarios to work through, appropriate resources and laws to peruse for the best use of time, and interaction to gain understanding of how the board impacts student learning. (Resource handouts included in February 21, 2024 agenda packet.)

3. Family style dinner for Board members and facilitator from 6:00 p.m. – 6:43 p.m. in the dining hall at Menucha.

4. Continuation of Board Roles and Responsibilities Workshop Facilitation with OSBA Information/Discussion Item – 6:44 p.m. Ms. Miles shared presentation online and discussion was shared about why the School Board matters. The will of the Board carries on with the strong culture of trust and collaboration. The Board discussed current successes and challenges. Scenarios regarding effective boardsmanship with “all means all” and “all students can and will learn.” Evidence based standards of performance were noted that lead towards vision-directed planning to engage staff and community in development of a shared mission focus on student learning and effective leadership. Further discussion around the topics of accountability for reaching results to align with the strategic vision and goals, the careful sharing out in communications while using data for continuous improvement, organization around cultural/climate responsiveness, innovation and creativity, conduct and ethics, and respect for mutual roles and responsibilities of Board and Superintendent.

5. Adjournment - 9:00 p.m.



Corbett High School Graduation Requirement Changes

84

February 2024

Challenges with Current Policy

✦
Personal
Finance 0.5
Credits

class of 2027

Higher Ed and
Career Skills
0.5 credits

class of 2027

✦
Alignment for
CHS, Board
Policy and ODE

28 credit diploma, CTE and
Fine Arts coding

Aligning Graduation Requirements

Subject Areas	State - 24 Credits	Current CHS - 28 Credits	Proposed CHS - 28 Credits
ELA	4 credits	4 credits	4 credits
Math	3 credits	4 credits	4 credits
Science	3 credits	4 credits	4 credits
Social Science	3 credits	4 credits	4 credits
Health	1 credit	1 credit	1 credit
PE	1 credit	1 credit	1 credit
World Lang, CTE, Fine Art	3 credits	2 World Language 1 CTE 2 Fine Arts	2 World Language 3 CTE/Fine Arts
Personal Finance	0.5 credits	○	0.5 Credits
College and Career	0.5 credits	○	0.5 Credits
Electives	5 credits	5 credits	4 Credits

Why combine CTE/FINE Art?

Current Practice

- Culinary Arts - counts for both.
- Woodworking - counts for both.
- Materials/Manufacturing - CTE
- Computer Science A - CTE
- Art, band, strings, yearbook, all count for art

CTE/Fine Art

- Clarity for student course planning.
- Eliminates human error in transcripts.
- It is what we are actually doing.

Why remove the 5-3 option?

Current Practice

- 4 science, 4 social studies
- 3 science, 5 social studies
- 5 science, 3 social studies

Proposed

- 4 science, 4 social studies
- New state requirement for Civics, (US Government) means students need all 4 years of social studies.

Changes to Board Policy IFK-AR

Current Language

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

Proposed Language Change to Match Current Practice

✦ A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 28* credits for which include at least.....

*A student may be awarded the 24 credit Oregon Minimum diploma that meets requirements 1-8 above with prior administrative approval, (requirements 1-10 beginning with the class of 2027)

Adding Personal Finance and College/Career Skills Credits

- Senior year Homeroom time for College/Career, with an additional focus on the state standards
- Junior year course: Two trimesters Personal Finance and One trimester College/Career.
- No new FTE - means an increase in class sizes in other courses (go from 4 sections to 3 sections, 25 to 32)



Questions?



Work-Based Learning

By: Wendell Mullins



Hello

I am Wendell Mullins

I am a senior at Corbett High School, and I have been working with Mount Hood Aquatics as a Lifeguard as part of the work-based learning program.

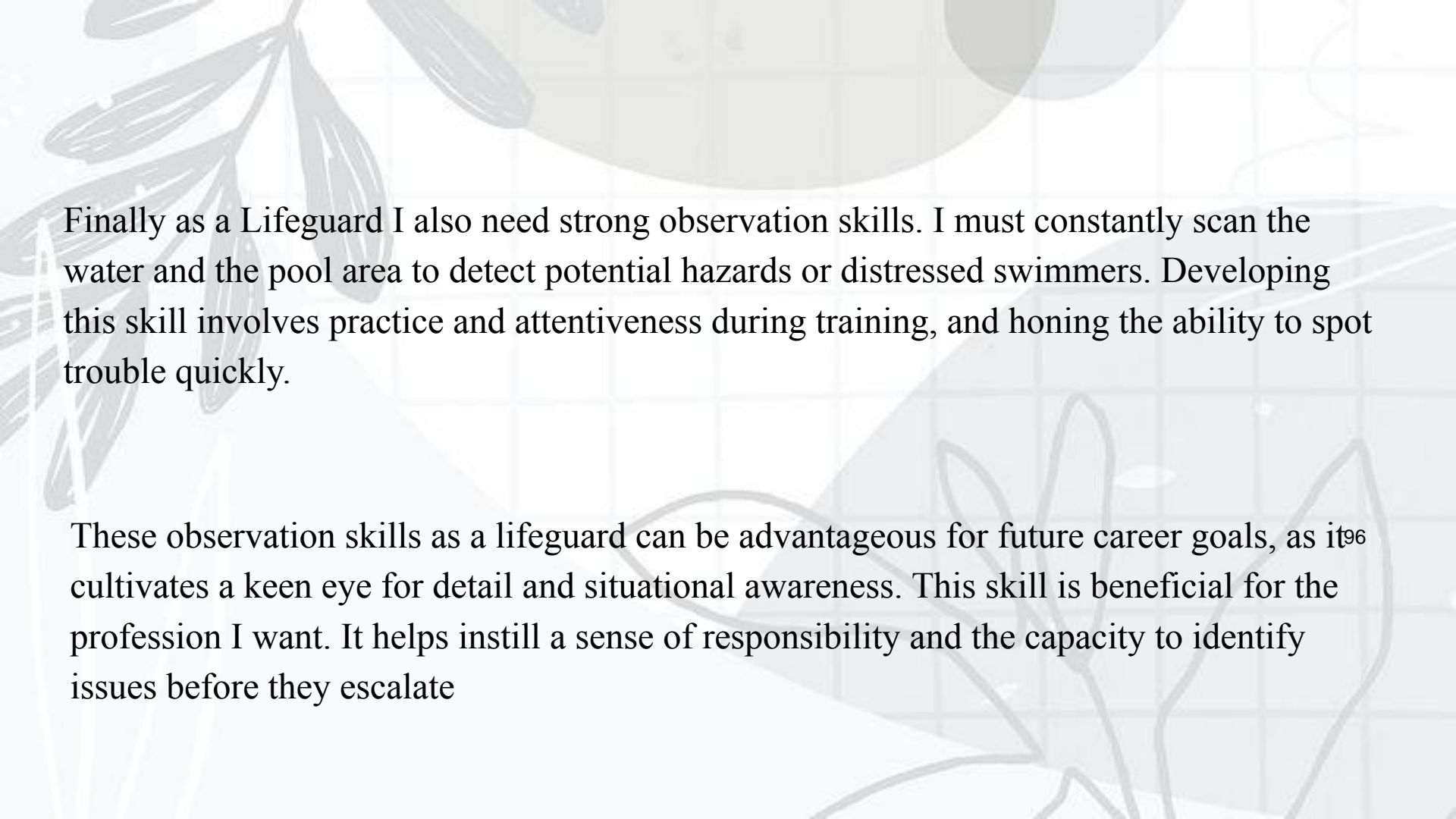
Skills learned at work

One crucial skill as a lifeguard is water rescue techniques. One of the ways that I developed that skill was by undergoing extensive training in CPR, first aid, and various rescue methods, including tube rescues, spinal injury management, and more.

I think that these skills can be helpful for my future goals, as it demonstrates responsibility, teamwork, and quick decision-making.

Another important skill that I've learned as a lifeguard is effective communication. We need to communicate clearly with swimmers, coworkers, and supervisors. Developing this skill involves learning how to give clear instructions, calmly handle stressful situations, and convey information in a concise and reassuring manner.

Communication abilities as a lifeguard can be valuable for my future career goals, especially in jobs where clear and effective communication is essential. It's a transferable skill that can help in the career I want, this skill also helps with the importance of teamwork and crisis management.



Finally as a Lifeguard I also need strong observation skills. I must constantly scan the water and the pool area to detect potential hazards or distressed swimmers. Developing this skill involves practice and attentiveness during training, and honing the ability to spot trouble quickly.

These observation skills as a lifeguard can be advantageous for future career goals, as it⁹⁶ cultivates a keen eye for detail and situational awareness. This skill is beneficial for the profession I want. It helps instill a sense of responsibility and the capacity to identify issues before they escalate

Corbett School District
Financial Report to the Board of Directors
Wednesday, February 21, 2024

This report includes expenses and revenue recorded through January 31, 2024. January is not yet closed, so additional expenses and revenue may be recorded as the bank reconciliation process is completed. Also please be aware P-card expenditures routinely experience a 30-day delay between the time expenses are incurred and when they show on our books.

At next month's meeting the Board will be asked to approve a resolution to revise the Adopted budget to reflect actual beginning fund balances and to make adjustments between funding categories to accommodate current year activity.

Thank you,
Cindy Duley, Business Manager
cduley@corbett.k12.or.us

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
- FF&C Loan
- GO Bond 2021
- OSCIM Grant
- GO Bond Debt Service
- Energy Projects

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, 2024

Summary of Budget and Actual Expenditures by Fund and Major Function

Current Budget vs Actual Total Expenses	Current Budget	Jan 31 2024 YTD Actuals	Jan 31 2024 Balance
Fund: 01 General Fund			
1000 Instruction	8,459,144	3,973,765	4,485,379
2000 Support Services	5,480,001	3,630,700	1,849,301
3000 Enterprise & Community Services	173,663	8,981	164,682
5100 Debt Service	253,182	117,396	135,786
6000 Contingencies	290,842	-	290,842
Fund: 01 General Fund Total	14,656,832	7,730,842	6,925,990
Fund: 02 Food Services Fund			
3000 Enterprise & Community Services	428,710	173,255	255,455
Fund: 02 Food Services Fund Total	428,710	173,255	255,455
Fund: 03 Federal Funds			
1000 Instruction	276,486	400,854	(124,368)
2000 Support Services	911,211	344,393	566,818
5100 Debt Service	-	63,225	(63,225)
Fund: 03 Federal Funds Total	1,187,697	808,473	379,224
Fund: 04 Student Investment Account			
1000 Instruction	606,327	267,415	338,912
2000 Support Services	210,185	201,615	8,570
Fund: 04 Student Investment Account Total	816,512	469,030	347,482
Fund: 06 Student Body Trust Fund			
1000 Instruction	300,000	-	300,000
Fund: 06 Student Body Trust Fund Total	300,000	-	300,000
Fund: 08 Full Faith & Credit Loan			
4000 Facilities Acquisition/Construction	2,355,000	2,233,285	121,715
5100 Debt Service	150,000	-	150,000
Fund: 08 Full Faith & Credit Loan Total	2,505,000	2,233,285	271,715
Fund: 09 GO Bond 2021			
2000 Support Services	54,335	797,334	(742,999)
4000 Facilities Acquisition/Construction	964,665	177,149	787,516
Fund: 09 GO Bond 2021 Total	1,019,000	974,483	44,517
Fund: 10 Bond Matching Grant			
4000 Facilities Acquisition/Construction	4,000,000	614,081	3,385,919
Fund: 10 Bond Matching Grant Total	4,000,000	614,081	3,385,919
Fund: 11 Debt Service Fund			
5100 Debt Service	411,952	27,922	384,030
5200 Transfers Out	30,000	-	30,000
Fund: 11 Debt Service Fund Total	441,952	27,922	414,030
Fund: 20 Energy Projects Fund			
4000 Facilities Acquisition/Construction	20,000	-	20,000
Fund: 20 Energy Projects Fund Total	20,000	-	20,000
Grand Total - All Funds	25,375,703	13,031,371	12,344,332

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

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End	Year to Date	% of YE	Current	Projected	Year to Date	% of
	Actuals	Jan 31 2023	Actuals	Budget	Actual	Jan 31 2024	Budgeted
Revenues							
Property Taxes	2,047,379	1,919,203	94%	2,178,344	2,178,344	1,921,818	88%
State School Fund	10,065,153	5,709,764	57%	10,551,633	10,551,633	6,963,426	66%
Local Sources	451,970	157,296	35%	440,400	440,400	356,631	81%
Intermediate Sources	201,787	-	0%	201,200	201,200	861	0%
State Sources	990,651	748,751	76%	712,328	712,328	148,364	21%
Federal Sources	77,471	25,315	33%	49,172	49,172	66,539	135%
Total Revenues	13,834,411	8,560,329	62%	14,133,077	14,133,077	9,457,639	67%
Expenditures							
Salaries	7,185,099	3,897,671	54%	7,396,526	7,396,526	3,811,928	52%
Associated Payroll	4,496,958	2,263,790	50%	4,396,579	4,396,579	2,202,406	50%
Purchased Services	1,696,210	676,098	40%	1,090,187	1,090,187	888,311	81%
Supplies & Materials	648,896	363,405	56%	747,647	747,647	369,084	49%
Capital Outlay	65,080	26,277	40%	171,000	171,000	38,366	22%
Debt Service	253,297	94,168	37%	253,182	253,182	117,396	46%
Other Objects	305,807	285,149	93%	310,869	310,869	303,349	98%
Contingency	-	-		290,842	290,842	-	0%
Total Expenditures	14,651,346	7,606,557	52%	14,656,832	14,656,832	7,730,842	53%
Other Sources (Uses)							
Other Sources	-	-		251,000	251,000	-	0%
Transfer In	-	-		30,000	30,000	-	0%
Transfer Out	(53,340)	-	0%	-	-	-	
Total Other Sources (Uses)	(53,340)	-	0%	281,000	281,000	-	0%
Change in Fund Balance	(870,276)	953,772		(242,755)	(242,755)	1,726,798	
Fund Balance - Beginning	1,305,723	1,305,723		1,065,086	435,447	435,447	
Fund Balance - Ending	435,447	2,259,496		822,331	192,692	2,162,245	

	FY 2022-23	FY 2023-24	Variance	% Change
YTD Revenues				
Property Taxes	1,919,203	1,921,818	2,615	0%
State School Fund	5,709,764	6,963,426	1,253,662	22%
Local Sources	157,296	356,631	199,335	127%
Intermediate Sources	-	861	861	
State Sources	748,751	148,364	(600,387)	-80%
Federal Sources	25,315	66,539	41,224	163%
Total Revenues	8,560,329	9,457,639	897,310	10%

	FY 2022-23	FY 2023-24	Variance	% Change
YTD Expenditures				
Salaries	3,897,671	3,811,928	(85,742)	-2%
Associated Payroll	2,263,790	2,202,406	(61,384)	-3%
Purchased Services	676,098	888,311	212,214	31%
Supplies & Materials	363,405	369,084	5,679	2%
Capital Outlay	26,277	38,366	12,090	46%
Debt Service	94,168	117,396	23,228	25%
Other Objects	285,149	303,349	18,200	6%
Total Expenditures	7,606,557	7,730,842	124,285	2%

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

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Jan 31 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2024	% of Budgeted
Revenues							
State School Fund	2,915	-	0%	2,000	2,000	-	0%
Local Sources	84,208	37,598	45%	120,000	120,000	48,846	41%
State Sources	17,845	385	2%	4,000	4,000	7,731	193%
Federal Sources	187,737	108,339	58%	121,000	121,000	45,746	38%
Total Revenues	292,706	146,322	50%	247,000	247,000	102,323	41%
Expenditures							
Salaries	98,661	55,438	56%	136,223	136,223	59,063	43%
Associated Payroll	66,281	36,769	55%	65,125	65,125	37,328	57%
Purchased Services	36,753	13,618	37%	6,000	6,000	-	0%
Supplies & Materials	147,077	71,880	49%	217,862	217,862	75,284	35%
Debt Service	-	(3,196)	-	-	-	-	-
Other Objects	1,500	1,425	95%	3,500	3,500	1,580	45%
Total Expenditures	350,272	175,933	50%	428,710	428,710	173,255	40%
Other Sources (Uses)							
Transfer In	53,340	-	0%	-	-	-	-
Total Other Sources (Uses)	53,340	-	0%	-	-	-	-
Change in Fund Balance	(4,226)	(29,612)		(181,710)	(181,710)	(70,933)	
Fund Balance - Beginning	65,284	65,284		196,133	61,058	61,058	
Fund Balance - Ending	61,058	35,672		14,423	(120,652)	(9,875)	

YTD Revenues	FY 2022-23	FY 2023-24	Variance	% Change
Local Sources	37,598	48,846	11,248	30%
State Sources	385	7,731	7,346	1909%
Federal Sources	108,339	45,746	(62,593)	-58%
Total Revenues	146,322	102,323	(43,999)	-30%

YTD Expenditures	FY 2022-23	FY 2023-24	Variance	% Change
Salaries	55,438	59,063	3,624	7%
Associated Payroll	36,769	37,328	559	2%
Purchased Services	13,618	-	(13,618)	-100%
Supplies & Materials	71,880	75,284	3,405	5%
Debt Service	(3,196)	-	3,196	-100%
Other Objects	1,425	1,580	156	11%
Total Expenditures	175,933	173,255	(2,678)	-2%

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

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Jan 31 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2024	% of Budgeted
Revenues							
Federal Sources	441,244	63,614	14%	1,187,697	1,187,697	320,869	27%
Total Revenues	441,244	63,614	14%	1,187,697	1,187,697	320,869	27%
Expenditures							
Salaries	501,406	163,679	33%	586,264	586,264	487,522	83%
Associated Payroll	179,437	82,918	46%	241,490	241,490	186,111	77%
Purchased Services	272,312	1,883	1%	21,119	21,119	51,747	245%
Supplies & Materials	34,277	18,306	53%	338,824	338,824	19,847	6%
Other Objects	8	-	0%	-	-	21	
Total Expenditures	1,462,122	266,786	18%	1,187,697	1,187,697	808,473	68%
Change in Fund Balance	(591,196)	(203,172)		-	-	(487,604)	
Fund Balance - Beginning	8,401	8,401		-	(582,795)	(582,795)	
Fund Balance - Ending	(582,795)	(194,771)		-	(582,795)	(1,070,398)	

	FY 2022-23	FY 2023-24	Variance
YTD Revenues			
Federal Sources	63,614	320,869	257,255
Total Revenues	63,614	320,869	257,255

	FY 2022-23	FY 2023-24	Variance
YTD Expenditures			
Salaries	163,679	487,522	323,843
Associated Payroll	82,918	186,111	103,193
Purchased Services	1,883	51,747	49,863
Supplies & Materials	18,306	19,847	1,541
Other Objects	-	21	21
Total Expenditures	266,786	808,473	541,687

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

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Jan 31 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2024	% of Budgeted
Revenues							
State Sources	850,796	638,097	75%	816,512	816,512	741,453	91%
Total Revenues	850,796	638,097	75%	816,512	816,512	741,453	91%
Expenditures							
Salaries	574,433	275,695	48%	526,785	526,785	326,778	62%
Associated Payroll	269,012	145,947	54%	286,663	286,663	141,961	50%
Purchased Services	7,350	7,350	100%	-	-	290	
Supplies & Materials	-	1,183		3,064	3,064	-	0%
Other Objects	1	-	0%	-	-	-	
Total Expenditures	850,796	430,174	51%	816,512	816,512	469,030	57%
Change in Fund Balance	0	207,923		-	-	272,423	
Fund Balance - Beginning	-	-		-	0	0	
Fund Balance - Ending	0	207,923		-	0	272,423	

	FY 2022-23	FY 2023-24	Variance
YTD Revenues			
State Sources	638,097	741,453	103,356
Total Revenues	638,097	741,453	103,356

	FY 2022-23	FY 2023-24	Variance
YTD Expenditures			
Salaries	275,695	326,778	51,083
Associated Payroll	145,947	141,961	(3,985)
Purchased Services	7,350	290	(7,060)
Supplies & Materials	1,183	-	(1,183)
Total Expenditures	430,174	469,030	38,855

**Corbett School District No. 39
Board Financial Report
Fund 08: General Fund, FF&C Loan**

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Jan 31 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2024	% of Budgeted
Revenues							
State Sources	20,905	-	0%	-	-	-	
Total Revenues	20,905	-	0%	-	-	-	
Expenditures							
Purchased Services	-	-		2,355,000	2,355,000	429	0%
Capital Outlay	140,882	241,860	172%	-	-	2,232,856	
Debt Service	-	-		150,000	150,000	-	0%
Other Objects	-	-		-	-	-	
Total Expenditures	140,882	241,860	172%	2,505,000	2,505,000	2,233,285	89%
Other Sources (Uses)							
Other Sources	-	-		4,860,000	4,860,000	-	0%
Total Other Sources (Uses)	-	-		4,860,000	4,860,000	-	0%
Change in Fund Balance	(119,977)	(241,860)		2,355,000	2,355,000	(2,233,285)	
Fund Balance - Beginning	2,353,262	2,353,262		-	2,233,285	2,233,285	
Fund Balance - Ending	2,233,285	2,111,402		2,355,000	4,588,285	-	
			YTD Expenditures	FY 2022-23	FY 2023-24	Variance	
			Purchased Services	-	429	429	
			Capital Outlay	241,860	2,232,856	1,990,996	
			Total Expenditures	241,860	2,233,285	1,991,425	

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

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Jan 31 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2024	% of Budgeted
Revenues							
Local Sources	25,969	13,307	51%	20,000	20,000	10,400	52%
Intermediate Sources	178	-	0%	-	-	103	
Total Revenues	26,146	13,307	51%	20,000	20,000	10,503	53%
Expenditures							
Purchased Services	-	5,315		1,019,000	1,019,000	29,264	3%
Capital Outlay	22,791	-	0%	-	-	945,219	
Other Objects	-	633		-	-	-	
Total Expenditures	22,791	5,948	26%	1,019,000	1,019,000	974,483	96%
Other Sources (Uses)							
Other Sources	-	-		364,665	364,665	-	0%
Total Other Sources (Uses)	-	-		364,665	364,665	-	0%
Change in Fund Balance	3,355	7,359		(634,335)	(634,335)	(963,981)	
Fund Balance - Beginning	998,897	998,897		634,335	1,002,252	1,002,252	
Fund Balance - Ending	1,002,252	1,006,257		-	367,917	38,272	

	<u>FY 2022-23</u>	<u>FY 2023-24</u>	<u>Variance</u>
YTD Revenues			
Local Sources	13,307	10,400	(2,907)
Total Revenues	13,307	10,503	(2,804)

	<u>FY 2022-23</u>	<u>FY 2023-24</u>	<u>Variance</u>
YTD Expenditures			
Capital Outlay	-	945,219	945,219
Other Objects	633	-	(633)
Total Expenditures	5,948	974,483	968,535

**Corbett School District No. 39
Board Financial Report
Fund 10: OSCIM Grant**

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Jan 31 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2024	% of Budgeted
Revenues							
State Sources	2,705,767	224,787	8%	1,335,164	1,335,164	603,299	45%
Total Revenues	2,705,767	224,787	8%	1,335,164	1,335,164	603,299	45%
Expenditures							
Capital Outlay	2,705,767	-	0%	4,000,000	4,000,000	614,081	15%
Total Expenditures	2,705,767	-	0%	4,000,000	4,000,000	614,081	15%
Change in Fund Balance	-	224,787		(2,664,836)	(2,664,836)	(10,782)	
Fund Balance - Beginning	-	-		2,664,836	-	-	
Fund Balance - Ending	-	224,787		-	(2,664,836)	(10,782)	

	FY 2022-23	FY 2023-24	Variance
YTD Revenues			
State Sources	224,787	603,299	378,512
Total Revenues	224,787	603,299	378,512

	FY 2022-23	FY 2023-24	Variance
YTD Expenditures			
Capital Outlay	-	614,081	614,081
Total Expenditures	-	614,081	614,081

**Corbett School District No. 39
Board Financial Report
GO Bond Debt Service Fund**

	Fiscal Year 2022-2023			Fiscal Year 2023-2024			
	Year End Actuals	Year to Date Jan 31 2023	% of YE Actuals	Current Budget	Projected Actual	Year to Date Jan 31 2024	% of Budgeted
Revenues							
Property Taxes	383,049	360,022	94%	467,446	467,446	444,537	95%
Local Sources	6,301	1,779	28%	-	-	-	
Intermediate Sources	154	-	0%	-	-	79	
Total Revenues	389,504	361,801	93%	467,446	467,446	444,616	95%
Expenditures							
Debt Service	380,219	31,115	8%	411,952	411,952	27,922	7%
Total Expenditures	380,219	31,115	8%	411,952	411,952	27,922	7%
Other Sources (Uses)							
Transfer Out	-	-		(30,000)	(30,000)	-	0%
Total Other Sources (Uses)	-	-		(30,000)	(30,000)	-	0%
Change in Fund Balance	9,285	330,687		25,494	25,494	416,694	
Fund Balance - Beginning	912	912		-	10,198	10,198	
Fund Balance - Ending	10,198	331,599		25,494	35,692	426,891	

YTD Revenues	FY 2022-23	FY 2023-24	Variance
Property Taxes	360,022	444,537	84,514
Local Sources	1,779	-	(1,779)
Intermediate Sources	-	79	79
Total Revenues	361,801	444,616	82,814

YTD Expenditures	FY 2022-23	FY 2023-24	Variance
Debt Service	31,115	27,922	(3,193)
Total Expenditures	31,115	27,922	(3,193)

**Corbett School District No. 39
Board Financial Report
Fund 20: Energy Projects Fund**

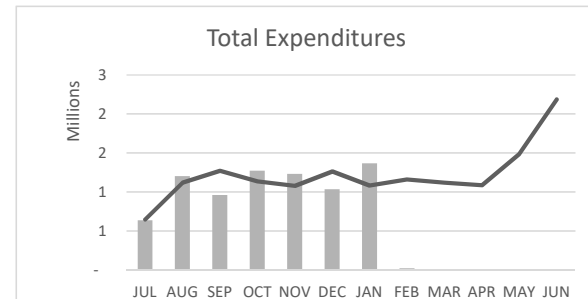
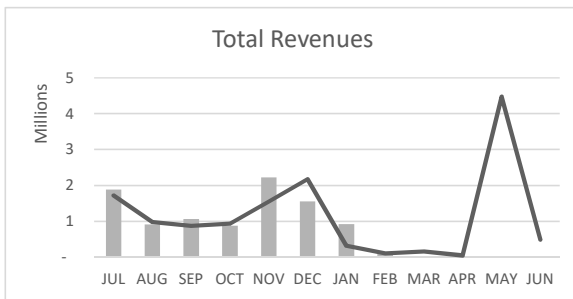
	<u>Fiscal Year 2022-2023</u>			<u>Fiscal Year 2023-2024</u>			
	<u>Year End Actuals</u>	<u>Year to Date Jan 31 2023</u>	<u>% of YE Actuals</u>	<u>Current Budget</u>	<u>Projected Actual</u>	<u>Year to Date Jan 31 2024</u>	<u>% of Budgeted</u>
Revenues							
Local Sources	29,427	16,062	55%	30,000	30,000	17,358	58%
Total Revenues	29,427	16,062	55%	30,000	30,000	17,358	58%
Expenditures							
Purchased Services	-	-		20,000	20,000	-	0%
Total Expenditures	-	-		20,000	20,000	-	0%
Change in Fund Balance	29,427	16,062		10,000	10,000	17,358	
Fund Balance - Beginning	25,873	25,873		64,552	55,301	55,301	
Fund Balance - Ending	55,301	41,935		74,552	65,301	72,659	

YTD Revenues	<u>FY 2022-23</u>	<u>FY 2023-24</u>	<u>Variance</u>
Local Sources	16,062	17,358	1,296
Total Revenues	16,062	17,358	1,296

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

FY 2022-2023	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Revenues													
Property Taxes	6,974	4,560	5,351	2,792	693,400	1,185,768	20,359	14,376	50,367	10,012	16,472	36,949	2,047,379
State School Fund	1,631,160	815,091	815,091	815,091	815,091	818,240	-	-	-	-	4,358,304	(2,915)	10,065,153
Local Sources	13,384	19,208	30,590	18,257	23,127	31,491	21,238	21,057	108,938	37,964	9,211	117,504	451,970
Intermediate Sources	-	-	-	-	-	-	-	-	958	-	452	200,376	201,787
State Sources	66,685	123,504	17,964	100,000	21,597	140,779	278,222	71,302	-	-	88,176	82,422	990,651
Federal Sources	-	19,792	5,524	-	-	-	-	-	-	-	-	52,156	77,471
Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	1,718,202	982,155	874,520	936,139	1,553,216	2,176,278	319,818	106,735	160,263	47,976	4,472,614	486,493	13,834,411
Expenditures													
Salaries	154,658	640,751	597,617	633,847	648,558	589,280	632,960	603,345	600,507	601,957	633,541	848,078	7,185,099
Associated Payroll	143,086	352,314	323,117	344,161	350,386	368,396	382,330	353,999	361,894	360,230	376,882	780,164	4,496,958
Purchased Services	79,824	60,725	160,800	106,468	30,419	196,268	41,594	142,561	123,396	96,322	294,539	363,295	1,696,210
Supplies & Materials	32,157	56,261	139,123	34,730	25,110	55,568	20,457	30,194	27,524	23,170	159,633	44,969	648,896
Capital Outlay	-	-	16,469	9,808	-	-	-	-	-	-	-	38,803	65,080
Debt Service	29,973	4,168	20,286	4,168	10,968	20,437	4,168	24,217	4,168	4,168	21,457	105,119	253,297
Other Objects	209,069	7,923	14,933	2,529	15,146	33,847	1,701	7,986	4,083	288	1,575	6,725	305,807
Total Expenditures	648,766	1,122,143	1,272,346	1,135,709	1,080,586	1,263,797	1,083,210	1,162,302	1,121,572	1,086,135	1,487,628	2,187,154	14,651,346

FY 2023-2024	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Revenues													
Property Taxes	-	4,554	5,245	3,068	1,216,279	665,944	26,727	-	-	-	-	-	1,921,818
State School Fund	1,741,617	870,286	870,286	870,286	870,286	870,286	870,379	-	-	-	-	-	6,963,426
Local Sources	15,182	8,937	190,378	5,401	136,094	1,053	(414)	95,214	-	-	-	-	451,845
Intermediate Sources	-	419	-	-	442	-	-	-	-	-	-	-	861
State Sources	83,719	10,527	-	-	1,991	20,355	31,772	-	-	-	-	-	148,364
Federal Sources	46,713	19,826	-	-	-	-	-	-	-	-	-	-	66,539
Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	1,887,231	914,549	1,065,909	878,756	2,225,092	1,557,638	928,464	95,214	-	-	-	-	9,552,853
Expenditures													
Salaries	136,188	573,919	603,732	737,394	585,282	588,668	586,746	3,044	-	-	-	-	3,814,972
Associated Payroll	129,094	349,918	259,895	406,417	367,125	340,009	349,949	17,139	-	-	-	-	2,219,545
Purchased Services	154,774	131,430	45,796	93,970	188,069	78,784	195,488	3,269	-	-	-	-	891,581
Supplies & Materials	94,851	101,003	52,039	32,884	58,376	19,239	10,692	-	-	-	-	-	369,084
Capital Outlay	16,826	-	-	1,383	15,228	4,930	-	-	-	-	-	-	38,366
Debt Service	47,866	42,415	4,168	4,168	10,443	4,168	4,168	4,168	-	-	-	-	121,564
Other Objects	59,897	5,589	886	587	9,848	2,345	224,197	-	-	-	-	-	303,349
Total Expenditures	639,496	1,204,274	966,517	1,276,803	1,234,370	1,038,142	1,371,240	27,620	-	-	-	-	7,758,462



Corbett School District 39

Code: FB
Adopted: 1/15/98
Revised/Readopted: 10/20/21
Orig. Code: FB

Facilities Planning

The Board will gather and analyze appropriate data to evaluate the district's facilities needs on a long-range basis. Such data will include, but not be limited to, enrollment projections, anticipated changes in the instructional program, analysis of community building plans, analysis of sites and evaluation of present facilities.

END OF POLICY

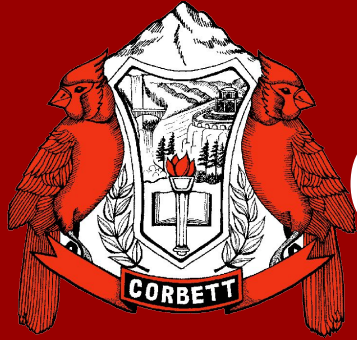
Legal Reference(s):

[ORS 195.110](#)
[ORS 197.295 to -197.314](#)

[ORS 332.155](#)

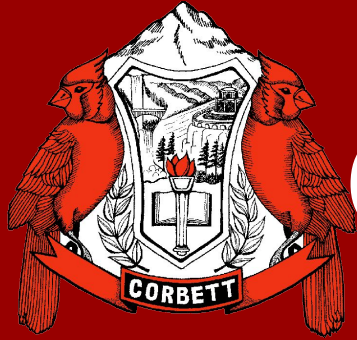
[OAR 581-022-2345](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2012); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2012).



Corbett School District

Educational Excellence :
Curriculum & Assessment
February 21, 2024



Corbett School District

Curriculum

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EDEX: Deconstructing the Standards

The Why?

“A guaranteed and viable curriculum is the single most important initiative a school or district can engage in to **raise student achievement.”**

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What Works in Schools: Translating Research into Practice
Marzano, 2003

Roadmaps to Learning



Common Core
State
Standards



Identify
desired
results.
(Targets)



Determine
acceptable
evidence.
(Assessment)



Plan learning
experiences and
instruction. ¹¹³
(Strategies and
Lessons)



Clarity in the Classroom

EDUCATIONAL
EXCELLENCE

PRESENTED BY
moving schools forward



Stiggins Says . . .



*Students can hit any target
that they know about and
that stands still for them.*

~Rick Stiggins

A Learning Target is/is Not

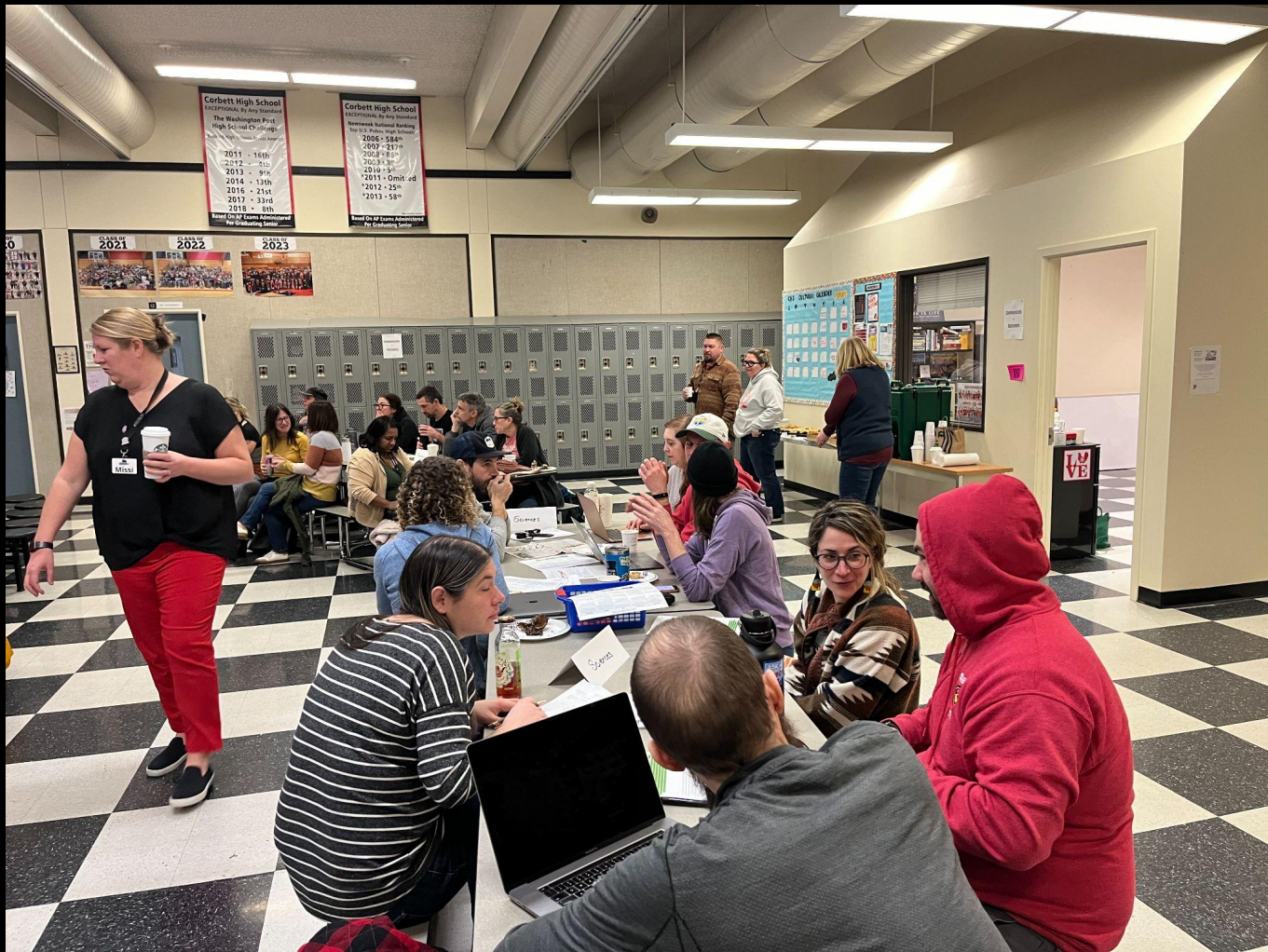
A learning targets IS	A learning target IS NOT
Specific	Vague
Measurable	Unmeasurable
Student-centered	Teacher-centered

Learning Progressions

“A learning progression is a carefully sequenced set of building blocks that students must master en route to mastering a more distant curricular aim.”

- James Popham





Corbett High School
EXCEPTIONAL. BY ANY STANDARD.
The Washington First
High School Challenge
2011 - 1st
2012 - 1st
2013 - 9th
2014 - 13th
2016 - 21st
2017 - 33rd
2019 - 6th
Based On AP Exam Administration
Per Washington State

Corbett High School
EXCEPTIONAL. BY ANY STANDARD.
Reverend National Academy
for U.S. Public High Schools
2006 - 54th
2009 - 23rd
2010 - 31st
2011 - Omit ed
2012 - 25th
2013 - 59th
Based On AP Exam Administration
Per Washington State

CLASS OF 2021
CLASS OF 2022
CLASS OF 2023

LOVE

Learning Progressions

Identify a **target** and then:

1. Ask “What does a student need to **know or be able to do** to master this aim?”
2. **Identify** a building block.
3. Ask “What does a student need to **know or be able to do** to master this building block?”
4. **Sequence the learning progression’s** building blocks in a defensible order.

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An educator first identifies a significant curricular aim and then asks, “What does a student need to know or be able to do to master this aim?” The educator identifies one necessary building block and then asks, “What does a student need to know or be able to do to master this building block?” This sort of backward analysis can isolate the key tasks a student must accomplish on the way to mastery. Teachers should, of course, sequence the learning progression's building blocks in a pedagogically defensible order.

STANDARDS-BASED LEARNING PROGRESSION

1

Developing Proficiency:

Student demonstrates progress toward initial foundational skills of the topic.



2

Approaching Grade Level Standards:

Student demonstrates proficiency on foundational skills of the topic.



3 (Target)

Meets Grade Level Standards:

Student demonstrates proficiency on all grade level skills of the topic.



4





Exceeds Grade Level Standards:

Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.







Learning Target Examples

I Can...

- Listen to a story 
- Follow a long with the book 
- Write a response about the story 
- Listen to a different story 

Learning Targets

-  I can write research notes using key words & phrases.
-  I can summarize my reading using important details.
-  I can show the relationship between multiplication & division.
-  I can describe how Colorado history has roots in Mexican culture.

Learning Target(s)

I can ...

- Biology**
 - Analyze the parts within a cell responsible for particular processes.
 - Analyze and synthesize research for questions about theories and related technologies that have advanced our understanding.
- Integrated Science**
 - Classify samples of matter from everyday life as being elements, compounds, or mixtures.

22


Deconstructing Standards



1. Write down the FULL standard.
2. What is the type of target?
 - a. (Knowledge, Reasoning, Skills, Product, Disposition)
3. What are the nouns? (Define as needed)
4. What are the verbs? (Define as needed)
5. What are the Knowledge Targets that underpin the reasoning?^{12?}
6. What are the Reasoning Targets?* Skills?* Products?*
7. Write targets in **student-friendly language**



A Completed Example

	<p>Standard:</p> <p>6.RL.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
	<p>Student-friendly definition of nouns/verbs:</p> <p>Theme/Central idea - what the book is mostly about. Lesson, message, or moral that is taught through the text</p> <p>Conveyed - communicate, make known or understandable</p> <p>Details - individual facts or items</p> <p>Summary - restating the main points</p> <p>Judgments - your conclusions, opinions, or thoughts on a topic</p>
	<p>Targets</p> <ol style="list-style-type: none">1. I can define theme (Pre-req) (K)2. I can define central idea (Pre-req) (K)3. I can determine theme or central idea. (R)4. I can identify details that convey the theme or central idea (R)5. I can provide a summary without personal opinions or judgments (R)

EDUCATIONAL EXCELLENCE

moving schools forward



Readiness

Guaranteed and Viable

Data
Teams

Refining

Gradual
Release¹²⁶

0-.5 Years

.5 - 2 Years

Year 3

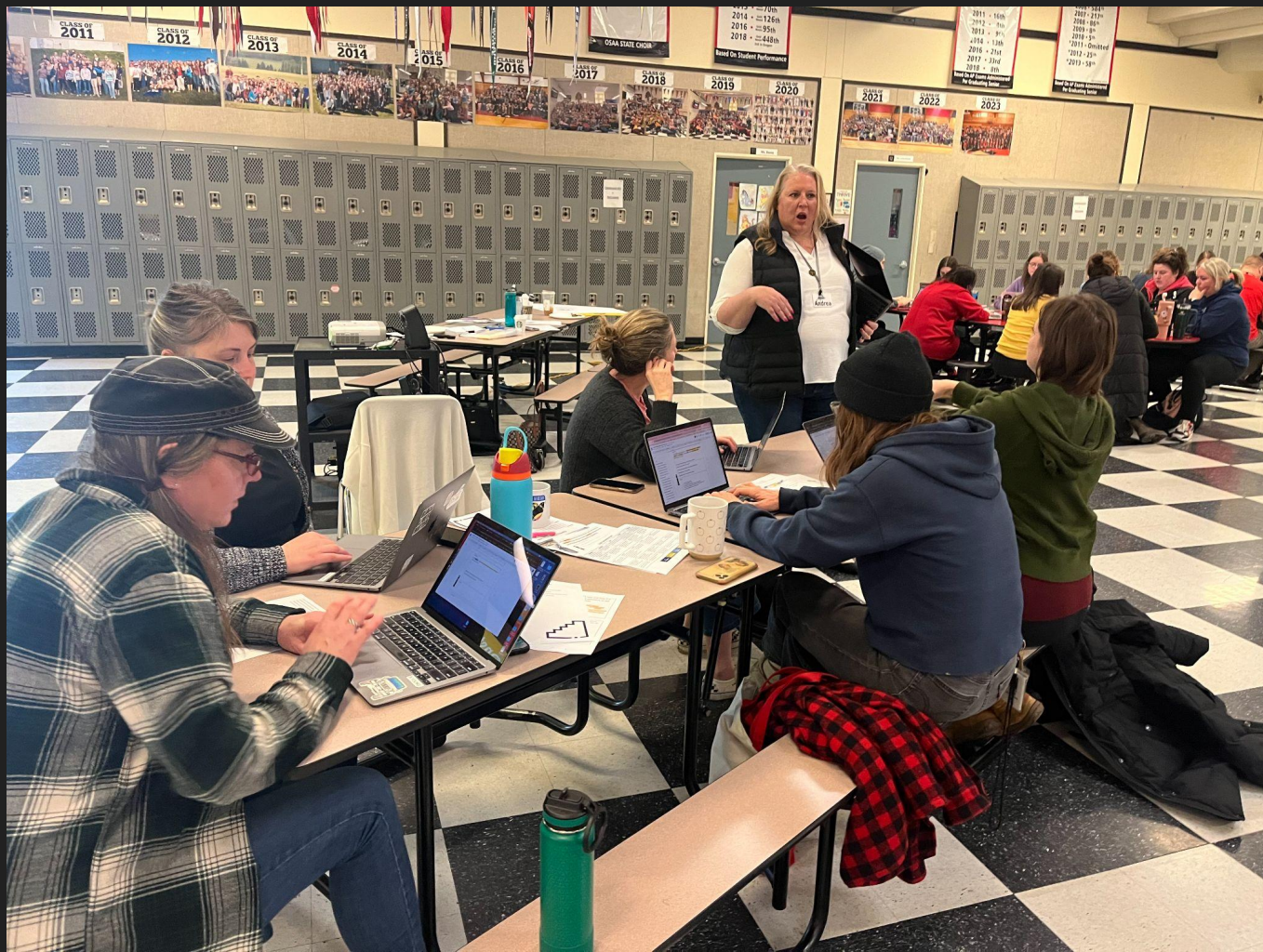
Year 4

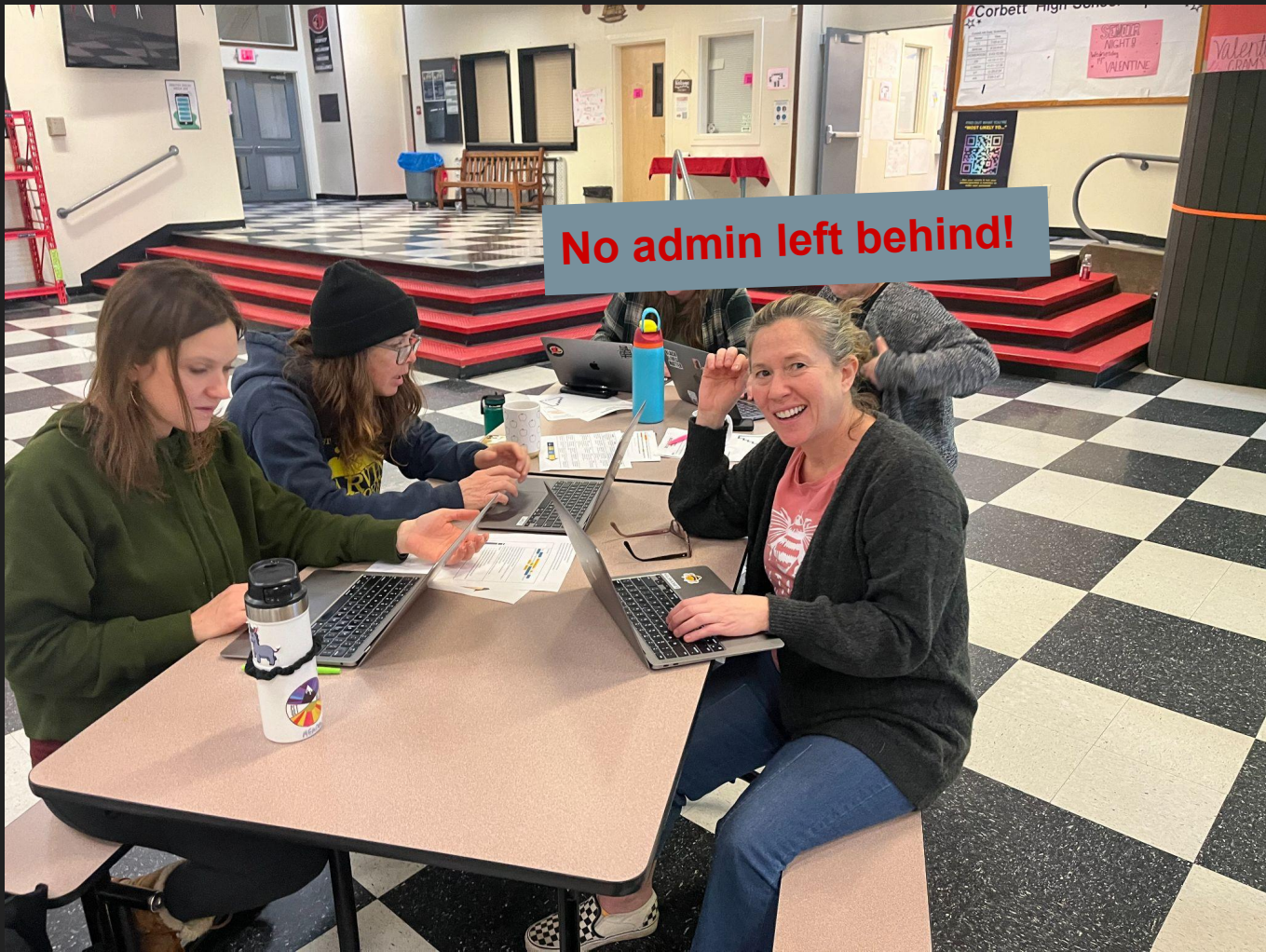
Year 5

This is where we are!









No admin left behind!

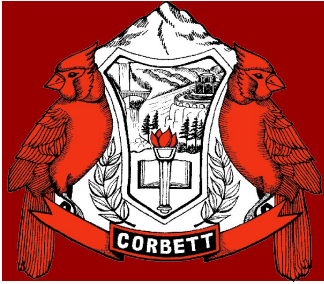
Considering the Journey

Phase Four: Continuous Improvement, Formal Strategy Revision/Removal, Assessment Revision based on field test results

Phase Three: Full Cycles, Walkthroughs with Full Cycles, Formative Assessments

Phase Two: Unit Maps, Walkthroughs with Unit Maps, Summative Assessments

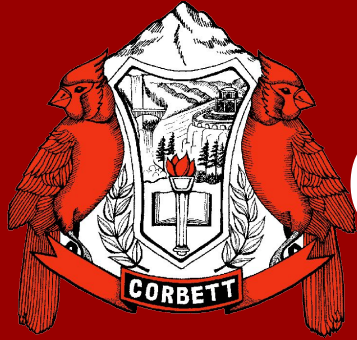
Phase One: Projection Maps, Walkthroughs with Projection Maps, Team Dynamics/Norms, Roles, Agenda



Thank you!

Comments or Questions?

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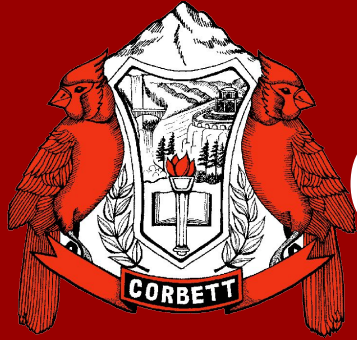


Corbett School District

Assessment

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SY 2023-24 State Testing

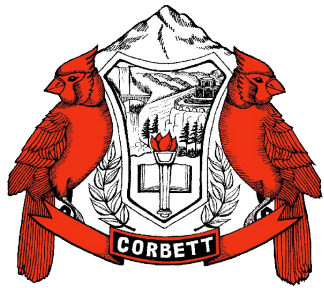


Corbett School District

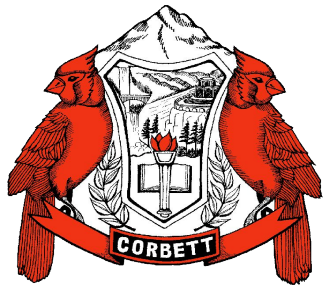
Summative Assessment

135

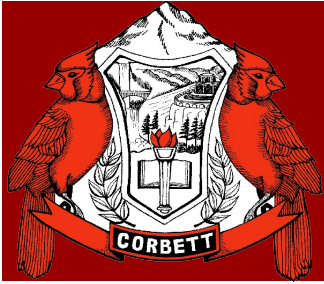
SY 2023-24 ODE Testing Schedule



	February	March	April	May	June
Grade School	CogAT screener 2/3s DIBELS round 2 Feb 5-15 NWEA MAP Feb 26 ELPA/ALT ELPA begins (1/9)	NWEA MAP through March 7	SBAC Begins April 8, 2024 ELPA/ALT ELPA ends	DIBELS round 3 May 6-16	SBAC Ends
CAPS	CogAT screener 2/3s NWEA MAP Feb 26 ELPA/ALT ELPA begins (1/9)	NWEA MAP through March	SBAC Begins ELPA/ALT ELPA ends	SBAC Continues	SBAC Ends



	February	March	April	May	June
Middle School	ELPA/ALT ELPA begins (1/9)	NWEA MAP through March	SBAC Begins 7th/ 8th grade testing ELPA/ALT ELPA ends	SBAC Continues 7th/8th grade testing	SBAC Ends
High School	ELPA/ALT ELPA begins (1/9)	Pre-ACT (10th) March 19, 2024 Materials ordered 1/22	SBAC April 1-4 (11th) SAT April 10-11th (11th) ELPA/ALT ELPA ends	AP Testing May 6th-17th Make up AP Testing May 22nd-24th	All testing completed



Thank you!

Comments or Questions?

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OREGON STUDENTS UNITED
SUMMIT



WE NEED YOUR VOICE

It's time for breakouts and to get your input on these topics!!



Youth Advisory Group



COAL Act (HB 4083)



School Meals for All

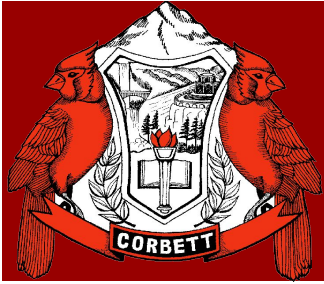












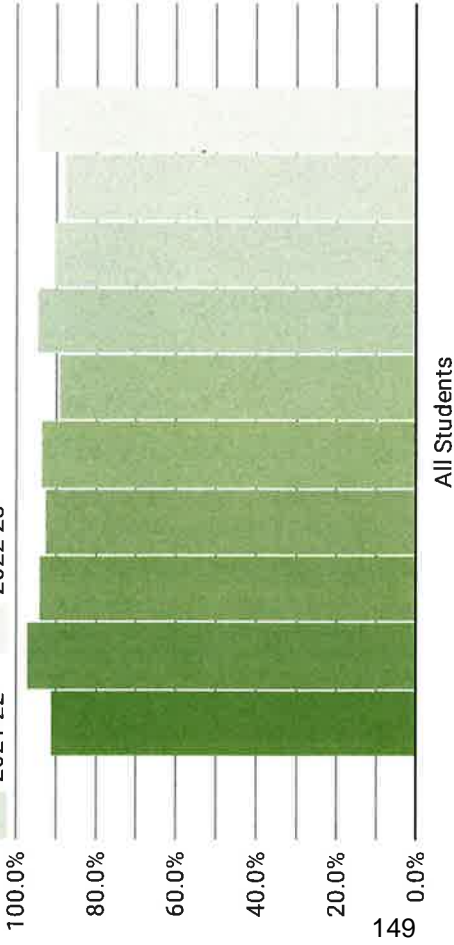
Thank you!

Comments or Questions?



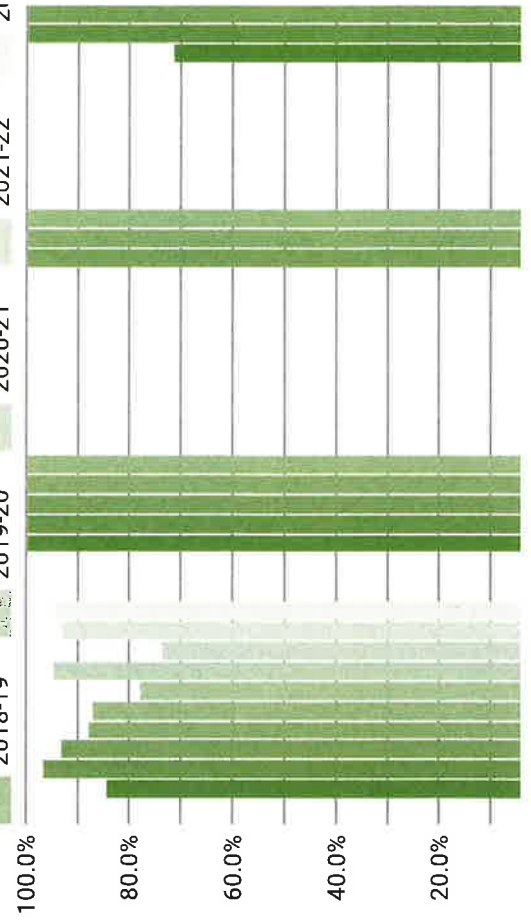
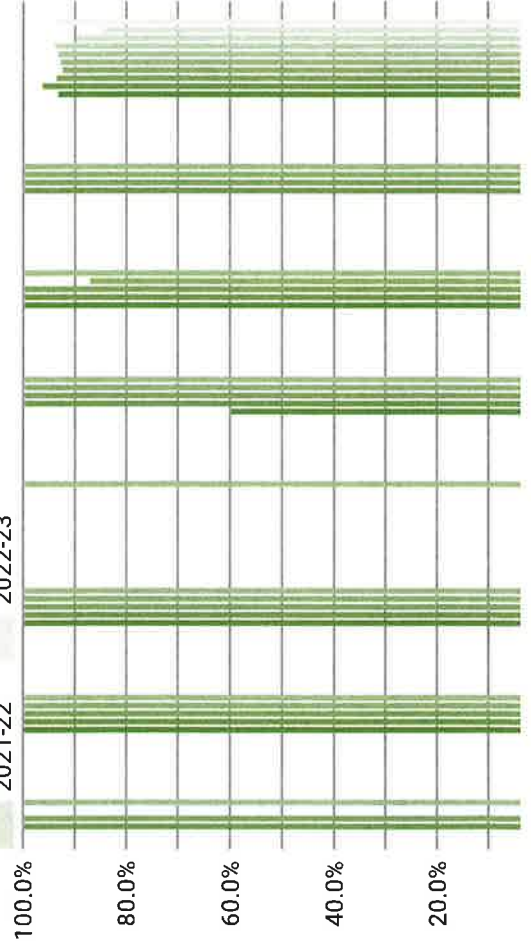
Download

4 Year Graduation Rate



Year / Four

School Name	2022-23	2021-22	2020-21	2019-20
Corbett Charter School	-	-	-	-
Corbett Enviro-STEM High ...	-	-	-	-
Corbett School	95.4%	88.8%	91.1%	95.0%



2023/24 Mexico Trip Information

March 15-23rd, 2024

List of 8th-Grade Students:

Student
Adia Fancher
Alex Lungu
Aiden Thomas
Cameron Foreman
Claire Turner
Emily Ashburn
Evelyn Friedel
Judah Ray
Justin Silivasan
Luke Flood
Lucy Pierce
Montgomery Biggs V
Nathaniel Ste. Marie
Norway Vo
Olivia Byers
Simone Doumerc
Vincent Durkee

Teachers: Mark McIntire & Abby Steichen

TOTAL COST

Student is Responsible:

School Materials:	\$10/student (book)
Homestay:	\$280/student
Activities:	\$5/student (tour & dance class)
Spending Money*	\$150/student
Airline Ticket	\$959.01 (averaged between two prices)

Total: \$1404.01/student

(This is before fundraising efforts and extra contributions. As of right we have can offer everyone who has asked for support \$650 off the total price. We plan to continue to fundraise to ensure everyone can attend without financial hardship.)

District is Responsible:

Classes:	\$2,125 (\$125 x 17)	
Registration:	\$680 (\$40 x 17)	150

Transportation	
to/from airport:	\$450 (\$25 x 17)
Airline Tix x2 (teachers):	\$1994.9 (\$981.95 + 1012.95)
Teacher Housing:	\$240 (for the week)
Total:	\$5489.90

Current Balance in México ASB Account: \$4777.99

Fundraising: (to go towards paying down students costs)

Middle School Dance:	\$(?)
Nov. Movie Night @ CAPS:	\$(?)
Feb. Movie Night @ CAPS	\$TBD
Parent's Night Out	\$710 (needs to be deposit into account)
Mt. Hood Movie Tickets:	\$97 (needs to be deposited into account)
Mt. Hood Lanes Fundraiser	\$TBD
Deposits for Airline Tix	\$1700 (\$100 x 17 - needs to be deposited)
Total =	\$2507

ASB Account after current deposits are made:

\$4777.99 + \$710 + \$97 + \$1700 = \$7284.99

OSBA Model Sample Policy

Code: BD/BDA
Adopted:

Board Meetings

{Optional policy. School boards must follow public meeting law regardless of whether the board adopts this policy. This policy reflects public meeting law as amended by House Bill 2805 (2023).}

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 convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ 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 Board governing body, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

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. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. [For information how to give or submit public comment [it is outlined in Board policy BDDH - Public Comment at Board Meetings⁴] [and/or] [posted on the district’s website].]

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁵. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination

¹ “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

² “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

³ “Deliberation” means discussion or communication that is part of a decision-making process.

[⁴ When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting[, at the designated portion of the agenda,] by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.]

⁵ 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 if no deliberations toward a decision are involved.

on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice ~~use 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~~ ~~are~~ not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

[If requested to do so at least [72] hours before a meeting held in public, the Board will make a reasonable effort to provide translation services. {6}]

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

[The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.]

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 annual organizational meeting 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 the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board 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, ~~conducting business prior to the next regular meeting would be advantageous to the district or other reasons.~~] 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.

{6 Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.}

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, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such ~~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:~~ Communications outside of a Board meeting may contain:

a. Communications to, between or among members of a governing body that are:

- (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
- (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
- (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or

~~b. — Agenda item suggestions;~~

~~c. — Reminders regarding meeting times, dates and places;~~

~~d. — Board meeting agendas or information concerning agenda items;~~

~~e. — 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);~~

~~f.b.~~ Individual responses to questions posed by community members, subject to other limitations in Board policy.

[E-mails sent to other Board members will 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 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 public meetings law.

4. 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 state law on public meetings, including notice and minutes. [The Board [may make] [is discouraged from making] 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.]

5. Executive Sessions

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

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.⁷

^{8}[**Mandatory Training**

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGEC) at least once during the Board member’s term of office and shall verify attendance in accordance with OGEC procedures.]

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 174.104](#)

[ORS Chapter 192](#)

[ORS Chapter 193](#)

[ORS 255.335](#)

[ORS 332.040 - 332.061](#)

[ORS 433.835 - 433.875](#)

⁷ See House Bill 2805 (2023) Section 5(2) for requirements of the response.

⁸ {This is required for Board members in districts with total expenditures for a fiscal year of \$1 million or more. This number will be reviewed by OGEC at least once every five years. If the district has total expenditures of less than \$1 million, this language can be kept, but “shall” should be replaced with “is encouraged to.”}

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

[House Bill 2805 \(2023\)](#).

~~Oregon House Bill 2560 (2021)~~.

~~Oregon House Bill 3041 (2021)~~.

OSBA Model Sample Policy

Code: BDC

Adopted:

Executive Sessions

{Optional policy. School boards can only meet in executive session when statute allows. This policy can be a helpful resource for Board members in determining whether executive session can be used.}

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student.

An executive session may be included as an agenda item of an existing meeting [in accordance with Board policy BDDC - Board Meeting Agenda] or held as its own meeting. Proper notice is required.

If open session is held prior to the executive session, ~~convened by order of the Board chair, upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660 during a regular, special or emergency meeting.~~ The presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.¹ (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

¹ This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
- d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

² To determine whether the individual involved is considered a public officer, consult with legal counsel.

6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review/discuss matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

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 the student's confidential records; the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.045](#)

[ORS 332.061](#)

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon Government Ethics Commission, [Staff Advisory Opinion](#) No. 22-106S

[House Bill 2806](#) (2023)

OSBA Model Sample Policy

Code: EFA

Adopted:

Local Wellness

{Required. Title 7 C.F.R. 210.31(a) requires local education agencies to “establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast Program...”. The law describes the policy as “a written plan that includes” various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district’s plan. Previously these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the model policy, therefore OSBA recommends deleting the AR if the district previously included it in the board’s policy manual. Districts should consult with stakeholders in the process of adoption and incorporate language that meets the unique needs of the district.}

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board’s commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

[The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy.]

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. Establishing specific goals for nutrition promotion and education, physical activity[, physical education] and other school-based activities that promote student wellness.

The Board designates the [superintendent] [principal(s)] to be responsible for ensuring each school meets the goals outlined and complies with this policy.

[Record Keeping

The district will retain the following records to document compliance with the local wellness policy requirements at the district's administrative offices:

1. The written local wellness policy;
2. Documentation to demonstrate the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. Documentation of the district's most recent assessment on the implementation of the local wellness policy;
6. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.]

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model local school wellness policy^{1}; and

¹ {Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

3. A description of the progress made in attaining the goals of the district’s policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy) ^{2}

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities [in community news, on the district’s website, on school websites, and/or in district or school communications]. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

[Wellness Advisory Committee ^{3}

The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.

The district will publicize information about the wellness advisory committee [in community news, in communications to parents, and/or on websites operated by the district] to communicate to parents, students and the community at large to explain the committee’s purpose, process and an invitation to volunteer.

1. The wellness advisory committee membership will include, to the extent possible, but not be limited to:
 - a. Parents, caregivers and students;
 - b. Representatives of the school nutrition program (e.g., school nutrition director);
 - c. Physical education and/or health education teachers;
 - d. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);
 - e. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);
 - f. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);
 - g. Board members;
 - h. Supplemental Nutrition Assistance Program (SNAP) education coordinators;
 - i. Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and

² {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#).}

³ {A Wellness Advisory Committee is not required. If the district chooses to have a committee, the district should amend the language here to establish the membership and responsibilities of the committee. [School Wellness Committee Toolkit](#) published by the Alliance for a Healthier Generation}

- j. Members of the general public.
2. The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.
 3. The wellness advisory committee will meet [four] times per year to review of the local wellness policy.
 4. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school’s compliance with the policy.

The district will create building-level committees to establish school-specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.]

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

[Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students’ eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.]

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. {⁴}[Students and staff will receive consistent nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student’s school years as part of the district’s age-appropriate, comprehensive nutrition program[(which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating)], and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and [reusable] water bottles with their student to school;

⁴ {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

6. Families and community organizations are involved, to the extent practicable, in nutrition education;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
8. Materials on how to assess one’s personal eating habits, set goals for improvement and achieve those goals.]

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. {⁵} [Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;
3. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Physical activity is a planned part of all school-community events.]

School Meals

[Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE)[.] [which may include the NSLP[.] [and] [the SBP,] [Fresh Fruit & Vegetable Program (FFVP),] [After School Snack Program (ASSP),] [Special Milk Program (SMP),] [Summer Food Service Program (SFSP),] [Supper programs] [or others].] [The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab ‘n’ Go Breakfast.]

The district’s available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The [principal(s)] will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

⁵ {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

[Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.]

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Smart Snacks Standards⁶.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus [will meet or exceed] [are encouraged to meet] the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. [Food will not be used as a reward or incentive.] [This information will be conveyed to staff and parents.]

[Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the [principal] for approval before starting.]

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

[The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.]

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

Physical activity should be included in the school's daily education program for grades [pre-]K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

⁶ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

1. {⁷} [Physical education will be a course of study that focuses on students’ physical literacy and development of motor skills;
2. Staff encourages and provides support for parental involvement in their children’s physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. {⁸} Every public school student in [pre-]kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade [5] [6] shall participate for a least 150 minutes during each school week, and students in grades [6] [7] through 8 for at least an average of ~~225~~ 150 minutes per during each school week, as calculated over the duration of a school year;
6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
8. {⁹} At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;
9. Physical activity is a planned part of all school-community events;
10. Materials promoting physical activity are sent home with students and published on the district website.]

{¹⁰} A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them

⁷ {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

⁸ {Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select “5” in the first bracket and “6” in the second bracket. If the district operates K-6 elementary schools, select “6” in the first bracket and “7” in the second bracket.}

⁹ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

¹⁰ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.]

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. [Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. Nonfood-related fund raisers;
5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;
7. Monthly/Weekly school walks;
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
9. Use of alternates to food as rewards in the classroom;
10. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;
13. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).]

[¹¹] **Employee Wellness** {¹²}

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);

¹¹ {This language is optional and is not required by state or federal law.}

¹² {CDC resources for [school employee wellness](#) and [workplace health promotion](#)}

2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and
3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).]

[DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing”^[13] is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”¹⁴ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.]

END OF POLICY

Legal Reference(s):

- | | |
|-----------------------------|----------------------------------|
| ORS 327.531 | |
| ORS 327.537 | OAR 581-051-0100 |
| ORS 329.496 | OAR 581-051-0305 |
| ORS 332.107 | OAR 581-051-0306 |
| ORS 336.423 | OAR 581-051-0310 |
| | OAR 581-051-0400 |

¹³ [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

¹⁴ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).
[House Bill 3199](#) (2023).

OSBA Model Sample Policy

Code:
Adopted:

GCBDA/GDBDA

Family Medical Leave * (Version 1)

{Highly recommended policy. The law does not require districts to have a board-adopted policy, but the district is required to follow the law. Having policy and an administrative regulation in place can assist with compliance. Policy is intended for districts with 50 or more employees as counted in accordance with ORS 659A.153. If the district has between 25 and 50 employees, the district should use version 2 of GCBDA/GDBDA – Family Medical Leave *. If the district does not have 25 employees, the district should not adopt this policy.}

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA)^{1}, the Oregon Family Leave Act (OFLA)^{2}, the Oregon Military Family Leave Act (OMFLA), Paid Family Medical Leave Insurance (PFMLI) and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, have worked at least 1,250 hours during the past 12-month period and worked at a worksite that employs 50 district employees within 75 miles of the worksite.

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins: there is no minimum average number of hours worked per week. Special requirements apply during public health emergencies.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PMFLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years³, contributed to the PMFLI fund in the alternate or base years and are otherwise eligible.⁴

Federal and state leave entitlements generally run concurrently.

¹ Generally, FMLA applies only to entities with 50 or more employees, however, FMLA applies to all public elementary and secondary educational institutions. See 29 CFR 825.600(b). The rule regarding individual employee eligibility does apply: an employee is only eligible if the employee “is employed at a worksite where 50 or more employees are employed by the employer within 75 miles of that worksite.” See 29 CFR 825.110(a)(3). Consequently, FMLA applies to districts with fewer than 50 employees, but individual employees will not be eligible to receive benefits.}

² OFLA applies to employers with 25 or more employees in Oregon (ORS 659A.153) and OMFLA applies to all public-sector employers in Oregon. (ORS 659A.090(2)) (Oregon BOLI Leave Laws – 2023 Edition)}

³ The wages are not required to have been earned for work in the district.

⁴ See OAR 471-070-1010 for additional information.

The superintendent [or designee] will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

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END OF POLICY

Legal Reference(s):

[ORS 332.507](#)
[ORS 659A.090](#)
[ORS 659A.093](#)

R

[ORS 659A.096](#)
[ORS 659A.099](#)
[ORS 659A.150 - 659A.186](#)

[ORS 659B.010](#)
[OAR 839-009-0200 - 0320](#)

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2012); Family and Medical Leave Act, 29 C.F.R. Part 825 (2017).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).
Senate Bill 999 (2023).

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OSBA Model Sample Policy

Code: GCBDA/GDBDA

Adopted:

D

Family Medical Leave *

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA) of 1993, the Oregon Family Leave Act (OFLA) of 1995, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act (OMFLA) of 2009 and other applicable provisions of Board policies and collective bargaining agreements regarding family medical leave.

FMLA applies to districts with 50 or more employees within 75 miles of the employee's worksite, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

OFLA and OMFLA apply to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months and have worked at least 1,250 hours during the past 12-month period.

In order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours per week and have been employed at least 180 calendar days prior to the first day of the family medical leave of absence. For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

Federal and state leave entitlements generally run concurrently.

The superintendent [or designee] will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

[ORS 332.507](#)

[ORS 342.545](#)

[ORS 659A.090](#)

[ORS 659A.093](#)
[ORS 659A.096](#)

[ORS 659A.099](#)
[ORS 659A.150 to -659A.186](#)

[OAR 839-009-0200 to -0320](#)

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654 (2012); 5 U.S.C. §§ 6381-6387 (2012); Family and Medical Leave Act, 29 C.F.R. Part 825 (2017).
Americans with Disabilities Act Amendments Act of 2008.
Escriba v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

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OSBA Model Sample Policy

Code: GCBDA/GDBDA-AR(1)

Revised/Reviewed:

Family Leave *

Coverage

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

Employee Eligibility

FMLA applies to employees who have worked for the district for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

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

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave.¹ For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

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

1. An employee who worked for the covered employer for fewer than 30 days immediately before the date on which the family leave would commence; or

¹ The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

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

An employee of a covered employer is eligible to take leave for purposes of OFLA if the employee:

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

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

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a work week. Full-time public school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if for example, the employee was on a nonpaid sabbatical.

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

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave² (separate from eligible leave as a result of a child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Military Caregiver Leave: leave for the care for spouse, son, daughter or next-of-kin who is a covered servicemember/veteran with a serious injury or illness;
4. Qualifying Exigency Leave: leave arising out of the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave (separate from eligible leave as a result of the child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.

² Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

3. Sick Child Leave: leave for non-serious health conditions of the employee’s child. For OFLA, sick child leave includes absence to care for an employee’s child whose school or child care provider has been closed³ in conjunction with a statewide public health emergency declared by a public health official.⁴
4. Bereavement Leave: leave related to the death of a covered family member.⁵
5. Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.
6. The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave requested.

Definitions

1. Family member:
 - a. For the purposes of FMLA, “family member” means:
 - (1) Spouse⁶;
 - (2) Parent;
 - (3) Child; or
 - (4) Persons who are “in loco parentis”.
 - b. For the purposes of OFLA, “family member” means:
 - (1) Spouse;
 - (2) Registered, same-gender domestic partner;
 - (3) Parent;
 - (4) Parent-in-law;
 - (5) Parent of employee’s registered, same-gender domestic partner;
 - (6) Child;
 - (7) Child of employee’s registered, same-gender domestic partner;

³ “Closure” for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child’s school or child care provider. OAR 839-009-0210(4).

⁴ The district may request verification of the need for sick child leave due to a closure during a statewide emergency. Verification may include:

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable; and
3. A statement from the employee that no other family member of the child is willing and able to care for the child. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

⁵ Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

⁶ “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

- (8) Grandchild;
- (9) Grandparent; or
- (10) Persons who are “in loco parentis”.

2. Child:

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

3. In loco parentis:

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

4. Next of kin:

For the purposes of FMLA and Military Caregiver Leave under FMLA, “next of kin” means the nearest blood relative other than the servicemember’s spouse, parent, son or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):

- a. Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
- b. Brothers or sisters;
- c. Grandparents;
- d. Aunts and uncles; and
- e. First cousins.

5. Covered servicemembers:

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

6. Covered veteran:

For the purposes of Military Caregiver Leave under FMLA, “covered veteran” means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided they were:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five-year period before the eligible employee first takes FMLA, Military Caregiver Leave.

7. Public health emergency:

For OFLA a public health emergency means;

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

Leave Period

For the purposes of calculating an employee’s leave period, the district will use [the calendar year] [any fixed 12-month “leave year”] [the 12-month period measured forward from the date the employee’s leave begins] [a “rolling” 12-month period measured backward from the date the employee uses any family and medical leave]. The same method for calculating the 12-month period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district’s designated 12-month leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district’s designated leave period⁷. Spouses who work for the district may be limited to a combined 12 weeks of FMLA leave during the district’s designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or to care for the employee’s parent’s serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee’s leave entitlement within the district’s designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district’s designated leave period. However, an eligible employee is entitled to an additional, full 12 weeks of parental leave during the district’s designated leave period following the birth of a child regardless of how much OFLA qualified leave the employee has taken prior to the birth of such child during the district’s designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick

⁷ An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district’s leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee’s 26-week entitlement under Military Caregiver Leave under FMLA.

child leave under OFLA during the district’s designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.⁸ Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.⁹

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

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the district’s designated leave period.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee’s leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12¹⁰. If an employee’s schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee’s normal workweek¹¹. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Intermittent Leave

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

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

When an employee is eligible for OFLA leave, but not FMLA leave, the employer:

⁸ Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

⁹ Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

¹⁰ For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

¹¹ For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but
2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

Alternate Work Assignment

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

1. The employee accepts the position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreement;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and
5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

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

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

Special Rules for School Employees

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

For the purposes of OFLA, "school employee" means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

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

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

2. Limitation on Leave Near the End of the School Year

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

- a. When the qualified leave begins more than five weeks before the end of the school year:

- (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:

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- (a) The leave will last at least three weeks; and
- (b) The employee would return to work during the three-week period before the end of the term.

- (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:

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- (a) The leave will last at least three weeks; and
 - (b) The employee's return to work would occur within three weeks of the end of the school year.

- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:

- (1) The leave will last more than two weeks; and
- (2) The employee would return to work during the two-week period before the end of the school year.

- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

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

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, {¹²} [an employee may elect to use any available accrued paid leave including personal and sick leave, or available accrued vacation leave during the leave period.] [the district requires the eligible employee to use any available accrued sick leave, vacation or personal leave days (or other available paid time established by Board policy(ies) and/or collective bargaining agreement) in the order specified by the district and before taking FMLA and/or OFLA leave without pay during the leave period.] [the district requires the eligible employee to use any available accrued paid leave, including personal and sick leave or available accrued

¹² {The district must choose one of the following from the three available bracketed options to complete this paragraph, and delete the other two.}

vacation leave before taking FMLA and/or OFLA leave without pay during the leave period. The employee may select the order in which the available paid leave is used.]

The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that available accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

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

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other employer's policy provide otherwise.¹³ The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

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

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

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

¹³ See also ORS 342.934(4)(d) in reduction force situations.

Fitness-for-Duty Certification

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

Application

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

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

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.

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

Medical Certification

The district [may] [shall] require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave, other than to care for a child who requires home care due to the closure of the child's school or child care provider as a result of a public health emergency. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

The district may request re-certification of a condition when the minimum duration of a certification expires if continued leave is requested. If the certification does not indicate a duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

Second and Third Opinions

1. For the purposes of FMLA, the district may designate a second health care provider, but that person cannot be utilized by the district on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the district's designated health care provider(s) differ, the district may require a third opinion at the district's expense. The third health care provider must be designated or approved jointly by the employee and the district. This third opinion shall be final and binding.
2. For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the district may require the employee to obtain a second opinion from a health care provider designated by the district. If the first and second verifications conflict, the employer may require the two health care providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

Notification

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the district office. Additional information may be obtained by contacting the [superintendent] [personnel director].

Record Keeping/Posted Notice

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

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

The district will post notice of FMLA¹⁴ and OFLA¹⁵ leave requirements.

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

For example, due to differences in regulations, an eligible employee who takes OFLA leave after 180 days of employment, but before they are eligible for FMLA leave, is still eligible to take a full 12 workweeks of FMLA leave after meeting FMLA's eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

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¹⁴ Poster available at <https://www.dol.gov/agencies/whd/fmla/posters>.

¹⁵ Poster available at <https://www.oregon.gov/boli/employers/pages/required-worksites-postings.aspx>.

OSBA Model Sample Policy

Code: LBE

Adopted:

Public Charter Schools**

Public charter schools may be established as a new public school or a virtual public school, from 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.

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.

An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law, and includes other information required by the district in the application process. The public charter school will be located and operated within the sponsoring district except where authorized by law.

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 vacant or 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.

[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.¹ Students must adhere to state law, Board policies, regulations, and rules concerning student conduct and discipline.] [Public charter school students shall not be permitted to participate in district curricular programs.²]

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 [will] [will not] provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The superintendent will develop administrative regulations to include, but not limited to, the proposal process, review, and appeal procedures, and program evaluation, renewal, and termination.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)
[ORS 327.109](#)
[ORS 332.107](#)
[ORS 338](#)
[ORS 339.141](#)
[ORS 339.147](#)
[ORS 339.450](#)
[ORS 339.460](#)
[OAR 581-026-0005 - 0710](#)

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

² Unless allowed by Oregon law related to OSAA-sanctioned activity participation.

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
[Senate Bill 767](#) (2023).

OSBA Model Sample Policy

Code: LBEA

Adopted:

Resident Student Denial for Virtual Public Charter School Attendance**

{Conditionally Required. This policy is required if the district plans to deny enrollment of a student to attend a virtual public charter school. OAR 581-026-0007}

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will ~~{¹annually, [by October 1]}~~ [semiannually, [by October 1 and April 1]] ~~[by {December 1}]~~, calculate the percentage of ~~the number of~~ students residing in the district, who are ~~enrolled in~~ attending 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 such 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 parent² 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)).~~ A parent must give notice to the district of intent to enroll their student in a virtual public charter school not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment. ~~The district may respond with an approval or disapproval to a parent within [five] [eight] business days³ of receipt of the notice from the parent.~~

If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision must include:

1. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculations;
2. The right to appeal the decision to the State Board of Education;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

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;

¹ ~~{Per OAR 581-026-0305(7)(a) the district must choose annual, semi-annual or other date used for calculation; dates are provided as a recommendation only.}~~

² ~~“Parent” means parent, legal guardian or person in “parental relationship” as defined in Oregon Revised Statute (ORS) 339.133.~~

³ ~~{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.}~~

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.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

[House Bill 3024](#) (2023).

OSBA Model Sample Policy

Code: GCBDA/GDBDA-AR(1)
Revised/Reviewed:

Family Leave * (Version 1)

{Highly recommended administrative regulation (AR). The law does not require districts to have this information in an AR, but the district is required to follow the law. Having an AR in place can assist with compliance. This AR is intended for districts with 50 or more employees. If the district has between 25 and 50 employees, use version 2 of GCBDA/GDBDA-AR(1) - Family Leave *. If the district does not have 25 employees, the district should not use this AR.}

Employee Eligibility

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

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

Generally, in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the 180 calendar days immediately prior to the first day of the start of the requested leave.¹ For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins: there is no minimum average number of hours worked per week.

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

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

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

1. Separates from employment with the district, irrespective of any reason:
 - a. Is eligible to take leave OFLA at the time the employee separates; and
 - b. Is reemployed by the district within 180 days of separation from employment; or
2. Is eligible to take OFLA leave:

¹ The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

- a. At the beginning of a temporary cessation of scheduled hours of 180 days or less; and
- b. Returns to work at the end of the temporary cessation of scheduled hours of 180 days or less.

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

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

1. An employee taking, in any order, some or all of 12 weeks of OFLA pregnancy disability leave and some or all of 12 weeks of OFLA leave for any other purpose, need not requalify leave in the same leave year;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave;
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason;
4. An employee unable to work because of a disabling compensable injury² need not requalify in order to use OFLA leave following a period the employee is off work due to the compensable injury; and
5. An employee who has taken serious health condition leave to care for a family member who dies during the employee's serious health condition need not requalify to take leave for the death of that family member.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, the district must consider days, paid or unpaid, an employee is maintained on payroll. Full-time public school teachers who have been maintained on payroll by the district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave.

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

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

² As defined in ORS 656.005.

1. Serious health condition of the employee or the employee’s covered family member. Serious health condition means an illness, injury, impairment or physical or mental condition that involves inpatient care³ or continuing treatment by a health care provider⁴.
2. Parental leave⁵ (separate from eligible leave as a result of a child’s serious health condition):
 - a. Bonding with and the care for the employee’s newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted child or newly placed child in foster care^{6} under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted child or newly placed child in foster care over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a child in foster care or the adoption of a child.
3. Military Caregiver Leave: leave for the care for spouse, child or next-of-kin who is a covered servicemember with a serious injury or illness;
4. Qualifying Exigency Leave: leave arising out of the foreign deployment of the employee’s spouse, child or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee’s covered family member. Serious health condition means:
 - a. An illness, injury, impairment or physical or mental condition that requires inpatient care in a hospital, hospice or residential medical care facility;
 - b. An illness, disease or condition that in the medical judgement of the treating health care provider poses an imminent danger of death, is terminal in prognosis with a reasonable possibility of death in the near future, or requires constant care;
 - c. Any period of disability due to pregnancy, or period of absence for prenatal care; or
 - d. Any period of absence for the donation of a body part, organ or tissue, including preoperative or diagnostic services, surgery, post-operative treatment and recovery.⁷
2. Parental leave (separate from eligible leave as a result of the child’s serious health condition):

³ Inpatient care means an overnight stay in a hospital, hospice, or residential medical facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care. 29 CFR 825.114.

⁴ Continuing treatment includes incapacity and treatment, pregnancy or prenatal care, chronic conditions, permanent or long-term conditions, conditions requiring multiple treatments, and absences attributable to incapacity. See 29 CFR 815.115.

⁵ Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

⁶ {ORS 659A.159 uses the term “foster child.” Districts can choose to use either “foster child” or “child in foster care” throughout this AR.}

⁷ This definition is from ORS 659A.150(7). A more detailed definition is available in OAR 839-009-0210(22).

- a. Bonding with and the care for the employee’s newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted child or newly placed child in foster care under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted child or newly placed child in foster care over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a child in foster care or the adoption of a child.
3. Sick Child Leave: leave for non-serious health conditions of the employee’s child. For OFLA, sick child leave includes absence to care for an employee’s child whose school or child care provider has been closed⁸ in conjunction with a statewide public health emergency declared by a public health official.⁹
 4. Bereavement Leave: leave related to the death of a covered family member.¹⁰
 5. Eligible employees may access OMFLA for the purpose of spending time with a spouse or domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.
 6. The eligibility of an employee who takes multiple leaves for different qualified reasons during the same leave year may be reconfirmed at the start of each qualified leave requested.

Definitions

1. Family member:
 - a. For the purposes of FMLA, “family member” means:
 - (1) Spouse¹¹;
 - (2) Parent;
 - (3) Child; or
 - (4) Persons who are “in loco parentis”.
 - b. For the purposes of OFLA, “family member” means:
 - (1) Spouse or domestic partner;

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

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

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable;
3. A statement from the employee that no other family member of the child is willing and able to care for the child; and
4. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

¹⁰ Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

¹¹ “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage.

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- (2) Child or the child’s spouse or domestic partner;
- (3) Parent or the parent’s spouse or domestic partner;
- (4) Sibling or stepsibling, or the sibling’s or stepsibling’s spouse or domestic partner;
- (5) Grandparent or the grandparent’s spouse or domestic partner;
- (6) Grandchild or the grandchild’s spouse or domestic partner; or
- (7) Any individual related by blood or affinity whose close association with a covered individual is the equivalent of a family relationship.¹²

2. Child:

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

3. In loco parentis:

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

4. Next of kin:

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¹² “Affinity” means a relationship for which there is a significant personal bond that, when examined under the totality of the circumstances, is like a family relationship. This bond may be demonstrated by, but is not limited to the following factors, with no single factor being determinative:

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

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

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

5. Covered servicemembers:

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

6. Covered veteran:

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

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

7. Public health emergency:

For OFLA a public health emergency means;

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

Leave Period

For the purposes of calculating an employee’s leave period, the district will use [the calendar year] [any fixed 12-month “leave year”] [the 12-month period measured forward from the date the employee’s leave begins] [a “rolling” 12-month period measured backward from the date the employee uses any family and medical leave][a period of 52 consecutive weeks beginning on the Sunday immediately preceding the date on which family leave commences]{¹³}. The same method for calculating the one-year period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district’s designated leave period described above.

¹³ Beginning July 1, 2024, districts are required to use the final bracketed option for OFLA purposes. See SB 999 (2023). Prior to making a change to the leave period calculation, 60 days’ notice must be provided to employees. FMLA continues to measure the leave year as 12 months, which could result in slight differences for some employees.}

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period¹⁴. Spouses who work for the district may be limited to a combined 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted child or child in foster care, the care for an adopted child or child in foster care after placement, or to care for the employee's parent's serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the designated leave period. However, an employee may be entitled to an additional, full 12 weeks of parental leave during the designated leave period following the birth of a child regardless of how much OFLA qualified leave the employee has taken prior to the birth of such child during the designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA.¹⁵ Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.¹⁶

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

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the designated leave period.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12¹⁷. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 months worked prior to the beginning of

¹⁴ An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

¹⁵ Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

¹⁶ Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

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

the leave period shall be used for calculating the employee's normal workweek¹⁸. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Intermittent Leave

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

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

When an exempt employee is eligible for both OFLA and FMLA leave, and the employee takes intermittent leave in blocks of less than one day, if done in accordance with 29 CFR § 825.206, the district may reduce the employee's salary for the part-day absence without the loss of the employee's exempt status in accordance with OAR 839-020-0004(30)(a).

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

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

Alternate Work Assignment

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

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

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

4. The transfer is compliant with state and federal law, including but not limited to the applicable protections provided for in FMLA and/or OFLA; and
5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on intermittent OFLA leave to another position with the same or different duties to accommodate the leave, provided:

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

If an eligible employee is transferred to an alternative position to accommodate the employee's serious health condition, and as a result the employee works fewer hours than the employee was working in the original position, the employee's OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

Special Rules for School Employees

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

For the purposes of OFLA, "school employee" means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

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

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

2. Limitation on Leave Near the End of the School Year

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

- a. When the qualified leave begins more than five weeks before the end of the school year:
 - (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee would return to work during the three-week period before the end of the term.
 - (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee's own serious health condition, the eligible school employee may be required to remain on leave until the end of the school year, provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee's return to work would occur within three weeks of the end of the school year.
- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:
 - (1) The leave will last more than two weeks; and
 - (2) The employee would return to work during the two-week period before the end of the school year.

- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

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

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Paid Family Medical Leave Insurance (PMFLI) leave taken via Paid Leave Oregon or an equivalent plan will run concurrently with OFLA and FMLA when taken for the same purpose. Subject to any related provisions in any applicable collective bargaining agreement [an employee may elect to use any available accrued paid leave including personal and sick leave, or available accrued vacation leave during the leave period.]{¹⁹} This includes when an employee is being paid through PMFLI. The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and ask the employee about the use of available accrued paid leave.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

Benefits and Insurance

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

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working, unless the terms of a collective bargaining agreement, other agreement or other district policy provide otherwise.²⁰ The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

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

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days

¹⁹ {Coordinate with any language regarding use of accrued leave during PMFLI from GDBDF/GDBDF or any equivalent plan information.}

²⁰ See also ORS 342.934(4)(d) in reduction force situations.

late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

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

Fitness-for-Duty Certification

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

Application

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

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

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

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.²¹

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

Medical Certification

The district may require an eligible employee to provide medical documentation, when appropriate²², to support the stated reason for such leave. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

Any additional certifications, including second and third opinions, will be in accordance with applicable law.

Posted Notice

The district will post the Bureau of Labor and Industries Family Leave notice in each building or worksite that is accessible to and regularly frequented by employees.²³ The district will also post a notice explaining the provisions of FMLA and providing information concerning the procedures for filing complaints.²⁴

Record Keeping

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

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

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA

²¹ See OAR 839-009-0250(4)(c).

²² Medical documentation is not allowed in every situation. Review current laws and guidance for more information.

²³ https://www.oregon.gov/boli/employers/Documents/BOLI_Printable_FamilyMedLv.pdf; electronic posting is not sufficient to satisfy this requirement, but may be used to supplement the physical posting.

²⁴ <https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/fmlaen.pdf>; electronic posting is sufficient as long as it is posted prominently where it can be readily seen by employees and applicants for employees. The poster and the text must be large enough to be easily read and contain fully legible text.

and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

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Corbett School District 39

Code: IKF-AR

Adopted: 3/14/18

Revised/Readopted: 12/15/21

Orig. Code(s): IKF-AR

Graduation Requirements

Diploma

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

1. Four credits of English language arts (shall include the equivalent of one unit in written composition);
2. Four credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Four credits of science**;
4. Four credits of social sciences (including history, civics, geography and economics): ~~(including personal finance)**~~;
5. One credit in health education;
6. One credit in physical education;
7. ~~One~~ Three credits in career technical education and/or Fine Arts;
8. ~~Two credits in fine arts~~;
9. ~~8.~~ Two credits of world language;
9. One half credit of Personal Finance beginning with the graduating class of 2027.
10. One half credit of Higher Education and Career Path Skills beginning with the graduating class of 2027.
11. Five credits of electives, four credits of electives beginning with the class of 2027.

*A student may be awarded the 24 credit Oregon Minimum diploma that meets requirements 1-8 above with prior administrative approval, (requirements 1-10 beginning with the class of 2027).

**A student may earn five credits in science and three in social sciences, or vice-versa to satisfy requirements in items 3 and 4 above.

The district shall offer students credit options provided the method for obtaining such credit is described in the student's personal education plan and the credits earned by meeting requirements described in

Oregon Administrative Rule (OAR) 581-022-2025.

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

1. Demonstrate proficiency in the Essential Skills of reading, writing, and Applying mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application through a collection of evidence;
4. Participate in career-related learning experiences outlined in the education plan; and
5. Students must prepare a post-secondary education transition plan that includes application and admittance to either a college, community college, trade school, an apprenticeship, the military or other plan approved by the district in order to graduate.

Modified Diploma

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

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

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

1. Three credits in English language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finances));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technical education, the arts or a world language (units may be earned in any one or a combination).

In addition to credit requirements as outlined in OAR ²⁰⁹581-022-2010, a student

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

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

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

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

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

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

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

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

Extended Diploma

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

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

g. One credit of the arts or a world language.

2. Have a documented history of:

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

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

Alternative Certificates

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

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

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form 1 and submitting the form to the district.

www.ode.state.or.us: Educator Resources > Student Assessment > Test administration > Forms > 2018-2019 30-day notice and opt-out form

Corbett School District 39

Code: JBA/GBN-AR(1)
Revised/Reviewed: 8/15/18; 1/19/22
Orig. Code(s): JBA/GBN-AR

Sexual Harassment Complaint Procedure

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

Name	Position	Phone	Email
Dan Wold Darak Fialkiewicz	Superintendent	503-261-4226 4200	d.wold@corbett.k12.or.us dfialkiewicz@corbett.k12.or.us

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

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

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

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

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent or designee in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's or designee's decision. All parties involved, including the school

administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's or designee's decision in Step 2 is final¹.

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

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

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

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

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

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

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

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

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

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

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

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

Any other information: _____

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

Signature: _____ Date: _____

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

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

Signature: _____

Date: _____

CORBETT SD | 2023-2024 CALENDAR

	Holiday or Break
	Friday School
	Teacher Work Days
	First/Last Days
	Conferences
	New Hire Day

4 – Independence Day

JULY '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8 – Return to school
15 – MLK day
19 – Friday School
25 – HS Midterm

17 – New Hire Day
22 & 23 – Teacher Inservice (2)
21 & 24 – Teacher Prep (2)
24 – Community Open House
(.5 Conference Eve)
28 - First day for all

AUGUST '23						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

1 – HS Conf. (0.5)
9 - Inservice Day (1)
19 – Presidents’ Day
23 – Friday School
29 - End of Trimester

4 – Labor Day No School
8 – Friday School
29 – Inservice (1)

SEPTEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 – Assessment (1)
25 - 29 – Spring Break

5 – HS Mid-term
10 -11 -CAPS/MS/GS conf. (1)
12 – HS Conf. (0.5)

OCTOBER '23						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL '24						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

18 – HS Mid-term

10 – Veterans Day Observed
16 – End of Trimester 1
17 – Assessment (1)
22-24 – Thanksgiving Break

NOVEMBER '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY '24						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10– Inservice
22 – Last day for Seniors
27 – Memorial Day
29 - HS Graduation (.5 conference)
30 – GS/MS/CAPS portfolio night (0.5 conf.)
31– Friday School / Last day for Students

22 – Winter Break Begins

146 – Student Contact
5 – Inservice
3 – Assessment
3 – Preparation
2 – Conferences
5 – Holidays

164 - Total

DECEMBER '23						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE '24						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 – Assessment (1)
4 - Teacher Preparation (1)
19 – Juneteenth Holiday for 12 month employees

Memorandum of Understanding
Between the Corbett Association of Classified Employees
and the Corbett School District #39

Due to a staffing need that arose during the school year, the parties agree to the following:

1. For the 2023-2024 school year the position of Van Driver will be created and designated as Class 3. This position will be covered by the Collective Bargaining Agreement and receive all the contractual rights and benefits therein.
2. Any employee hired into the Van Driver position will be paid at their appropriate step level within Class 3.

For the Association:

For the District:

Tanya Hayden Date
Corbett ACE President

Derek Fialkiewicz Date
Superintendent

Bruce Scherer Date
OEA UniServ Consultant

Michelle Vo Date
Board Chairperson