

Regular Board Meeting  
Wednesday, September 10, 2025 6:00 PM

Triangle Lake Charter School--Library  
20264 Blachly Grange Rd.  
Blachly, OR 97412

## **Agenda**

1. **CALL TO ORDER & PLEDGE OF ALLEGIANCE**
2. **WELCOME GUESTS AND VISITORS**
3. **CHANGES OR ADDITIONS TO THE AGENDA**
4. **PUBLIC FORUM/COMMUNICATIONS**
5. **THE BOARD MAY RECESS THE REGULAR MEETING AND CONVENE EXECUTIVE SESSION**
6. **CONSENT AGENDA**
  - 6.1. **BOARD MINUTES**
  - 6.2. **FINANCIAL REPORT**
  - 6.3. **SECOND READ POLICY**
  - 6.4. **FIRST READ POLICY**
  - 6.5. **NEW HIRES**
    - 6.5.1. **RESIGNATION**
  - 6.6. **MOTION**
7. **REPORTS**
  - 7.1. **ENROLLMENT**
  - 7.2. **FACILITIES REPORT**
  - 7.3. **TRANSPORTATION & TECHNOLOGY REPORT**
  - 7.4. **PRINCIPAL'S REPORT**
  - 7.5. **SUPERINTENDENT'S REPORT**
8. **UNFINISHED BUSINESS**
9. **NEW BUSINESS**
  - 9.1. **INTEGRATED GUIDANCE ANNUAL REPORT 2024-2025**
  - 9.2. **SUPERINTENDENT EVALUATION PROCESS**
  - 9.3. **AGENDA SETTING MEETINGS**
10. **ANNOUNCEMENTS**
  - 10.1. **UPCOMING BOARD MEETING**
11. **ADJOURN THE REGULAR MEETING**

# Blachly School District #90

Code: BDDH-AR  
Revised/Reviewed: 2/21/18; 11/17/21; 10/09/24

## Public Comment at Board Meetings

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

To provide public comment in person, if the opportunity is available on the Board agenda, please complete and submit the Intent to Speak card to the Board secretary prior to the meeting. Those attending virtually and want to provide public comment should notify the Board secretary by submitting an email to [comments@blachly.k12.or.us](mailto:comments@blachly.k12.or.us) as directed prior to the start of the meeting.

A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda. A person providing public comment will be allowed three minutes. Signing up to provide public comment does not guarantee time will be available.

Any person, who is allowed to speak to the Board during a meeting, should state their name, whether they are a resident of the district and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

Comments about a specific employee or group of employees should comply with Board policy BDDH - Public Comment at Board Meetings:

“A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints published complaint procedures for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee’s rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.”

*SEE FORM ON REVERSE*

**INTENT TO SPEAK**

The Board welcomes input. To provide in-person public comment please submit this completed card to the Board secretary prior the start of the meeting.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Name of organization (if applicable): \_\_\_\_\_

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

Email (optional): \_\_\_\_\_

Topic or comment to be presented (brief description): \_\_\_\_\_

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

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

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

# Blachly School District #90

Code: BDDH  
Adopted: 12/13/93  
Revised/Readopted: 1/16/08; 11/19/08; 2/21/18;  
1/19/22; 10/09/24

## Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

### Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will complete and submit the Intent to Speak card to the Board secretary prior to the Board meeting.<sup>1</sup> A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. If a person has more comments than time allows or is unable to comment due to time constraints, the

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<sup>1</sup> When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

person is encouraged to submit additional written comments to the Board through the district office as directed.

6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.

### **Procedures for Written Comment**

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to [comments@blachly90.com](mailto:comments@blachly90.com) . Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting. Written materials or comments submitted may not warrant action by the Board.

### **Comments Regarding Staff Members**

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.

END OF POLICY

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

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

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

[ORS 332.107](#)

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).

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

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

Oregon House Bill 2560 (2021).

#### **Cross Reference(s):**

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making

Regular Board Meeting  
Wednesday, August 13, 2025 6:00 PM

Triangle Lake Charter School--Library, 20264  
Blachly Grange Rd., Blachly, OR 97412

Attendance Taken at 6:09 PM.

Bobbie Jo Brewster: Absent

Ciara Clark: Absent

Nicole Deering: Present

Meleah Drago: Absent

Sara Gamache: Present

Bev Schiesser: Present

Tony Wynn: Present

Present: 4, Absent: 3.

Staff Attendance: Ariaah Richardson, Molly Rust, Kelly Goodwin, Brooklyn Gilbert,

Community Attendance: Julie Nowacki

Attendance Update Taken at 6:10 PM.

Meleah Drago: Present

Present: 5, Absent: 2.

Staff Attendance: Ariaah Richardson, Molly Rust, Kelly Goodwin, Brooklyn Gilbert, Kara Severino, TLEA President

Community Attendance: Julie Nowacki, Kiele Riggs

1. **CALL TO ORDER**

Director Schiesser calls the meeting to order at 6:09pm. She is acting Board Chair for this meeting.

2. **WELCOME GUESTS AND VISITORS**

3. **CHANGES OR ADDITIONS TO THE AGENDA**

There is one addition to the meeting under 5.4--New Hires. We added another hire that was not originally listed on the agenda.

4. **PUBLIC FORUM/COMMUNICATIONS**

Public comments are accepted until the start of each meeting. To submit a comment, turn it in to the board secretary or email it in advance. A fillable Public Comment form, referred to in the attached AR, can be downloaded by clicking the menu/settings button. Written comments sent to [comments@blachly.k12.or.us](mailto:comments@blachly.k12.or.us) will be read during the meeting and should take less than three minutes. Verbal comments are limited to three minutes per person, with a total maximum of 15 minutes for all comments.

Director Schiesser reads a public comment submitted by Julie Nowacki, topic: activities to bring back to campus.

5. **CONSENT AGENDA**

5.1. **BOARD MINUTES**

June 18, 2025 Regular Board minutes, July 9, 2025 Special District Board minutes and July 9, 2025 District Work Session minutes.

On 7.9.25, Bobbie Jo Brewster was listed as present, but she was absent. That will be amended in the minutes. There were no other changes or concerns.

**5.2. FINANCIAL REPORT**

Business Manager Molly Rust has provided the June and July check register to the board for review.

Ms. Rust presents both the June and July info due to us not having a regular board meeting in July. Both Ms. Rust and Ms. Bottensek answers questions with regard to the check register and the pro card statements. Ms. Rust explains the mentorship grant and how we used it. Unfortunately, it is not funded for this upcoming year. Director Wynn asks if there is anything budgeted to pick up where that grant left off. Ms. Bottensek answers no, there was nothing budgeted for it. Director Schiesser asks about the State School Fund number and how the actuals and beginning fund balances are hitting. She explains the change in bringing the speech pathologist in-house where it was previously with LESD, and we were paying for that service.

**5.3. FIRST READ POLICY**

Superintendent Bottensek will present the policy DM--Cash In District Buildings Ms. Bottensek shares that both her and Ms. Rust were going through policy trying to make sure we have policy that we are seeing other school districts have. This one came up, and we feel that it is a good policy for us to have in place due to the amount of cash floating around campus due to all the student body accounts or athletic funds. Director Wynn asks about fundraisers that raise more than \$500 in one event. Ms. Bottensek answers that it should be deposited the day it was turned in to the district office, and it should be turned in to the district office on the next available work day.

**5.4. NEW HIRES**

Superintendent Bottensek will present the new hire of Savannah Evans for the Speech Pathologist position.

Superintendent Bottensek shares the new hire of Savannah Evans to the Speech Pathologist position. We have had this position open for the last two years. Savannah came to us after working with us as our LESD Speech Pathologist last year. We have also hired Mr. Mike Kaiser for the MS Volleyball coaching position, Brooklyn Gilbert for the Assistant HS Volleyball coach and Wayne Wymore for a bus driver position.

**5.5. MOTION**

Director Schiesser moved to approve the consent agenda as amended. This motion, made by Bev Schiesser and seconded by Meleah Drago, Carried.

Bobbie Jo Brewster: Absent

Ciara Clark: Absent

Nicole Deering: Yea

Meleah Drago: Yea

Sara Gamache: Yea

Bev Schiesser: Yea

Tony Wynn: Abstain (With Conflict)

Yea: 4, Nay: 0, Absent: 2, Abstain (With Conflict): 1

**6. REPORTS**

**6.1. ENROLLMENT**

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
On Campus	7	17	15	20	13	20	21	11	19	22	14	17	21	217
TLCS Online	16	20	16	20	20	16	26	17	11	8	5	3	3	181

**Total Enrollment: 398**

Superintendent Bottensek also reminds the board of our two out-of-district placement students and of what the numbers were in June, and lets them know that we are anticipating numbers to drop a little bit more before the start of the year. October is usually when we see enrollment numbers level out and become more consistent for the remainder of the year.

**6.2. PRINCIPAL'S REPORT**

Principal Brittany Bottensek shares a report with the board. Principal Bottensek gives a more detailed update on the KITS program and Summer School. She shares that we have partnered with the Traveling Local Heritage Museum and next week the summer school students will get to take a field trip to the round barn. She also gives an update on our HS credit recovery students. She shares the open positions we have on our website and shares the upcoming events.

**6.3. SUPERINTENDENT'S REPORT**

Superintendent Brittany Bottensek will give a report to the board. Superintendent Bottensek explains to the board why she would like to keep giving two reports, even though the Principal/Superintendent position is now one position. She likes keeping the district business separate for the board. Director Schiesser asks about the election offerings with not having early release, how this is impacting students. Superintendent Bottensek shares that after our counselor has done forecasting, we have enough electives for our students without our class sizes being exceeded. Superintendent Bottensek shares that we will still be a CEP school, offering all our families free breakfast and lunches. We have also applied for the Fresh Fruits and Vegetable program and are waiting to hear back in September if we are awarded the grant. If we are rewarded then she will come to the board to ask if we want to fund this program for our HS students, because the grant is only for K-8. Superintendent Bottensek shares the new policy requirement in regard to no cell phones pushed out by the governor. We are waiting to get our sample policies from OSBA and will present them in the September meeting for first read to get us to our final read by the deadline given by the governor. Implementation is required by January 1st, but in all the meetings she has been in with Superintendents around the state, they are just planning to make the changes at the start of the year. Superintendent Bottensek shares that the PEAK grant, that pays for the K-8 PE teacher, has been submitted, and we will find out on August 29th if we receive it. Superintendent Bottensek shares that funds were not released at the beginning of July for federal funds like we thought, but we have them now and we have received the Title I & Title II grants and are still waiting to hear about the Title IV grant. Superintendent Bottensek will also continue to share on each superintendent's report about her professional development throughout the year. She also shares info in regard to our shared PD with surrounding rural schools, and how that will work this

year.

Superintendent Bottensek shares that starting in September, we will alternate director reports. Not the Business Manager report or Principal/Superintendent reports, but the Transportation/Technology report, Maintenance Report, Special Education report and Student Services report. Those 4 will report every other month, two one month and the other two the next month.

**7. UNFINISHED BUSINESS**

**7.1. 2024-2025 FINAL AUDIT REPORT**

Business Manager Molly Rust will present the final audit report for the 2024-25 school year.

Ms. Rust shares that this audit was just finalized one day prior to the following audit starting. Goals moving forward are to get the audits done in a more timely manner. She shares the Communication to the Governing Body and the Management Letter that was intended for the superintendent. She will provide the full report to anyone who requests it.

She shares how an audit works, and how their scale works. She lists some of the things that, as a small district, we will see them call out each year.

She gives a breakdown of what was called out in best practice, and explains what we are doing or what we have changed.

Last week of July we started the new audit, and we have already completed the interim report. They will come back in the last week of October to start the final. We will push to get them done by the deadline in December.

Ms. Simington will update the agenda minutes to reflect this audit being for the 2023-2024 school year.

**7.2. FOLLOW-UP TO RESOLUTION #2024-25-04**

One of our banks, Selco, is requesting, in addition to the resolution you have previously voted on, minutes with the exact wording removing past employees/board members and adding new.

Director Drago moved to remove Adam Watkins, Pat Rufo, Derek Pennel & Dwight Coon from our Selco account and adding Kimolly Rust and Brittany Bottensek to the account as authorized signers. This motion, made by Meleah Drago and seconded by Nicole Deering, Carried.

Bobbie Jo Brewster: Absent

Ciara Clark: Absent

Nicole Deering: Yea

Meleah Drago: Yea

Sara Gamache: Yea

Bev Schiesser: Yea

Tony Wynn: Yea

Yea: 5, Nay: 0, Absent: 2

Ms. Rust explains that, when banking changes happened last year with all four of our banks, they all wanted something different. In the shuffle of everything, we missed a step for Selco bank. All the other banks took the resolution we issued, but Selco didn't. So this is the formality that Selco requires in order to get everything

changed.

Director Drago suggests that we make this motion after we appoint our board chair later in the meeting. So it is decided that we will come back to this motion after appointing a chair.

**8. NEW BUSINESS**

**8.1. NEW YEAR BOARD ORGANIZATION AND ANNUAL PROCEDURAL BUSINESS PURSUANT TO ORS 332.040 AND 255.335(5)**

**8.1.1. ELECT BOARD CHAIR, VICE CHAIR AND APPOINT BOARD SECRETARY**

**8.1.1.a. FOR CHAIR**

The current Chair will accept nominations for the 2025-26 Chair. All nominee(s) should be named and the nominee(s) should accept the nomination before voting on any nominee occurs. Then motions and seconds should be done in the order of nomination. A majority vote is necessary to select the Chair.

Director Deering moved to select Director Drago as Board Chair for the 2025-26 school year. This motion, made by Nicole Deering and seconded by Sara Gamache, Carried.

Bobbie Jo Brewster: Absent

Ciara Clark: Absent

Nicole Deering: Yea

Meleah Drago: Yea

Sara Gamache: Yea

Bev Schiesser: Yea

Tony Wynn: Yea

Yea: 5, Nay: 0, Absent: 2

Director Schiesser asks for nominations for board chair.

Director Drago nominates Director Schiesser, Director Schiesser declines.

Director Deering nominates Director Drago, Director Drago accepts. There are no other nominations and this is put to a vote. Director Drago is voted in as Chair.

**8.1.1.b. FOR VICE CHAIR**

The newly elected Chair will accept nominations for the 2025-26 Vice-Chair. All nominee(s) should be named and the nominee(s) should accept the nomination before voting on any nominee occurs. Then motions and seconds should be done in the order of nomination. A majority vote is necessary to select the Vice-Chair.

**8.1.1.c. FOR BOARD SECRETARY**

District Board will appoint the Board Secretary.

**8.1.2. REVIEW STATUS OF LOCAL PUBLIC CONTRACT REVIEW BOARD**

The Board generally decides to serve as its own Local Public Contract Review Board, although it could contract with another public agency to do so. Refer to Policy DJC-Bidding Requirements.

**8.2. ADOPT RESOLUTION #2025-26-02**

- Designate The Register Guard the official district newspaper;
- Establish regular monthly board meeting day as the second Wednesday, at 6 pm, at Triangle Lake Charter School;
- List official depositories of funds (Local Government Investment Pool, U.S. Bank, Oregon Community Credit Union, and SELCO Credit Union);
- Designate Superintendent Brittany Bottensek, or an appointed designee, as chief administrative officer, clerk of the district, federal program coordinator, custodian of funds, executive officer, and administrator of the food services fund; Authorize Superintendent Brittany Bottensek, \_\_\_\_\_ (new board chair), \_\_\_\_\_ (new board vice chair).
- Designate Molly Rust as the one who shall prepare or supervise preparation of the budget document under the direction of the executive officer;
- Adopt new minimum pay rates for substitute teachers in 2025-26 at \$248.65 per 9-hour day for the first 10 days in one assignment; after the first ten (10) days the pay rate becomes \$248.65 per 9-hour day.
- Designate Brown & Brown Northwest, as the official insurance agent for the district. Our property and casualty insurance is through Property and Casualty Coverage for Education (PACE). Sam Jones is our account executive. Our premium for 2025-26 will be \$104,801. Additional carriers sponsored by PACE include Fuel Tank coverage from ACE American Insurance Company for 529 Workman's Compensation insurance coverage by SAIF is estimated at \$19,125.22, and separate Crime Coverage for Triangle Lake Charter School, price to be determined.
- Designate Pauly, Rogers and Co., P.C. as financial auditors for Blachly School District and Triangle Lake Charter School;
- Designate PACE crime coverage of up to \$1,000,000 with \$10,000 deductible each in lieu of surety bonds for the Superintendent and financial managers (ORS 332.525);
- Designate The Hungerford Law Firm and the OSBA Legal Department as district legal counsel.

**8.3. ADOPT RESOLUTION #2025-26-03**

To authorize the General Fund (Fund 100) to loan money to the individual grant funds, the food services fund (Fund 295) and athletics fund (298) to be repaid by the end of the ensuing fiscal year.

**9. ANNOUNCEMENTS**

**9.1. UPCOMING BOARD MEETING**

The next Regular Board Meeting will be held on Wednesday, September 10th, 2025 at 6pm.

**10. ADJOURN THE REGULAR MEETING**

Attendance Taken at 6:03 PM.

Bobbie Jo Brewster: Present

Ciara Clark: Present

Nicole Deering: Present

Meleah Drago: Present

Sara Gamache: Present

Bev Schiesser: Present

Tony Wynn: Present

Present: 7.

Attendance: Kelly Goodwin

1. **CALL TO ORDER**

This Special District Board meeting is being held to complete the August 13th meeting agenda, which was ended early due to a power outage in the Blachly area during the meeting.

Board Chair Drago called the meeting to order at 6:06 pm.

2. **WELCOME GUESTS AND VISITORS**

3. **CHANGES OR ADDITIONS TO THE AGENDA**

Superintendent Bottensek shares, if we ever lose power again, we do not have to end our meeting. We can record with a cell phone camera and add it to the regular meeting. The only case where this would not work is if we have a time we need to open it to public comment.

Also, because the last meeting recording cut out prior to the votes, we will call out what we have in the written minutes, and ask that everyone confirm if it is accurate for the record and recording. This was done.

4. **PUBLIC FORUM/COMMUNICATIONS**

Public comments are accepted until the start of each meeting. To submit a comment, turn it in to the board secretary or email it in advance. A fillable Public Comment form, referred to in the attached AR, can be downloaded by clicking the menu/settings button. Written comments sent to [comments@blachly.k12.or.us](mailto:comments@blachly.k12.or.us) will be read during the meeting and should take less than three minutes. Verbal comments are limited to three minutes per person, with a total maximum of 15 minutes for all comments.

There were no public communications for this meeting.

5. **UNFINISHED BUSINESS**

5.1. **FOLLOW-UP TO RESOLUTION #2024-25-04**

One of our banks, Selco, is requesting, in addition to the resolution you have previously voted on, minutes with the exact wording removing past employees/board members and adding new.

Director Schiesser moved to add Meleah Drago to the Selco account, updating resolution 2025-26-04. This motion, made by Bev Schiesser and seconded by Ciara Clark, Carried.

Bobbie Jo Brewster: Yea  
Ciara Clark: Yea  
Nicole Deering: Yea  
Meleah Drago: Yea  
Sara Gamache: Yea  
Bev Schiesser: Yea  
Tony Wynn: Yea  
Yea: 7, Nay: 0

We made this motion, with the intention to return and add our Board Chair to this resolution as well. And it is a correction to the agenda, this resolution number is actually #2025-26-04.

**6. NEW BUSINESS**

**6.1. NEW YEAR BOARD ORGANIZATION AND ANNUAL PROCEDURAL BUSINESS PURSUANT TO ORS 332.040 AND 255.335(5)**

**6.1.1. ELECT BOARD CHAIR, VICE CHAIR AND APPOINT BOARD SECRETARY**

**6.1.1.a. FOR VICE CHAIR**

The newly elected Chair will accept nominations for the 2025-26 Vice-Chair. All nominee(s) should be named and the nominee(s) should accept the nomination before voting on any nominee occurs. Then motions and seconds should be done in the order of nomination. A majority vote is necessary to select the Vice-Chair.

Director Schiesser moved to appoint Director Deering. This motion, made by Bev Schiesser and seconded by Ciara Clark, Carried.

Bobbie Jo Brewster: Yea  
Ciara Clark: Yea  
Nicole Deering: Abstain (With Conflict)  
Meleah Drago: Yea  
Sara Gamache: Yea  
Bev Schiesser: Yea  
Tony Wynn: Yea

Yea: 6, Nay: 0, Abstain (With Conflict): 1

Director Clark was nominated, she declined.  
Director Wynn was nominated, he declined.

**6.1.1.b. FOR BOARD SECRETARY**

District Board will appoint the Board Secretary.  
Director Clark nominated Bri Simington for Board Secretary. This motion, made by Ciara Clark and seconded by Sara Gamache, Carried.

Bobbie Jo Brewster: Yea  
Ciara Clark: Yea

Nicole Deering: Yea  
Meleah Drago: Yea  
Sara Gamache: Yea  
Bev Schiesser: Yea  
Tony Wynn: Yea  
Yea: 7, Nay: 0

**6.1.2. REVIEW STATUS OF LOCAL PUBLIC CONTRACT REVIEW BOARD**

The Board generally decides to serve as its own Local Public Contract Review Board, although it could contract with another public agency to do so. Refer to Policy DJC-Bidding Requirements.

Director Schiesser moved to have the Blachly School Board serve as its own Local Public Contract Review Board. This motion, made by Bev Schiesser and seconded by Ciara Clark, Carried.

Bobbie Jo Brewster: Yea  
Ciara Clark: Yea  
Nicole Deering: Yea  
Meleah Drago: Yea  
Sara Gamache: Yea  
Bev Schiesser: Yea  
Tony Wynn: Yea  
Yea: 7, Nay: 0

Superintendent Bottensek explains that most small districts choose to act as their own Local Public Contract Review Board.

**6.2. ADOPT RESOLUTION #2025-26-02**

- Designate The Register Guard the official district newspaper;
  - Establish regular monthly board meeting day as the second Wednesday, at 6 pm, at Triangle Lake Charter School;
  - List official depositories of funds (Local Government Investment Pool, U.S. Bank, Oregon Community Credit Union, and SELCO Credit Union);
  - Designate Superintendent Brittany Bottensek, or an appointed designee, as chief administrative officer, clerk of the district, federal program coordinator, custodian of funds, executive officer, and administrator of the food services fund;
- Authorize Superintendent Brittany Bottensek, \_\_\_\_\_ (new board chair), \_\_\_\_\_ (new board vice chair).
- Designate Molly Rust as the one who shall prepare or supervise preparation of the budget document under the direction of the executive officer;
  - Adopt new minimum pay rates for substitute teachers in 2025-26 at \$248.65 per 9-hour day for the first 10 days in one assignment; after the first ten (10) days the pay rate becomes \$248.65 per 9-hour day.

- Designate Brown & Brown Northwest, as the official insurance agent for the district. Our property and casualty insurance is through Property and Casualty Coverage for Education (PACE). Sam Jones is our account executive. Our premium for 2025-26 will be \$104,801. Additional carriers sponsored by PACE include Fuel Tank coverage from ACE American Insurance Company for 529 Workman's Compensation insurance coverage by SAIF is estimated at \$19,125.22, and separate Crime Coverage for Triangle Lake Charter School, price to be determined.
- Designate Pauly, Rogers and Co., P.C. as financial auditors for Blachly School District and Triangle Lake Charter School;
- Designate PACE crime coverage of up to \$1,000,000 with \$10,000 deductible each in lieu of surety bonds for the Superintendent and financial managers (ORS 332.525);
- Designate The Hungerford Law Firm and the OSBA Legal Department as district legal counsel.

Director Clark move to adopt the Resolution #2025-26-02 as amended, adding Director Drago & Director Deering. This motion, made by Ciara Clark and seconded by Bobbie Jo Brewster, Carried.

- Bobbie Jo Brewster: **Yea**  
 Ciara Clark: **Yea**  
 Nicole Deering: **Abstain (With Conflict)**  
 Meleah Drago: **Abstain (With Conflict)**  
 Sara Gamache: **Yea**  
 Bev Schiesser: **Yea**  
 Tony Wynn: **Yea**  
 Yea: 5, Nay: 0, Abstain (With Conflict): 2

Director Schiesser asks if we want to keep the meeting to the second Wednesday. It is then decided that they will read through this resolution line by line. Director Brewster asks why we have 3 banks? Ms. Rust explains the differences in banks/credit unions and why we have each type of account at each location. Superintendent Bottensek states that if we want to go out for RFP's for new auditors, we would be doing that in December for the upcoming year. Ms. Rust explains what this process would look like. We will add this to the October agenda as a discussion topic.

**6.3. ADOPT RESOLUTION #2025-26-03**

To authorize the General Fund (Fund 100) to loan money to the individual grant funds, the food services fund (Fund 295) and athletics fund (298) to be repaid by the end of the ensuing fiscal year.

Director Clark move to adopt Resolution #2025-26-03 as presented. This motion, made by Ciara Clark and seconded by Bev Schiesser, Carried.

- Bobbie Jo Brewster: **Yea**  
 Ciara Clark: **Yea**  
 Nicole Deering: **Yea**

Meleah Drago: Yea  
Sara Gamache: Yea  
Bev Schiesser: Yea  
Tony Wynn: Yea  
Yea: 7, Nay: 0

Ms. Rust explains that this is standing, we don't bring in enough money in either of these funds to support themselves. If it is needed to transfer more than what is already approved in the budget then Ms. Rust would bring it back to the board for a vote.

**7. ANNOUNCEMENTS**

**7.1. UPCOMING BOARD MEETING**

The next Regular Board Meeting will be held on Wednesday, September 10th, 2025 at 6pm.

**8. ADJOURN THE REGULAR MEETING**

Board Chair Drago adjourns the meeting at 6:35pm.

Blachly School District  
August 31, 2025

	Original Budget	Jul Actual	Aug Actual	Sep Estimate	Oct Estimate	Nov Estimate	Dec Estimate	Jan Estimate	Feb Estimate	Mar Estimate	Apr Estimate	May Estimate	Jun Estimate	Final Total	Over/ (Under)	
<b>Revenue</b>																
State School Fund	5,384,130	929,989	464,716	464,716	464,716	464,716	442,623	292,587	292,587	292,587	292,587	292,587	292,587	(57,281)	<b>4,637,132</b>	(746,998)
State Timber Sales	100,000	-	540,390	-	-	-	-	-	-	-	-	-	-	-	<b>540,390</b>	440,390
Property Taxes	394,801	-	939	870	650	297,000	65,650	4,650	3,670	8,450	1,450	2,080	9,392	<b>394,801</b>	-	
Federal Forest Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Earnings	70,000	3,685	6,090	7,800	7,800	7,300	8,800	8,800	5,300	4,300	2,800	3,800	3,526	<b>70,000</b>	-	
Common School Fund	60,967	-	-	-	-	-	-	30,484	-	-	-	-	30,484	<b>60,967</b>	-	
Other County Revenue	800	-	82	72	72	72	72	72	72	72	72	72	72	<b>800</b>	-	
Rentals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Small Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Lane ESD Flex Dollars	-	-	-	-	-	-	-	27,225	-	-	-	-	27,225	<b>54,449</b>	54,449	
Miscellaneous	5,000	-	518	448	448	448	448	448	448	448	448	448	448	<b>5,000</b>	-	
County School Fund	2,000	-	-	-	-	-	-	-	-	-	-	-	2,000	<b>2,000</b>	-	
Indirect	31,342	-	-	-	-	-	-	-	-	-	-	-	31,342	<b>31,342</b>	-	
Interfund Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Sale/Comp fixed asset	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Fund Balance	200,000	239,054												<b>239,054</b>	39,054	
<b>Total Revenue</b>	<b>6,249,040</b>	<b>1,172,728</b>	<b>1,012,734</b>	<b>473,906</b>	<b>473,686</b>	<b>769,536</b>	<b>517,593</b>	<b>364,265</b>	<b>302,077</b>	<b>305,857</b>	<b>297,357</b>	<b>298,987</b>	<b>47,207</b>	<b>6,035,935</b>	<b>(213,106)</b>	
<b>Expenditures</b>																
Salaries	2,649,647	66,448	66,953	213,748	239,361	236,164	229,770	229,770	245,755	232,967	236,164	236,164	509,491	<b>2,742,755</b>	93,107	
Benefits	1,677,074	35,710	42,261	137,022	147,118	145,858	143,337	143,337	149,638	144,597	145,858	145,858	334,695	<b>1,715,288</b>	38,214	
Purchased Services	669,621	31,217	30,910	53,794	54,294	53,494	54,894	52,794	55,394	53,794	60,485	51,694	90,038	<b>642,805</b>	(26,816)	
Supplies and Materials	424,385	48,513	42,509	29,728	28,728	28,128	27,428	24,228	25,728	25,830	31,928	26,051	85,584	<b>424,385</b>	-	
Other	154,621	4,274	112,810	3,000	3,000	3,900	5,000	1,500	8,000	1,900	3,500	2,500	4,458	<b>153,842</b>	(779)	
Transfers	333,500	-	-	-	-	-	-	-	-	-	-	-	333,500	<b>333,500</b>	-	
Contingency	340,192	-	-	-	-	-	-	-	-	-	-	-	-	-	(340,192)	
<b>Total Expenditures</b>	<b>6,249,040</b>	<b>186,163</b>	<b>295,444</b>	<b>437,292</b>	<b>472,501</b>	<b>467,544</b>	<b>460,430</b>	<b>451,630</b>	<b>484,515</b>	<b>459,089</b>	<b>477,935</b>	<b>462,267</b>	<b>1,357,765</b>	<b>6,012,575</b>	<b>(236,465)</b>	
<b>Ending Fund Balance</b>	<b>-</b>													<b>23,360</b>	<b>23,360</b>	

# OSBA Model Sample Policy

Code: DM  
Adopted:

## Cash in District Buildings

Money collected within school buildings will be taken to the district's designated depository when the sum accumulated in any one day by a class, a teacher or others at any school exceeds [\$100]. Accumulated cash maintained in school buildings overnight may not exceed [\$500].

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

# OSBA Model Sample Policy

Code: DBEA  
Adopted:

## Budget Committee (Version 2)

### Organization, Membership and Terms of Office

The district budget committee will consist of the ~~{five}~~ [seven] members of the Board and ~~{five}~~ [seven] electors appointed by the Board as required by law. [The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year.] ~~{The appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four year terms. The terms shall be staggered so that as near as practicable, one fourth of the terms of the appointive members end each year.}~~ At least one member of the budget committee must be a member of the district's educational equity advisory committee.<sup>{1}</sup> The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a [14-member budget committee is 8] ~~{10 member budget committee is 6}~~. Therefore, if only [8] ~~{6}~~ members are present, a unanimous vote is needed for passing an action item.

### Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

### Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

### Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not

<sup>1</sup> {Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.}

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previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

**Final Action**

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.130](#)

[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)

[ORS 328.542](#)

[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

[OAR 581-022-2307](#)

Deleted: 8/08/22

Deleted: RS

# OSBA Model Sample Policy

Code: IF  
Adopted:

## District Curriculum

The Board believes it is necessary to continually develop and modify the district’s curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum and to advise the Board on needed curriculum changes. [Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures[, surveys of parent perceptions] and professional staff recommendations.]

The Board or a committee or administrator responsible for making a decision for regarding the use of textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

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### Legal Reference(s):

[ORS 243.650](#)  
[ORS 332.075\(1\)](#)  
[ORS 336.035](#)  
[ORS 336.067](#)  
[ORS 337.260](#)

[ORS 659.850](#)  
[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2030](#)

[OAR 581-022-2250](#)  
[OAR 581-022-2300](#)  
[OAR 581-022-2305](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2315](#)

Senate Bill 1098 (2025)

# OSBA Model Sample Administrative Regulation

Code: IGBAB/JO-AR  
Adopted:

## Education Records/Records of Students with Disabilities Management

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after the individual is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date;
- d. Name of parents/guardians;
- e. Date of entry into the school;
- f. Name of school previously attended;

- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school.

The district may request the social security number of the student. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

## 2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

## 3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

#### 4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

## 5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
- (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
- (1) Develop, validate or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;

- (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
  - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
  - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
  - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
  - k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are

legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## 6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

## 8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a

formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

## 9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

#### 10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

## **Disclosure Statement**

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

# OSBA Model Sample Policy

Code: IIA  
Adopted:

## Instructional Materials\*\*

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and library materials in school and classroom libraries[, and that those materials should be inclusive of populations represented in a global society].

Any person responsible for the adoption of textbooks or the approval of instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e)[, i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender].

Any person responsible for the selection or retention of library materials may not prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by any individual or group against whom discrimination is prohibited under ORS 659.850[, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability].

A material involved with a reconsideration request will remain available throughout the reconsideration process. Materials will not be removed for discriminatory reasons. A request for reconsideration of materials may be processed through established procedures found in accompanying administrative regulations. Meetings of reconsideration committees may be subject to Public Meetings Law. Records regarding reconsideration procedures are subject to Public Records Law.

[This policy is not intended to cover classroom activities. Complaints regarding classroom activities unrelated to materials can be filed using other established district complaint procedures.]

The term “instructional material” includes core instructional materials, supplemental materials, and library materials made available in classroom or school libraries as defined below.

Some materials may fall into more than one of the following categories. If there is a question regarding selection or reconsideration, the district administration may select which procedure to use.

### Definitions

“Core instructional material,”<sup>1</sup> sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks, and print textbooks and are adopted and paid for by the district. Core instructional materials may include such

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<sup>1</sup> This comes from OAR 581-011-0050(1), referring to instructional materials which must be adopted by local school boards.

instructional materials as a hardbound or a softbound book or books or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

“Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

“Library materials” includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. “Library materials” does not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

“School library” means any collection of library materials made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

“Classroom library” means any collection of library materials made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the Board.

## **Core Instructional Materials**

The Board retains the authority to approve core instructional materials used in district schools and authorizes the superintendent [or designee] to develop and implement administrative regulations governing selection and adoption of such materials. Procedures will provide for involvement of administrators, staff, parents, ~~students,~~ and community members; will use established selection criteria to contribute to the attainment of district, program, and course or grade-level goals; and will reflect recent knowledge, trends, and technology in the field.

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed [on a seven-year cycle], and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks [for American history and government] by the Board and any committee shall be done in a manner compliant with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge. ~~[All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) – Reconsideration of Core Instructional Materials.]~~

[The district may choose to independently adopt core instructional materials which are not on the state-approved list, using state-approved selection criteria. (See administrative regulation IIA-AR(6) – Independent Adoption of Core Instructional Materials)]

## **Supplemental Instructional Materials**

All supplemental instructional materials will be selected by [teachers, principals, librarians, and/or others, as determined appropriate] [which may not be through any formal selection procedure]. Decisions regarding the use of, or refusal to approve the use of, supplemental instructional materials shall be made in a manner compliant with ORS 337.260. Such materials will contain suitable readability levels and support the district’s adopted curriculum content. Materials will be used for their intended audience.

~~[All requests for reconsideration of supplemental instructional materials may be considered under administrative regulation IIA-AR(3) – Reconsideration of Supplemental Instructional Materials.]~~

### School Library Materials

All school library materials will be selected by a librarian using established selection criteria. The selection or retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. ~~[All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) – Reconsideration Library Materials in a School or Classroom Library.]~~

### Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others[, with no formal selection procedure]. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library. ~~[All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4) – Reconsideration Library Materials in a School or Classroom Library.]~~

END OF POLICY

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#### Legal Reference(s):

<a href="#">ORS 174.100</a>	<a href="#">ORS 337.150</a>	<a href="#">OAR 581-021-0045</a>
<a href="#">ORS 332.107</a>	<a href="#">ORS 337.260</a>	<a href="#">OAR 581-021-0046</a>
<a href="#">ORS 336.035</a>	<a href="#">ORS 337.511</a>	<a href="#">OAR 581-022-2310</a>
<a href="#">ORS 336.082</a>	<a href="#">ORS 339.155</a>	<a href="#">OAR 581-022-2340</a>
<a href="#">ORS 336.840</a>	<a href="#">ORS 659.850</a>	<a href="#">OAR 581-022-2350</a>
<a href="#">ORS 337.120</a>		<a href="#">OAR 581-022-2355</a>
<a href="#">ORS 337.141</a>	<a href="#">OAR 581-011-0050 - 0117</a>	

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2024).  
Title VI of the Civil Rights Act, 42 U.S.C. § 2000d (2024); 28 C.F.R. §§ 42.101-42.106 (2024).  
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2024); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).  
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2024); 29 C.F.R. Part 1630 (2024); 28 C.F.R. Part 35 (2024).  
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2024).  
Senate Bill 1098 (2025).

# OSBA Model Sample Administrative Regulation

Code: IIA-AR(1)

Revised/Reviewed:

## Instructional Materials

### Core Instructional Materials<sup>1</sup>

The Board selects core instructional materials. The responsibility to ensure procedures on selection and recommendations for core instructional materials are followed rests with the superintendent. The responsibility for coordinating the distribution of core instructional materials to classes also rests with the superintendent. It is the principal's responsibility to implement and maintain the core instructional materials, and teachers are expected to use selected core instructional materials in the classroom.

Any person responsible for the adoption of textbooks may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e)[, i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender].

Materials selection committees will be appointed by the administration at the time necessary adoption areas are determined. The committee will review the materials and the general criteria for materials selection and provide a recommendation to the superintendent. The superintendent may make changes to the recommendation and shall submit a recommendation(s) to the Board for adoption prior to use. ~~[[<sup>2</sup>]; The meetings of a selection committee for core instructional materials will follow Public Meetings Law.]~~

[If the district chooses to adopt core instructional materials which are not on the state-approved list, the rules outlined in OAR 581-022-2350 will apply [and are represented in administrative regulation IIA-AR(6) - Independent Adoption of Core Instructional Materials].]

### Supplemental Instructional Materials<sup>3</sup>

The responsibility for evaluating and selecting supplemental instructional materials is delegated to [teachers, principals, librarians, and/or others, as determined appropriate], who may collaborate as part of

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<sup>1</sup> “Core instructional material,” sometimes referred to as basal, means any organized system, which constitutes the major instructional vehicle for a given course of study, or any part thereof. Core instructional materials may include adaptive or personalized learning programs, digital textbooks and print textbooks and are adopted and paid for by the district. Core instructional materials may include such instructional materials as a hardbound or a softbound book or books, or sets or kits of print and non-print materials, including electronic and internet or web-based materials or media.

<sup>2</sup> {Depending on the structure of the committee and who the committee reports to, Public Meetings Law may apply to the committee meetings.}

<sup>3</sup> “Supplemental instructional materials” means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

the process. Other authoritative matter experts may be included when practicable, as determined by the district.

Anyone responsible for the approval of supplemental instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e)[, i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender].

1. Materials will contain suitable readability levels and support the district’s adopted curriculum content.
2. Recommendations for selection may be solicited from staff and may include students.
3. Donated materials will be evaluated using the district’s selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

### **School Library Materials**

1. When making decisions on selection or retention of materials for the school library<sup>5</sup> or media center, a librarian, under supervision of the principal, will evaluate the existing collection and the curriculum needs. The librarian will consult reputable, professionally prepared selection aids and other professional sources. Materials will contain suitable readability levels. The librarian or other staff may not prohibit the selection or retention of, or refusal to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850[, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability].
2. Recommendations for selection may be solicited from staff and students.
3. Donated materials will be evaluated using the established selection criteria and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria and the replacement of lost and worn materials still of educational value.

### **Classroom Library Materials<sup>6</sup>**

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<sup>5</sup> “School library” means any collection of library materials (as defined in policy), made available to students at school, either at a central location of the school, at a common area for one or more grades of school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. These materials are not adopted by the Board.

<sup>6</sup> “Classroom library” means any collection of library materials (as defined in policy) made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. These materials are not adopted by the Board.

1. When selecting or retaining materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students. The teacher or other staff may not prohibit the selection or retention of, or refusal to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850[, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability].
2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

# OSBA Model Sample Policy

Code: IKF

Adopted:

## Graduation Requirements\*\*

{If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in policy (see OAR 581-022-2000(1)). OAR 581-022-2115(13) requires districts to also have a policy on student-initiated test impropriety (model language to meet this requirement is also in policy IL – Assessment Program); OAR 581-022-2120 requires districts to have a policy about proficiency in Essential Skills in student languages of origin (currently waived through the 2027-28 school year); OAR 581-022-2020(3) requires districts to establish criteria for the certificate of attendance in policy.}

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

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

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

1. In foster care<sup>1</sup>;
2. Experiencing houselessness<sup>2</sup>;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;  
or
7. <sup>3</sup>Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program<sup>4</sup> in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

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<sup>1</sup> "Foster child" is defined in ORS 30.297.

<sup>2</sup> {ORS 329.451(2) and OAR 581-022-use the term "homeless."} See OAR 581-022-2000 for additional information.

<sup>3</sup> Applies to high school diplomas awarded on or after January 1, 2026.

<sup>4</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education

## Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of <sup>5</sup>24 credits which include at least:

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts<sup>6</sup> (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics<sup>7</sup> credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and <sup>8</sup>financial literacy);
5. <sup>9</sup>One-half credit of higher education and career path skills;
6. <sup>10</sup>One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages<sup>11</sup> (units shall be earned in any one or a combination).

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

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Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.

<sup>5</sup> {If the district has additional credit or graduation requirements beyond the state minimum of 24, the district is required to include those additional credits and graduation requirements in the following list.}

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

<sup>7</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

<sup>8</sup> This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

<sup>9</sup> Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>10</sup> Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

<sup>11</sup> "World languages" includes sign language, heritage languages and languages other than a student's primary language.

<sup>12</sup> A student completing the International Baccalaureate Organization's (IB) Diploma Programme curriculum or the IB Career-related Programme curriculum will be considered to have completed the credit requirements listed above. The district shall ensure students in the IB programs complete .5 credit of Personal Finance Education and .5 credit of Higher Education and Career-path Skills as stand-alone courses. The district shall develop a curriculum plan that ensures students in an IB program receive inclusive instruction aligned to the adopted standards in Civics and Health.]

To receive a diploma, in addition to credit requirements outlined above, a student must:

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

### **Modified Diploma**

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

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student 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 with at least 13 of those credits to include:

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

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<sup>12</sup> {Adopt this language only if the district offers an International Baccalaureate program for high school students. Waivers for the Personal Finance and Higher Education and Career-path Skills can be requested by the district.}

<sup>13</sup> The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

5. <sup>14</sup>One-half credit in personal financial education;
6. <sup>15</sup>One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and
9. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

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

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

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

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

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

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<sup>14</sup> This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

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

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

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

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

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

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

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

### **[<sup>17</sup>] Essential Skills**

The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student’s language of origin for a high school diploma or a modified diploma.

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

### **Essential Skills Appeal**

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

### **Extended Diploma**

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

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<sup>17</sup> {[OAR 581-022-2120(2) requires districts to have “policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students’ language of origin.” OAR 581-022-2120(4) waives this requirement through the 2027-28 school year.] Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote.}

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than 6 credits in a self-contained special education classroom, and will include:
  - a. Two credits in mathematics;
  - b. Two credits in language arts;
  - c. Two credits in science;
  - d. Three credits in history, geography, economics or civics;
  - e. One credit in health;
  - f. One credit in physical education; and
  - g. One credit in the arts or a world language; and
2. Have a documented history of:
  - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
  - b. A medical condition that creates a barrier to achievement; or
  - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

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

### **Certificate of Attendance**

A {<sup>18</sup>} certificate of attendance<sup>19</sup> will be awarded to students who:

1. [Have maintained regular full-time attendance<sup>20</sup> for at least four years beginning in grade nine;

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<sup>18</sup> {The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education's [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#).}

<sup>19</sup> A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

<sup>20</sup> {There is no established definition of "regular full-time attendance. The district should review any existing attendance definitions, consider the needs of students in the district and establish clear criteria. This should include how excused and unexcused absences are counted. A few options are provided.}

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

2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history<sup>21</sup>.]

For students with a documented history<sup>22</sup>, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:

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

### **Other District Responsibilities**

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

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

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

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

A student may complete the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than 4 years, the student's parent or

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

<sup>21</sup> “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

<sup>22</sup> “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

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

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

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form<sup>23</sup> and submitting the form to the district.

The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

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<sup>23</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

## END OF POLICY

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### Legal Reference(s):

[ORS 329.007](#)  
[ORS 329.045](#)  
[ORS 329.451](#)  
[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 336.585](#)  
[ORS 336.590](#)

[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)  
  
[OAR 581-021-0009](#)  
[OAR 581-022-0102](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)

[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

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

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

# OSBA Model Administrative Regulation

Code: JFCEB-AR  
Revised/Reviewed:

## Request for Personal Electronic Devices Exception

A parent or guardian may request an exception to the personal electronic device prohibition by submitting the following form to the [principal]:

Name of student: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

If the reason for the request is included in the student's individualized education program, as defined in ORS 343.025 or an education plan developed for the student in accordance with Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794, this form is not required.

This request is:

- In compliance with the student's medical provider's order for the care and treatment of a medical condition (attach a copy of the order);
- Accommodate the individual circumstances of the student;
- Further specific educational outcomes for the student.

Exemption requested (describe the requested possession or use of a personal electronic device to be allowed and reason for the requested exemption):

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

Duration for requested exemption: \_\_\_\_\_<sup>1</sup>

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or guardian name: \_\_\_\_\_

Parent or guardian phone: \_\_\_\_\_ Email: \_\_\_\_\_

### For Completion by School Administration

Request:  Granted      Expiration of exemption: \_\_\_\_\_  
 Denied      Reason for denial: \_\_\_\_\_

<sup>1</sup> The maximum duration of an exemption is ~~one year~~ [the end of the current school year] ~~[the end of the student's enrollment at this school]~~.

More information needed. Please submit by [date] for reconsideration.

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

School administration will consult with a school nurse when appropriate. School administration decisions will be issued and communicated to the parent or guardian within [10] school days of receipt and can be appealed to the [superintendent] within 10 days of issuance. The [superintendent's] decision will be final. Denied requests may be resubmitted if circumstances change or after 12 months, whichever is earlier.

Guidelines for exemption consideration:

1. [Exemptions should only be approved for legitimate needs of students and their families, not mere convenience;
2. Exemptions should be consistently granted in a non-discriminatory manner;
3. Exemptions should be limited to address the specific need, with limitations communicated to the student regarding other possession and use;
4. Exemptions should only be approved when other communication methods and device availability (school phones, laptops, computers, available internet, etc.) are not adequate for the specific need;
5. Exemptions should be communicated to necessary staff in a way that protects student privacy;
6. Exemptions should minimize disruption to other students, staff and the educational environment.]

# OSBA Model Sample Policy

Code: JFCEB

Adopted:

## Personal Electronic Devices \*/\*\*

{This policy is required by ORS 336.840 and EO 25-09. EO-25-09 requires policy to be adopted and in place by October 31, 2025, with full implementation by January 1, 2026.}

Student [possession or] use of a personal electronic device is prohibited from the start of regular instructional hours until the end of regular instructional hours, except as provided below. [Personal electronic devices can be used when students are not on school grounds and are not under the supervision of school personnel (other than a school bus driver)<sup>1</sup>.]

Except as otherwise provided in this policy, “personal electronic device” means any portable, electrically powered device that is capable of making and receiving calls and text messages and accessing the internet independently from the school’s network infrastructure.<sup>[2]</sup> This includes headphones and earbuds attached to personal electronic devices. This does not include a laptop computer or other device required to support academic activities.

Personal electronic devices may be used when use complies with the terms of:

1. The student’s medical provider’s order for the care and treatment of a medical condition;<sup>3</sup>
2. The student’s individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);<sup>4</sup>
3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [10] school days.<sup>5</sup>

Personal electronic devices ~~[must be placed in district provided pouches or storage]~~ [may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student’s person or in the student’s clothing] ~~[may be stored on the student’s person, but may not be used]~~ during regular instructional hours.

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<sup>1</sup> If students are under the supervision of school personnel other than a school bus driver, the use of personal electronic devices is prohibited during regular instructional hours. {ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides that districts have discretion related to field trips. The district could include language regarding field trips here.}

<sup>2</sup> [ODE’s guidance, *Fostering Student Learning, Well-Being, and Belonging* provides “This includes personal electronic devices that can make calls, send texts, or access the internet via cellular data are restricted. This includes smartphones, web-enabled flip phones, cellular-capable tablets and e-readers, smartwatches, smart glasses, and connected headphones or earbuds. This does not include laptop computers or other devices required to support academic activities.”]

<sup>3</sup> JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

<sup>4</sup> If use of the personal electronic device is included in the individualized education program or education plan, JFCEB-AR submission is not required.

<sup>5</sup> JFCEB-AR must be submitted to the building administrator.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including suspension or expulsion), but could include [detention, Saturday school, a change to storage requirements, etc. {<sup>6</sup>}]. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.<sup>7</sup> [Steps may include:

1. First Instance of Noncompliance: staff will give the student a verbal reminder of the policy and expectations to reinforce appropriate use of personal electronic devices;
2. Second Instance of Noncompliance: the device will be temporarily confiscated and held and the front office until the end of the school day. Parents or guardians will be notified, and a meeting with school administration may be scheduled to discuss ways to support the student;
3. Third Instance of Noncompliance: the device will again be temporarily held, and parents or guardians will be informed. A meeting with school administration and family will be arranged to review the policy and plan for improved compliance;
4. Beyond Third Instance of Noncompliance: In noncompliance continues, schools will determine additional appropriate consequences, always prioritizing keeping students in class and engaged in learning. {<sup>8</sup>}

Necessary communications during the school day while on school grounds between students and parents or guardians can be made through the school office.

The superintendent or designee shall ensure this policy is posted on the district website and made available to district personnel, students, parents, guardians, partners who are in school buildings during the school day, and the Oregon Department of Education.

In accordance with ORS 336.840, students may be allowed to use personal electronic devices<sup>9</sup> that support academic activities and independent communications<sup>10</sup>, except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

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<sup>6</sup> {Correction may include requiring a student to store their device in a classroom storage space instead of in the backpack.}

<sup>7</sup> For example: a student could be disciplined with lost instructional time for using a personal electronic device to bully another student or for accessing inappropriate content. Discipline will be in accordance with Board policies.

<sup>8</sup> {From guidance from the Oregon Department of Education. Consider whether these procedures apply at all grade levels and whether this much detail is desired in policy.}

<sup>9</sup> The use of “personal electronic device” in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn’t necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

<sup>10</sup> “Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR – Request for Personal Electronic Devices Exemption. Appeals can be filed [with the superintendent] [~~in accordance with KL-AR(1) – Public Complaint Procedure~~].

The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

~~[This policy takes effect on January 1, 2026.]~~

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

# OSBA Model Sample Administrative Regulation

Code: JO/IGBAB-AR

Adopted:

## Education Records/Records of Students with Disabilities Management

### 1. Student Education Record

Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following:

- a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225;
- c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, which relate exclusively to the individual in that individual's capacity as an employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of status as a student, are education records and are not excepted under this section;
- d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
  - (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a professional capacity or assisting in a paraprofessional capacity;
  - (2) Made, maintained or used only in connection with treatment of the student; and
  - (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district.
- e. Records that only contain information relating to activities in which an individual engaged after the individual is no longer a student at the district;
- f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning.

The district shall keep and maintain a permanent record on each student which includes the:

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date;
- d. Name of parents/guardians;
- e. Date of entry into the school;
- f. Name of school previously attended;

- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school.

The district may request the social security number of the student. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used.

The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

## 2. Confidentiality of Student Records

- a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430.
- b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages.
- c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

## 3. Rights of Parents and Eligible Students

The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or an eligible student has a right to:

- a. Inspect and review the student's education records;
- b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and
- e. Obtain a copy of the district policy with regard to student education records.

The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained.

If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice.

These rights shall be given to either parent unless the district has been provided with specific written evidence there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

#### 4. Parent's or Eligible Student's Right to Inspect and Review

The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The district shall comply with a request for access to records:

- a. Within a reasonable period of time and without unnecessary delay;
- b. For children with disabilities before any meeting regarding an individualized education program (IEP), or any due process hearing, or any resolution session related to a due process hearing<sup>1</sup>;
- c. In no case more than 45 days after it has received the request.

The district shall respond to reasonable requests for explanations and interpretations of the student's education record.

The parent(s) or an eligible student shall comply with the following procedure to inspect and review a student's education record:

- a. Provide a written, dated request to inspect a student's education record; and
- b. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record.

The district shall not destroy any education record if there is an outstanding request to inspect and review the education record.

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at their expense, choose a physician or other appropriate professional and have those records reviewed.

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<sup>1</sup> Records must be provided without undue delay, which may not exceed 10 business days from the date of the request for the records. Records may be redacted only to the extent necessary to protect personally identifiable information of other children unless disclosure is authorized by law or court order.

If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student's educational records. The district may not charge a fee to search for or to retrieve the education records of a student.

The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.345(4) unless authorized by federal law.

The district will maintain a list of the types and locations of education records maintained by the district and the titles and addresses of officials responsible for the records.

Student education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The [administrator/principal or designee] shall be the person responsible for maintaining and releasing the education records.

## 5. Release of Personally Identifiable Information

Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

- a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest.

As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who needs to review an educational record in order to fulfill their professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information.

The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

- b. The disclosure is to officials of another school within the district;
- c. The disclosure is to authorized representatives of:

[The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division] in connection with an audit or evaluation of federal or state-supported education programs, or the enforcement of or compliance with federal or state-supported education programs, or the enforcement of or compliance with federal or state regulations.

- d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to:
- (1) Determine eligibility for the aid;
  - (2) Determine the amount of the aid;
  - (3) Determine the conditions for the aid; or
  - (4) Enforce the terms and condition of the aid.

As used in this section “financial aid” means any payment of funds provided to an individual that is conditioned on the individual’s attendance at an educational agency or institution.

- e. The disclosure is to organizations conducting studies for, or on behalf of, the district to:
- (1) Develop, validate or administer predictive tests;
  - (2) Administer student aid programs; or
  - (3) Improve instruction.

The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that:

- (1) Specifies the purpose, scope and duration of the study and the information to be disclosed;
- (2) Limits the organization to using the personally identifiable information only for the purpose of the study;
- (3) The study is conducted in a manner that does not permit personal identification of parents or students by individuals other than representatives of the organization; and
- (4) The information is destroyed when no longer needed for the purposes for which the study was conducted.

For purposes of this section, the term “organization” includes, but is not limited to, federal, state and local agencies, and independent organizations.

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state-supported education programs;
  - (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;

- (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
  - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
  - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
  - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
  - k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

In making a determination whether a disclosure may be made under the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency;

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
- p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are

legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

## 6. Record-Keeping Requirements

The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include:

- a. The party or parties who have requested or received personally identifiable information from the education records; and
- b. The legitimate interests the parties had in requesting or obtaining the information.

The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information:

- a. The parent(s) or an eligible student;
- b. The school official or assistants who are responsible for the custody of the records;
- c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

## 7. Request for Amendment of Student's Education Record

If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, the student or parent(s) may ask the building level principal where the record is maintained to amend the record.

The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made.

The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of a right to appeal the decision by requesting a hearing.

## 8. Hearing Rights of Parents or Eligible Students

If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a

formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and location reasonably in advance of the hearing. The hearing will be held within [10] working days of receiving the written or verbal request for the hearing.

The hearings officer will convene and preside over a hearing panel consisting of:

- a. The principal or designee;
- b. A member chosen by the eligible student or student's parent(s); and
- c. A disinterested, qualified third party appointed by the superintendent.

The parent or eligible student may, at own expense, choose one or more individuals to assist or represent them, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) of disagreement concerning the records. Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or a contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within [10] working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than [10] working days following the close of the hearing and submitted to all parties.

If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why there is disagreement with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement:

- a. Is maintained as part of the student's records as long as the record or a contested portion is maintained by the district; and
- b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed.

If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall:

- a. Amend the record accordingly; and
- b. Inform the eligible student or the student's parent(s) of the amendment in writing.

## 9. Duties and Responsibilities When Requesting Education Records

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency or detention facility or youth care center in which the student was formerly enrolled, and shall request the student's education records.

#### 10. Duties and Responsibilities When Transferring Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained:

- a. The student's permanent records, for one year;
- b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

## **Disclosure Statement**

Required for use in collecting personally identifiable information related to social security numbers.

On any form that requests the social security number (SSN), the following statement shall appear just above the space for the SSN:

“Providing your social security number (SSN) is voluntary. If you provide it, the district will use your SSN for record-keeping, research, and reporting purposes only. The district will not use your SSN to make any decision directly affecting you or any other person. Your SSN will not be given to the general public. If you choose not to provide your SSN, you will not be denied any rights as a student. Please read the statement on the back of this form that describes how your SSN will be used. Providing your SSN means that you consent to the use of your SSN in the manner described.”

On the back of the same form, or attached to it, the following statement shall appear:

“OAR 581-021-0250 (1)(j) authorizes districts to ask you to provide your social security number (SSN). The SSN will be used by the district for reporting, research and record keeping. Your SSN will also be provided to the Oregon Department of Education. The Oregon Department of Education gathers information about students and programs to meet state and federal statistical reporting requirements. It also helps districts and the state research, plan and develop educational programs. This information supports the evaluation of educational programs and student success in the workplace.”

The district and Oregon Department of Education may also match your SSN with records from other agencies as follows:

The Oregon Department of Education uses information gathered from the Oregon Employment Division to learn about education, training and job market trends. The information is also used for planning, research and program improvement.

State and private universities, colleges, community colleges and vocational schools use the information to find out how many students go on with their education and their level of success.

Other state agencies use the information to help state and local agencies plan educational and training services to help Oregon citizens get the best jobs available.

Your SSN will be used only for statistical purposes as listed above. State and federal law protects the privacy of your records.

# OSBA Model Sample Policy

Code: JOA  
Adopted:

## Directory Information\*\*

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. Directory information may be released through appropriate procedures and includes:

1. Student’s name;
2. Student’s photograph;
3. Major field of study;
4. Participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance; and
7. Degrees and awards received.

## Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

## Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names[, identifier, institutional email address in a class in which the student is enrolled] or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

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**Legal Reference(s):**

[ORS 30.864](#)  
[ORS 107.154](#)  
[ORS 180.805](#)

[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)  
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2024).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2024); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2025).

Every Student Succeeds Act, 20 U.S.C. § 7908 (2024).

# OSBA Model Sample Policy

Code: LBEA  
Adopted:

## Denial for Virtual Public Charter School Student Enrollment\*\*

{Conditionally required. This policy is required if the district plans to deny enrollment of a student to a virtual public charter school. OAR 581-026-0305 (8)}

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 semiannually, by [October 1 and April 1], calculate the percentage of students residing in the district, who are attending a virtual public charter school not sponsored by the district. When the calculated percentage is more than three percent, the district will not approve a student's enrollment to such a virtual public charter school.

A parent<sup>1</sup> must give notice to the district in which the parent resides of their intent to enroll their student in a virtual public charter school. If the calculated percentage is three percent or less, or the district sponsors the desired virtual public charter school, the district will issue a notice of approval or choose not to respond.

If the calculated percentage is more than three percent and the desired virtual public charter school is not sponsored by the district, the district will issue a denial notice<sup>2</sup> within 10 calendar days of receiving notice from a parent and must include:

1. The notice the student is denied for enrollment to the virtual public charter school;
2. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on the most recent calculation at the time the intent to enroll was received by the district;
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.

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

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in virtual and non-virtual public charter schools located in the district;

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

<sup>2</sup> If a parent does not receive a notice of approval or disapproval from the district within 10 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district. (OAR 581-026-0305 (4))

3. The number of students residing in the district enrolled in virtual public charter schools not sponsored by the district;
4. The number of home-schooled students residing in the district and who have registered with an educational service district; and
5. The number of students residing in the district enrolled in private schools located within the district.

A parent may appeal the district's denial for 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

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**Legal Reference(s):**

[ORS 332.107](#)  
[ORS 338.125](#)

[OAR 581-026-0305](#)  
[OAR 581-026-0310](#)

# OSBA Model Sample Policy

Code: IF  
Adopted:

D

## Curriculum Development (Version 2)

OSBA is removing this sample policy to keep only one version.

The Board recognizes that to improve the quality of instructional programs and to respond to changing societal and community needs, it cannot permit the curriculum to remain static. The Board deems it essential that the district develop and implement an instructional management system which will modify curricula to meet changing needs, ensuring quality educational programs serving each individual student's interests.

While the Board retains its full rights and responsibilities under the laws and regulations of the state of Oregon with regard to determining curriculum, it authorizes the superintendent to organize committees and other structures which would be responsive and representative in planning curriculum improvements and be effective at implementing approved changes.

Decision making within the curriculum improvement process should be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, surveys of parent perceptions and professional staff recommendations.

END OF POLICY

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### Legal Reference(s):

[ORS 329.025](#)  
[ORS 332.075](#)  
[ORS 336.067](#)  
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2250](#)

[OAR 581-022-2300](#)  
[OAR 581-022-2305](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2315](#)

T

E

# OSBA Model Sample Policy

Code: JFCEB  
Adopted:

D

## Personal Electronic Devices and Social Media\*\*

(Student may possess a personal electronic device with certain restrictions)

(Version 2)

Student possession or use of personal electronic devices on district property, in district facilities during the school day and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent.

[A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.]

[“Independent communication” means communication that does not require assistance or interpretation by an individual who is not part of the communication but that may require the use or assistance of an electronic device.]

Personal electronic devices shall be turned off during instructional or class time[, during passing times between classes] or at any other time where such use of the device would cause a disruption of school activities. Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in district-sponsored activities, unless as expressly authorized in advance by the principal or designee. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities and independent communications.

If the district implements a curriculum that uses technology, students may be allowed to use their own personal electronic devices to access the curriculum. Students who are allowed to use their own devices to access the curriculum will be granted access to any application or electronic materials when they are available to students who do not use their own devices, or provided free of charge to students who do not use their own devices, for curriculum.

A process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied, will be provided.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities.

Students may not use district equipment to access social media websites, while on district property or at district-sponsored activities unless the access is approved by a district representative. The district will not be liable for information or comments posted by students on social media websites.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student’s individualized education program (IEP).

Students are subject to disciplinary action up to and including expulsion for using a personal electronic device in any manner that is academically dishonest, illegal or violates the terms of this policy<sup>1</sup>. A referral to law enforcement officials may also be made. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student's parent or property owner, as appropriate.

The superintendent shall ensure that the Board's policy and any subsequent school rules developed by building administrators are reviewed and approved in advance to ensure consistency with this policy and that pertinent provisions of policy and school rules are communicated to staff, students and parents through building handbooks and other means.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332; 19 C.F.R. Part 133 (2017).

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<sup>1</sup> The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

## **Personal Electronic Devices and Social Media**

Students may use and possess personal electronic devices on district grounds subject to the following:

1. Personal electronic devices shall not be used in a manner that disrupts the educational process, school programs or activities, or in a manner that violates law, Board policy, administrative regulation or school rules;<sup>1</sup>
2. Unless as authorized in advance by the principal or designee for health or safety reasons, or in the event of an emergency situation that involves imminent physical danger, devices shall be turned on and operated only before and after the regular school day. Personal electronic devices may be used during the student's lunch break. They may not be used at any time in the proximity of any class, school activity or event that may be in session or in progress during those times;
3. Personal electronic devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or at district-sponsored events unless as expressly authorized in advance by the principal or designee;
4. The district shall not be responsible for loss, theft or damage to personal electronic devices brought to district property or district-sponsored events;
5. Personal electronic devices may be used as electronic study aids during the school day if provided as a part of a student's individualized education plan (IEP) or if permission is received from the student's teacher;
6. The use of personal electronic devices in any way to send or receive messages, data or information that would pose a threat to academic integrity, contribute to or constitute academic dishonesty is strictly prohibited;
7. The use of personal electronic devices in any manner that would violate the confidentiality or privacy rights of another individual is strictly prohibited;
8. Students shall comply with any additional school rules as established by the principal and classroom rules as approved by the principal concerning the appropriate use of personal electronic devices;

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<sup>1</sup>The taking, disseminating, transferring or sharing of obscene, pornographic or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

9. Personal electronic devices used in violation of law, Board policy, administrative regulation or approved school rules will be confiscated, turned in to the school office and returned to the student or parent following parent notification, conference, detention, suspension, expulsion and/or referral to law enforcement officials as appropriate;
10. Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

# BOARD MAINTENANCE REPORT FOR SUMMER OF 2025

**39 Total Work Days**

**Custodial Staff on Campus 8 days in June and 12 days in August**

## **RM 24 (1<sup>st</sup> Grade Room)**

KITS (Kids in Transition to School) <https://www.earlychildhoodlane.org/kits>

Started July 14<sup>th</sup> and ran through August 21<sup>st</sup>

We move in 3 tables and 10 student chairs from kindergarten to accommodate little ones. Room were emptied of furniture, floors where prepped and waxed and it was set up before July 14<sup>th</sup> and then set back up for 1<sup>st</sup> grade before the start of school with the addition of refurbished desks from the Mapleton School District.

## **RM 22 and 23 (2<sup>nd</sup> and 3<sup>rd</sup> Grade Rooms)**

Both of these rooms were completed before August 1<sup>st</sup> to allow new teachers time to set them up before school starts. They were completely stripped of things on the walls and floors where prepped and waxed.

RM 23(3<sup>RD</sup> Grade) was repainted.

## **SUMMER SCHOOL CLASSROOMS**

**Summer School started August 4<sup>th</sup> and ran through August 21<sup>st</sup>**

RM 23 (Kindergarten) and RM 19 (4<sup>th</sup> Grade) Elementary Summer School

These rooms were completely emptied of all content. The floors were cleaned and waxed and put back together in time for the Elementary summer school students.

RM 27 (Modular Health Classroom) and RM 26 (Modular Math Classroom) Middle School Summer School

These room do not require waxing but were deep cleaning and all furniture moved from side to side to accommodate floor scrubbing machine access and tape was removed off the floor.

RM13 (History) and RM11 (Language arts) High School Summer School

These rooms were emptied of all contents. The floors were cleaned waxed and rooms were put back together in time for High School summer school students.

RM 10 (Math) and RM 12 (Science)

These two rooms are located in the upper hall. Even though were not going to be used for summer school, they had everything removed and the floors were prepped and waxed and put back together prior to August 4<sup>th</sup> to eliminate having the hallway full of furniture when summer school started.

## **REMAINING CLASSROOMS**

RM 17 (6<sup>th</sup> Grade)

This room was emptied of all furniture. The floors were prepped and waxed and the current desk was relocated to storage. The large tables out of RM 28 (AVID/ Spanish) were relocated to this classroom and were fastened to the floor for permanent placement to allow for future floor prep and waxing without having to disassemble and move them

RM 18 (5<sup>th</sup> Grade)

This classroom was completely emptied of all contents and the floors were prepped, waxed and put back together prior to the start of Summer school.

RM 16 (Resource Room)

This room was the last one to be prepped and waxed along with the lower hallway and they too were completed before August 4<sup>th</sup> or the start of summer school.

## **REMAINING CLASSROOM AND SPACES**

RM 28 (AVID/ Spanish)

Classroom was cleaned and tables from storage were put in place. The existing stools got backs added to them and was completed in mid-August.

RM's 29 (Little Gym), 25 (Resource by Library), 14 (Library), 51 (Cafeteria), 52 (Kitchen), 53 (Music Room), 54 (Weight Room), Gymnasium, Locker Rooms, Bathrooms, Main Office, District Office, Pioneer Building were all cleaned by custodial staff.

## **OUTDOOR SCHOOL SHED**

The construction of the Outdoor School Shed was put on hold to accomplish the above tasks and construction will resume after the start of school.

## **CLASSROOM CUBBIES**

Cubbies were installed in Classrooms RM 23 (Kindergarten), RM 21 (2<sup>nd</sup> Grade), RM 22 (3<sup>rd</sup> Grade), RM 19 (4<sup>th</sup> Grade), RM 18 (5<sup>th</sup> Grade) and RM 17 (6<sup>th</sup> Grade)

## **REFURBISH STUDENT DESKS**

A set of classroom Desks that we acquired from Mapleton School District were stripped down and repainted. New tops were purchased and they now reside in RM 24 First Grade. We purchased new desk tops for some elementary desks.

## **LOCKERS**

All lockers were cleaned, combinations were changed and spreadsheet updated for the new school year.

## **FOOTBALL FIELD PROJECTS**

With the help of a Bucket Truck:

We were able to change as many of the burnt out bulbs we could on the Football Scoreboard. Some bulb sockets are beyond repair.

The metal roofing on the crow's nest was repaired and the gutter was reattached to the fascia.

The field lights were tested and they are all operational.

A fresh coat of paint was applied to the Goal Posts.

## **LIGHTING UPGRADES ASSOCIATED WITH BLACHLY LANE ENERGY EFFICIENCY REBATES**

The interior gym LED lighting project was completed and includes emergency lighting for egress if power is lost.

The main part of our storage facility has new interior UFO LED lighting.

The following classrooms/spaces were upgraded to LED line voltage bulbs from the current T8 bulbs that are no longer available.

RM 16 Resource Room, RM 17 6<sup>TH</sup> Grade, RM 18 5<sup>TH</sup> Grade, RM 19 4<sup>th</sup> Grade, RM 21 2<sup>ND</sup> Grade, RM 22 3<sup>RD</sup> Grade, RM 24 1<sup>ST</sup> Grade, RM 13 History, RM 30 Shop, Lower Hallway, and some Office Spaces in Upper Hall.

## **KITCHEN UPGRADES/MISCELLANEOUS ELECTRICAL**

A Deck Mounted Pre Rinse Faucet was installed at the 3 bay sink in Kitchen.

A Full Size Insulated Heated Holding Cabinet was installed in the Kitchen.

Electrical Outlet Repair in kitchen floor.

Install 220 Outlet in Shop for new Lathe.

Science Room Tables has new safety outlets installed.

## **GROUNDS**

Repairs were made to several seams in the playground Turf.

A new tree was added to the courtyard.

Lots of Mowing, weed eating and General Grounds Maintenance.

Football Field Practice Painting was done to the 50 yard line.

## **A FEW PHOTOS 2025**



## **Transportation and Technology**

### **Board Report for September 2025**

1. All buses have completed annual inspections and preventive maintenance.
  - a. Mini bus 3 is out of service until the rear door exit switch is replaced. It is currently at 4j for the repair and should be ready by 9/5/25.
2. Dash Cameras that record the road ahead, the driver and the stop arms have been received and will be installed week of 9/8/25.
3. Currently using First Student services to support Route A. Driver is very experienced and knowledgeable.
4. We have one driver in the training pipeline and hope to have that driver available by October.
5. We have a possible second driver that is certified in Washington State moving into the area soon. This individual has the desire to drive for us as she is intended to live in the area.
6. Five Laptops have been acquired and configured for staff use and issued to the three new teachers and two to Administrative/Support staff.
7. 20 Wifi clocks have been received and are in the process of configuration. These clocks will sync with network time every morning at 6am. Network time is sync'd with GMT clocks 4 times daily.
8. Installed a new presentation system in the Library including an 85' TV, Sound Mixer, and permanent sound system. Any device will be capable of connecting to the system including iPads, Chrome Books, Laptops and phones by either wireless screen mirroring or HDMI cable connection.
9. 25 iPads were purchased/configured to support online students needs.
10. 50 Chrome Books were Purchased/configured to support our 1:1 program by replacing older/not functioning devices.
11. 15 Chrome Books were purchased/configured to support online student needs.
12. The majority (95 %) of 1:1 student device users have provided the required Chrome Book Agreements. Once all knows students that are expected to check out a device have done so, the remainder will be used to replace fourth grade iPads as the desire to grow into keyboard devices is where the teacher wished to go.
13. All Student Information System (SIS) interfaces started the school year operational. A few data errors (less than 4%) occurred in the syncing process and simply requires cleanup in the SIS for the data to reflect correctly. Interfaces, via Clever, include most purchased services such as G-W Health curriculum, NWEA testing, Dreambox, easyCBM testing, Google classroom, Renaissance Library services, Synergy, Wayfinder and

Accelerated Math. As we take on more curriculum based services including Primary game/learning applications, most can be associated with clever and will allow single sign on (SSO) to get the younger students into learning easier as credentials are a QR code on their desk for all accesses they will use, taking away the burden of logging 20 first graders into an application every time they use it; it is simply one scan of the QR code to get into the Clever app and all other apps are launched from within Clever.

## **District Board Meeting: Triangle Lake Charter School Report**

### **September 2025 Meeting**

- **Fall Welcome Back Night – September 11<sup>th</sup> 6:00pm-7:30pm**
  - **Meet teachers and tour classrooms**
  - **BBQ Chicken Sliders dinner served**
  - **Community Partners who were on campus to interact with families.**
    - **Blachly Lane**
    - **Triangle Grange**
  
- **Week at Glance:**
  - **Principal Bottensek will continue sending out a weekly memo to staff via email and families via ParentSquare.**
  
- **Sports Update:**
  - **HS Volleyball & Football is in full swing**
  - **MS Volleyball season began practices on the first day of school.**
  - **MS Football team due to lack of athletes**
  - **Two activity bus routes are running, both east & west of the school**
    - **5:45pm**
    - **7:15pm**
  
- **Upcoming events:**
  - **September 15<sup>th</sup> – School Pictures**
  - **September 29<sup>th</sup>-October 2<sup>nd</sup> – Homecoming Spirit Week**
  - **September 30<sup>th</sup> – September K-12 Student of the Month Assembly @ 3pm, HS Homecoming Bonfire @ 7:30pm**
  - **October 3<sup>rd</sup>: Homecoming Dinner @ 6:30pm, Homecoming Dance @ 9-11:45pm**

# September 2025 District Board Meeting

## Superintendent Report - Ms. Bottensek

- **Food Services:**
  - **Fresh Fruit & Vegetable Program**
    - We just found out that we received partial funding for K-8 for this school year. A minimum of 73%, possibly a higher percentage once they finish their reconciliations for those ahead of us on the list.
    - 9-12 isn't covered by the grant if we receive grant funding the board will need to decide if they would like to fund the program for high school students.
- **PEEK Grant (Physical Education Teacher)**
  - Our grant application has been submitted for the 2025-2027 biennium, we haven't received notification one way or another yet.
  - This grant covers salary but not benefits
- **Federal Funding Released**
  - On July 25<sup>th</sup> we received notice that all federal education funds that had previously been frozen had been released for the FY25.
    - In addition to our Title I & Title II funds being released last month, we have received two additional grant award notifications for Title IV and REAP.
    - Total is \$2377 less than expected
- **Professional Development:**
  - **COSA New Superintendent Academy**
    - Yearlong group
    - Monthly virtual meetings
    - 4 in-person learning sessions at conferences throughout the year.
  - **Administrator University Course**
    - ADMN 643 - Executive Leadership in Education
- **Lane County Rural District Professional Development Collaborative**
  - This partnership with:
    - Blachly
    - Crow-Applegate-Lorane
    - Mapleton
    - Marcola

- McKenzie
- Lane ESD.
- Our Lane County Rural District Professional Development Collaborative kickoff at Lane Community College brought together all five districts for a day of learning and connection. Staff engaged in activities with our school in the morning, then joined grade-level or content-area groups in the afternoon, with the highlight being a student panel that included two of our own student representatives.
- 4 additional PD Fridays throughout the school year
- Blachly's District Equity Committee
  - In Oregon the (ORS) 329.711, which mandates that school districts establish District Equity Committees (DECs) to address educational impacts and improve student experiences for historically underserved groups.
  - We have our first meeting next Monday, September 15<sup>th</sup>.



# 24-25 Integrated Programs Annual Report Presentation

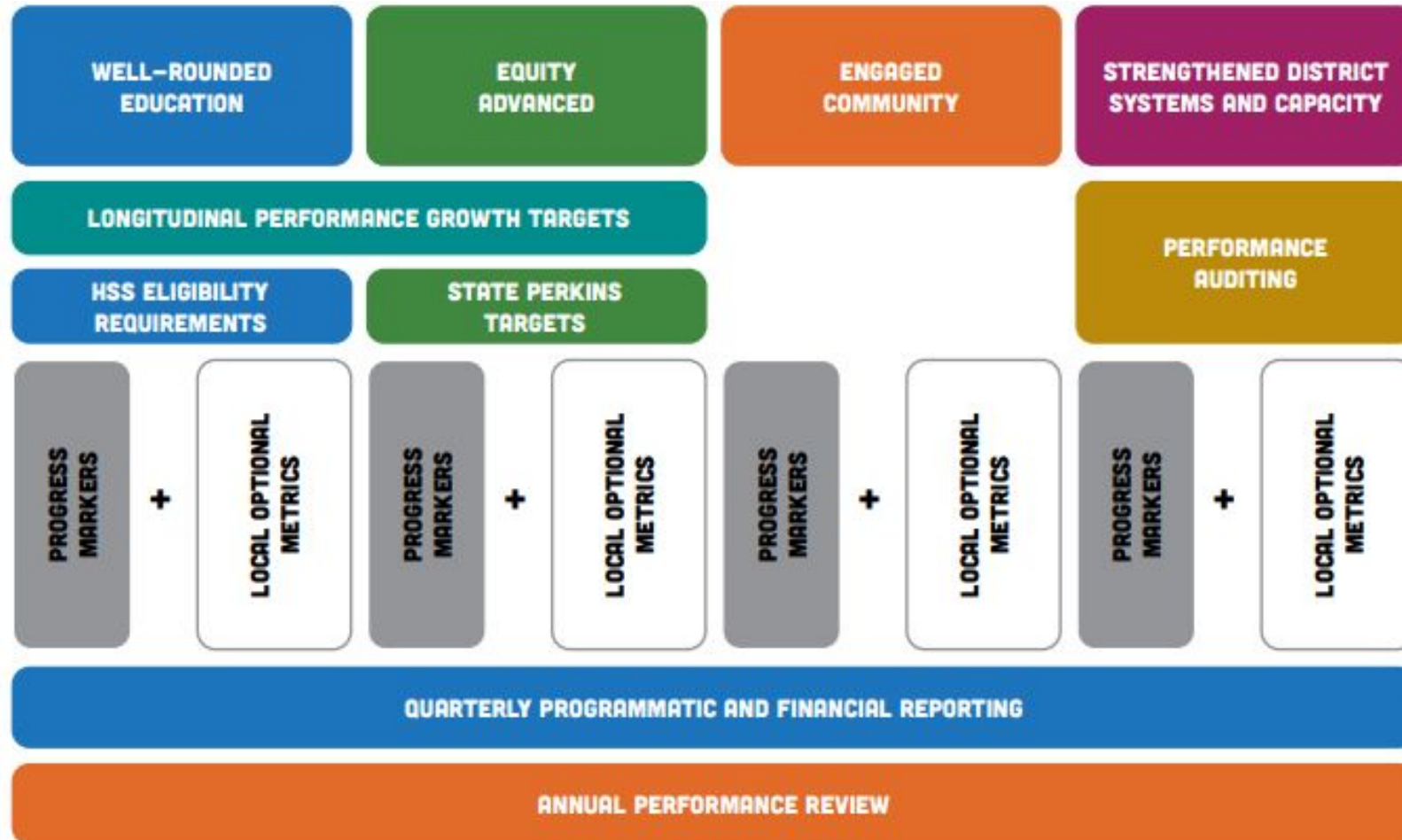
**Blachly School District #90**

# Annual Reporting Requirements

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- ODE's annual report consists of two narrative questions.
- Throughout the year, grant recipients have been asked to report expenditures, three overall reflection narrative questions, and report on progress markers which will help inform overall progress and annual report.

# Summary of Integrated Programs Performance Measures



# SIA Annual Report Requirements

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- SIA recipients are required by statute to:
  - review their own progress on an annual basis through an annual progress report and financial audit
  - present their annual report to their governing board at an open meeting with opportunity for public comment (cannot be consent agenda item),
  - and post the report to the district or charter school website.
- If grantee set LPGTs and LOM:
  - In Year 1 of biennium: Affirm progress has been reviewed towards meeting the LPGTs in the grant agreement (Assurance)
  - In Year 2 of biennium: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. (Narrative Question)

# Annual Report Narrative #1

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***As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?***

***Discuss at least one Outcome where you have seen progress in implementation.***

In the 24-25 school year, we implemented a district wide data team structure that allowed us to analyze data at a systems level, involve multiple stakeholders and make immediate changes to improve student learning. Additionally, our district experience large improvements in early literacy, in a large part due to the small group instruction and our implementation of UFly curriculum alongside our benchmark reading curriculum. Monthly teacher data teams continued during the 24-25 school year and these allowed us to continue the progress we achieved in 23-24.

# Annual Report Narrative #2

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***Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?***

***Discuss at least one Outcome where you have seen challenges or barriers to implementation.***

In the 2024-25 school year, our district experienced a change in superintendent as well as business manager. This leadership change allowed us to deeply review and reassess policies and practices and will ultimately result in smoother systems, but it also was a challenge to stay on-top of the over 200 data/reporting requirements from the state/federal, complete an accreditation process as well as manage a school district.

# Annual Report Narrative #3

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***2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.***

While not publicly available, we expect to see improvements in our 3rd grade reading. As described above, our early literacy focus on small group instruction, high-quality curriculum implementation and data team structures have demonstrated improvements on our interim assessments.