

Regular Board Meeting

Thursday, October 13, 2022 7:00 PM

Umatilla School District, 1001 6th St, Umatilla, OR 97882

A. Call Meeting to Order

B. Public Input

C. Presentations

C.1. Student Advisory Council

Speaker(s): Kaidan Blair

D. Approve Agenda

E. Action Items

E.1. Consent Agenda: Minutes for September Board Meeting, HR Report, Disbursements and Financial Statements

E.2. Adopt Board Goals

E.3. Approve Supplemental Budget Resolution 23-02

E.4. Approve Private Provider for Paid Family Medical Leave Act

E.5. Approve SIA Update

E.6. Approve Division 22 Compliance Report

E.7. Approve Umatilla School District to Apply for Federal Funds

E.8. Approve Easement Agreement

E.9. Approve Listed Policies

E.10. Approve Policy IGAI

E.11. Approve Wrestling Collaborative

F. Discussions

F.1. OSBA Annual Convention - November 9-13 at Portland Marriot Downtown

F.2. Reschedule November Board Meeting

F.3. Halloween Safety

F.4. Review Policy of GBEA - AR - Workplace Harassment Reporting and Procedure.

G. Other/Board Discussions

H. Staff Recognition

I. Reports

I.1. McNary Heights Elementary School - Nicole
Coyle, Tim Young, Taunya Daniel

I.2. Clara Brownell Middle School - Rick Cotterell,
Anthony Brown

I.3. Umatilla High School - Bob Lorence, April
Dirksen, Scott Bow

I.4. Maintenance - Vinny Stefani

I.5. District - Heidi Sipe, Stephanie Williams-
Strege, Kim Gilsdorf, David Lougee, Julie Hunt,
Rikkilynn Starliper

I.6. IMESD Talking Points

J. **Public Input**

K. **Adjourn**

Umatilla School District 6

Code: BDDH
Adopted: 10/11/95
Revised/Readopted: 2/11/04; 3/10/22
Orig. Code: BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites 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.¹ 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 only on agenda items.
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. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

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

- 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.

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 help@umatillasd.org. Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at 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.

END OF POLICY

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
Thursday, September 8, 2022 7:00 PM Pacific

Umatilla School District
1001 6th St
Umatilla, OR 97882

Josiah Barron: Present
Lesly Claustro-Sanguino: Present
Toby Cranston: Present
Travis Eynon: Present
Veronica Gutierrez: Absent
Jon Lorence: Present
Jorge Meza: Present
Present: 6, Absent: 1.

A. Call Meeting to Order
Meeting was called to order at 7:08

B. Public Input
No public input.

C. Presentations

C.1. 2020-21 Oregon English Language Learner Report
David Lougee presented English Learner information available on the Umatilla School District website.

D. Approve Agenda

Approve agenda as presented. This motion, made by Travis Eynon and seconded by Josiah Barron, Carried.

Veronica Gutierrez: Absent, Josiah Barron: Yea, Lesly Claustro-Sanguino: Yea, Toby Cranston: Yea, Travis Eynon: Yea, Jon Lorence: Yea, Jorge Meza: Yea
Yea: 6, Nay: 0, Absent: 1

E. Action Items

E.1. Consent Agenda: Minutes for August Board Meeting & Board of Directors Workshop, HR Report, Disbursements and Financial Statements

Approve consent agenda as presented. This motion, made by Josiah Barron and seconded by Lesly Claustro-Sanguino, Carried.

Veronica Gutierrez: Absent, Josiah Barron: Yea, Lesly Claustro-Sanguino: Yea, Toby Cranston: Yea, Travis Eynon: Yea, Jon Lorence: Yea, Jorge Meza: Yea
Yea: 6, Nay: 0, Absent: 1

E.2. Adopt Listed Policies

Approve and adopt listed policies. This motion, made by Travis Eynon and seconded by Lesly Claustro-Sanguino, Carried.

Veronica Gutierrez: Absent, Josiah Barron: Yea, Lesly Claustro-Sanguino: Yea, Toby Cranston: Yea, Travis Eynon: Yea, Jon Lorence: Yea, Jorge Meza: Yea
Yea: 6, Nay: 0, Absent: 1

Travis - Policy updates appear standard.

Josiah - Concerned about human sexuality in education policy.

F. Discussions

F.1. First Reading of Listed Policies

G. Other/Board Discussions

Jon - Loved the alum picture and standing up at the all staff breakfast.

G.1. OSBA Legislative Roadshow

All planning to be in attendance.

G.2. Policy Desk Rewrite

Policy desk rewrite is in the works.

G.3. Bond Update

Working on bond literature and public relations.

H. Staff Recognition

Jacky Miller

Rex Pottroff

Addyson Lane

I. Reports

I.1. McNary Heights Elementary School – Nicole Coyle, Tim Young, Taunya Daniel

Nicole - Recognition to the student that reported the weapons incident at a neighboring home. She will also receive a "Special Most" award later this month.

I.2. Clara Brownell Middle School – Rick Cotterell, Anthony Brown

No additions.

I.3. Umatilla High School – Bob Lorence, April Dirksen, Scott Bow

Bob - Activities starting up. Hosting Irrigon tomorrow. April's leadership team did a great job getting kids involved the first days of school, probably the best start to the school year yet.

I.4. Maintenance - Vinny Stefani

Getting fields ready for games.

I.5. District – Heidi Sipe, Stephanie Williams-Strege, Kim Gilsdorf, David Lougee, Julie Hunt, Rikkilynn Starliper

David - Worked with kinder team and tested 101 students last week. Now testing all other new students.

Julie - Eventful

Stephanie - STEAM starts the 12th. Training this week with after school team.

Chouchy - PTO welcomed everyone loved the back drop and photos. Gearing up for the someone special dance. Donated costumes will be handed out after the dance. Women in Education conference.

I.6. IMESD Talking Points

Jon to Chouchy - Nice to have representation in our community at IMESD.

J. Public Input
No public input.

K. Adjourn
Adjourned at 7:47.

Board Chair

Superintendent

Umatilla School District #6R
Financial Update
September 2022

The following Financial Update highlights the significant transactions for the Umatilla School District for the month:

General Fund Highlights:

- The General Fund collected the following:
 - Basic School Support, \$1,030,954 (2022-23 School Year)
 - Property taxes:prior year, \$13,329
- Special Revenue Funds collected:
 - Construction Excise Tax, \$296,841
- A copy of the check register is attached for your review. Current month obligation checks totaled \$247,473.76. Some of the larger expenditures include:

Cengage Learning, Inc. – Curriculum

Heart Tech Plus – heart monitors for PE class (Clara Brownell MS)

IXL Learning – Learning recovery support resources; Intervention software

Johnson Controls – Control Doors access work at District Office & McNary Elementary

Northwest Textbook Depository – Additional curriculum needed for elementary

Other Notes:

Auditors completed final field work at District Office the week of September 19, with some follow-up work still to be done off-site. Initial review looks good.

UMATILLA SCHOOL DISTRICT 6R General Fund
Statement of 2022-2023 Anticipated Revenue

9/30/2022

Account	Budget	YTD Revenue	Anticipated	Total	+/(-) Budget
1111 Current Year's Levy*	\$ 4,300,000	\$ -	4,300,000	\$ 4,300,000	\$ -
1112 Prior Years' Levy*	75,000	28,730	46,270	75,000	-
1113-1190 County Sales Tax-Pytm in Lieu	300	-	300	300	-
1500 Earnings on Investments	40,000	25,265	10,748	36,013	(3,987)
1710 Admissions	2,000	-	-	-	(2,000)
1920 Contributions & Donations	500	10,173	-	10,173	9,673
1941 Svc Oth Dist Within State	25,000	-	-	-	(25,000)
1990 Miscellaneous (Includes Recovery)	35,000	6,143	28,857	35,000	-
2101 County School Fund*	35,000	-	35,000	35,000	-
2199 Other Intermediate Sources	-	2,178	-	2,178	2,178
3101 State School Support Fund*	12,200,000	4,125,054	8,249,946	12,375,000	175,000
3103 Common School Fund*	135,000	76,199	78,801	155,000	20,000
3299 Restricted State Other Grants	-	6,983	-	6,983	6,983
4500 Restricted Fed Govt thru State	-	17,626	-	17,626	17,626
4700 Federal Grants Thru Other Agencies	-	-	-	-	-
4801 Federal Forest Fees*	-	-	-	-	-
5000 Other Sources	-	-	-	-	-
Total Revenue	\$ 16,847,800	\$ 4,298,350	\$ 12,749,922	\$ 17,048,273	\$ 200,473
5400 Beginning Fund Balance	4,734,300	4,621,843	-	4,621,843	(112,457)
TOTAL RESOURCES	\$ 21,582,100	\$ 8,920,193	\$ 12,749,922	\$ 21,670,116	\$ 88,016

* Local Revenue included within state formula.

PROJECTED ENDING FUND BALANCE CALCULATION

Revenues	\$ 17,048,273
Expenditures Estimated	<u>17,906,286</u>
Revenues Over (Under) Expend.	(858,013)
Beginning Fund Balance - Pre AUDIT	<u>4,621,843</u>
Projected Ending Fund Balance	<u>3,763,830</u>
Unappropriated Ending Fund Balance	\$ -

Basic School Support Estimate

2022-2023 BSSF Estimate as of May 19, 2022	
1,362 ADMr	12,376,401

Historical Expenditure Review

Expenditures 2023	17,906,286	<i>Estimated</i>
Expenditures 2022	16,614,308	<i>Actual, not audited</i>

UMATILLA School District 6R
Statement of 2022-2023 Anticipated Expenditures

9/30/2022

Cost Center	Budget	Encumbrances	YTD Expenditures	Free Balance
1111 Elementary (MHES)	\$ 4,242,895	\$ 3,376,671	\$ 592,566	\$ 273,658
1121 CBMS Middle School	1,795,476	1,098,886	198,261	498,330
1122 CBMS Extra Curricular	79,185	11,233	13,265	54,687
1131 Umatilla High School	2,641,468	2,115,918	294,947	230,604
1132 Umatilla HS Extra Curricular	388,136	188,068	56,605	143,463
1210 TAG Program	9,430	3,949	359	5,122
1250-1259 Special Education/Spec. Ed. Life Skills	1,894,584	1,126,643	157,587	610,354
1271 Remediation	112,029	67,714	6,159	38,156
1291 ELL Program	1,365,550	811,511	70,191	483,847
1430 UHS Summer School	9,192	-	-	9,192
1460 Special Programs Summer	21,488	-	-	21,488
2114 Student Accounting	229,118	179,208	14,010	35,900
2115 Student Safety	6,225	-	-	6,225
2120 Guidance Counseling	556,923	353,589	33,474	169,860
2130 Health Services	500	8	659	(167)
2140 Psychological Services	30,000	-	-	30,000
2210 Improvement of Instruction	142,470	84,420	20,257	37,793
2220 Educational Media Services	282,066	156,058	20,321	105,686
2230 Assessment & Testing	157,390	95,308	42,549	19,533
2240 Staff Development	393,698	-	16,974	376,724
2310-2321 Board/Superintendent	728,215	316,912	201,731	209,571
2410 Office of Principal	1,327,748	958,150	280,126	89,472
2520 Fiscal Services	254,765	196,776	43,810	14,179
2540 Plant Operations & Maintenance	2,317,042	813,461	531,233	972,348
2550-2558 Student/ Spec Ed. Transportation	847,750	686,965	27,723	133,063
2630-2639 Volunteer Programs/Other Info. Services	157,050	96,068	25,467	35,515
2640 HR Staff Services	132,900	89,106	30,342	13,452
2645-2649 Health Services/Other Staff Services	10,000	-	7,526	2,474
2660 Technology Services	533,210	128,240	168,790	236,181
2680 Interpret/Translation Services	900	-	-	900
3300 Community Services	2,697	74	981	1,642
6000 Contingencies	662,000	-	-	662,000
Total Expenditures	21,332,100	12,954,936	2,855,913	5,521,251
Transfer of Funds	250,000	250,000	-	-
Unappropriated Ending Fund Balance	-	-	-	-
TOTAL	\$ 21,582,100	\$ 13,204,936	\$ 2,855,913	\$ 5,521,251

FUNCTION	Budget	Encumbrances	YTD Expenditures	Free Balance
1000 Instructional Services	\$ 12,559,433	8,800,593	\$ 1,389,940	\$ 2,368,900
2000 Support Services	8,107,970	4,154,270	1,464,991	2,488,709
3000 Community Services	2,697	74	981	1,642
5000 Transfer of Funds	250,000	250,000	-	-
6000 Contingency	662,000	-	-	662,000
Total Expenditures	21,582,100	13,204,936	2,855,913	5,521,251
7000 Fund Balance	-	-	-	-
TOTAL	\$ 21,582,100	\$ 13,204,936	\$ 2,855,913	\$ 5,521,251

OBJECTS	Budget	Encumbrances	YTD Expenditures	Free Balance
100 Salaries	\$ 9,629,342	\$ 7,021,605	\$ 1,053,889	\$ 1,553,848
200 Payroll Taxes & Benefits	6,842,055	4,675,049	668,419	1,498,586
300 Purchased Services	2,392,595	932,392	361,885	1,098,317
400 Supplies and Materials	1,390,993	292,030	551,209	547,754
500 Capital Outlay	136,500	33,860	19,073	83,568
600 Other Objects	278,615	-	201,437	77,178
700 Interfund Transfers	250,000	250,000	-	-
800 Contingency	662,000	-	-	662,000
Total Expenditures	21,582,100	13,204,936	2,855,913	5,521,251
Unappropriated Ending Fund Balance	-	-	-	-
TOTAL	\$ 21,582,100	\$ 13,204,936	\$ 2,855,913	\$ 5,521,251

Umatilla SD Other Funds - 2022-2023

EXPENDITURES

Fund	Description	Budget	Encumbrances	YTD Expenditures	Free Balance
203	CTE Career Pathways	22,000	-	1,062	20,938
204	Umatilla Sports Complex	32,610	-	-	32,610
206	Medicaid Claiming	93,440	-	-	93,440
207	SB 1149	40,500	-	-	40,500
210	ECIA Title I	574,950	332,774	62,942	179,234
211	Title IA ESSA	117,000	69,050	95,684	(47,734)
212	ECIA Title IIA	71,065	49,854	4,523	16,689
214	ECIA Title III	63,954	53,345	4,654	5,955
216	Title IVA Safe & Drug Free Schools	37,500	-	9,135	28,365
217	21st CCLC	559,276	158,951	143,007	257,318
218	Outdoor School	55,000	-	-	55,000
219	Title VIB REAP	35,000	-	-	35,000
221	Title 1C Migrant Ed	46,315	38,675	3,375	4,265
223	Children's Reading Foundation	3,201	-	-	3,201
224	IDEA	102,375	89,166	7,987	5,221
225	IDEA Enhancement Grant	3,125	-	-	3,125
230	CARES Act (ESSER I/CDL)	5,000	-	-	5,000
235	ESSER II Funds	830,200	433,014	60,755	336,431
236	ESSER III Funds	1,176,500	471,489	98,935	606,077
239	HS Success Grant	421,071	294,239	38,794	88,038
243	OR First Robotics Grant	20,000	-	-	20,000
250	Child Nutrition Fund	1,494,520	1,050,463	119,334	324,723
251	Farm to School Grant	40,000	15,000	-	25,000
255	Student Investment Acct (SIA)	1,298,700	715,047	215,381	368,272
258	Youth Transition Program Grant	126,995	45,954	34,488	46,553
259	Summer Academic Support Grant	295,675	-	235,074	60,601
261	Education Project Grant	18,500	-	-	18,500
267	OR Healthy Schools Grant	35,000	-	-	35,000
284	Daycare Center	83,650	44,475	4,038	35,136
285	MHES ASB	50,000	-	-	50,000
290	CBMS ASB	50,000	-	-	50,000
295	UHS ASB	235,000	-	-	235,000
299	Miscellaneous Grants	105,000	57,065	10,070	37,865
302	Debt Service	1,195,000	(0)	-	1,195,000
303	PERS UAL Debt Service	1,122,000	-	-	1,122,000
451	Capital Projects Fund	250,050	-	-	250,050
452	2016 GO Bond Capital Projects Fund	155,500	12,246	20,255	122,998
453	Construction Excise Tax	300,000	-	-	300,000
	Total Expenditures	\$ 11,165,672	\$ 3,930,807	\$ 1,169,494	\$ 6,065,371

RECAP

Fund	Description	Beginning Balance	YTD Receipts	Expenditures	Ending Balance
203	CTE Career Pathways	-	-	1,062	(1,062)
204	Umatilla Sports Complex	3,308	-	-	3,308
206	Medicaid Claiming	3,420	-	-	3,420
207	SB 1149	6,204	8,945	-	15,149
210	ECIA Title I	-	-	62,942	(62,942)
211	Title IA ESSA	-	-	95,684	(95,684)
212	ECIA Title IIA	-	-	4,523	(4,523)
214	ECIA Title III	-	-	4,654	(4,654)
216	Title IVA Safe & Drug Free Schools	-	-	9,135	(9,135)
217	21st CCLC	(153,158)	158,689	143,007	(137,477)
218	Outdoor School	(24,199)	25,099	-	900
219	Title VIB REAP	-	-	-	-
221	Title 1C Migrant Ed	-	-	3,375	(3,375)
223	Children's Reading Foundation	3,200	-	-	3,200
224	IDEA	-	-	7,987	(7,987)
225	IDEA Enhancement Grant	-	-	-	-
230	CARES Act (ESSER/CDL)	-	-	-	-
235	ESSER II Funds	(9,794)	9,794	60,755	(60,755)
236	ESSER III Funds	(248,824)	248,824	98,935	(98,935)
239	HS Success Grant	6	1,998	38,794	(36,789)
243	OR First Robotics Grant	-	-	-	-
250	Child Nutrition Fund	614,666	37,768	119,334	533,100
251	Farm to School Grant	(8,800)	8,800	-	-
255	Student Investment Acct (SIA)	190,073	-	215,381	(25,308)
258	Youth Transition Program Grant	9,383	23,700	34,488	(1,404)
259	Summer Academic Support Grant	-	-	235,074	(235,074)
261	Education Project Grant	18,040	71	-	18,111
267	OR Healthy Schools Grant	(3,139)	3,139	-	-
284	Daycare Center	59,591	7,924	4,038	63,477
285	MHES ASB	29,881	-	-	29,881
290	CBMS ASB	13,642	-	-	13,642
295	UHS ASB	124,097	-	-	124,097
299	Miscellaneous Grants	3,684	-	10,070	(6,387)
302	Debt Service	143,195	8,898	-	152,093
303	PERS UAL Debt Service	147,405	369,360	-	516,765
451	Capital Projects Fund	(21,624)	-	-	(21,624)
452	2016 GO Bond Capital Projects Fund	67,542	3	20,255	47,290
453	Construction Excise Tax	97,973	296,841	-	394,814
	Total Resources	\$ 1,065,773	\$ 1,209,852	\$ 1,169,494	\$ 1,106,131

* Balances are PRE-Audit.

UMATILLA SCHOOL DISTRICT 6R
 Monthly Revenue and Expenditure Summary

GENERAL FUND

2022-2023

ACCT #	SOURCE	BUDGET	JULY	AUG	SEP	Projected OCT	Projected NOV	Projected DEC	Projected JAN	Projected FEB	Projected MAR	Projected APR	Projected MAY	Projected JUNE	TOTAL	Over/(Under)
RESOURCES																
1111	Current Year Taxes	4,300,000	-	-	-	17,460	3,818,124	136,100	23,279	85,181	19,632	13,500	58,327	75,000	4,246,603	(53,397)
1112	Prior Year Taxes	75,000	-	15,401	13,329	4,579	13,906	12,264	3,491	6,021	2,406	2,759	5,788	-	79,944	4,944
113-119	County Sales Tax-Pymt in Lieu	300	-	-	-	-	-	-	-	135	-	-	-	12,000	12,135	11,835
1500	Interest on Investments	40,000	6,392	9,284	9,589	1,818	2,124	2,857	2,886	2,613	3,408	4,046	4,883	4,500	54,400	14,400
1710	Admissions	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(2,000)
1920	Contributions	500	465	9,708	-	-	-	-	-	-	2,200	-	600	-	12,973	12,473
1941	Svc Oth Dist Within State	25,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(25,000)
1990	Miscellaneous	35,000	1,823	4,116	204	6,201	2,414	2,870	24,554	1,877	10,267	-	1,517	-	55,842	20,842
2101	County School Funds	35,000	-	-	-	-	-	-	-	44,849	-	-	-	-	44,849	9,849
2199	Other Intermediate Sources	-	-	-	2,178	-	3,189	-	-	2,312	-	-	2,427	-	10,105	10,105
3101	State School Support	12,200,000	2,063,146	1,030,954	1,030,954	1,031,573	1,031,573	1,031,573	1,031,573	1,031,573	1,031,573	1,031,573	1,031,573	(8,749)	12,368,889	168,889
3103	Common School Fund	135,000	76,199	-	-	-	-	-	76,199	-	-	-	-	-	152,398	17,398
3299	Other Restricted Grants-in-Aid	-	-	-	6,983	-	-	-	-	-	-	-	-	-	6,983	6,983
4500	Restricted Fed thru State	-	8,546	-	9,080	-	-	-	-	-	-	-	-	-	17,626	17,626
4700	Federal Grants thru Other Agencies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4801	Federal Forest Fees	-	-	-	-	-	-	-	-	2,830	-	-	-	-	2,830	2,830
5000	Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	16,847,800	2,156,571	1,069,463	1,072,316	1,061,630	4,871,329	1,185,664	1,161,982	1,177,391	1,069,486	1,051,879	1,105,115	82,751	17,065,577	217,777
5400	Beginning Fund Balance	4,734,300	4,621,843	-	-	-	-	-	-	-	-	-	-	-	4,621,843	(112,457)
	Total Resources	21,582,100	6,778,414	1,069,463	1,072,316	1,061,630	4,871,329	1,185,664	1,161,982	1,177,391	1,069,486	1,051,879	1,105,115	82,751	21,687,420	105,320
REQUIREMENTS																
100	Salaries	9,629,342	146,709	179,607	727,573	700,000	700,000	700,000	700,000	700,000	700,000	700,000	700,000	1,805,000	8,458,889	1,170,453
200	Benefits	6,842,055	88,307	121,029	459,083	420,000	420,000	420,000	420,000	420,000	420,000	420,000	420,000	1,425,000	5,453,419	1,388,636
300	Purchased Services	2,392,595	67,854	213,285	80,746	170,000	170,000	170,000	170,000	170,000	170,000	170,000	170,000	285,000	2,006,885	385,710
400	Supplies & Materials	1,390,993	64,057	400,546	86,606	75,000	75,000	75,000	75,000	75,000	75,000	75,000	75,000	87,000	1,238,209	152,784
500	Capital Outlay	136,500	-	7,019	12,054	20,000	-	15,000	13,500	13,000	-	-	-	-	80,573	55,927
600	Other Objects	278,615	193,124	4,011	4,303	2,500	5,000	1,200	1,000	1,200	1,000	1,000	1,000	671	216,008	62,607
720	Transfers	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000	250,000	-
800	Contingency	662,000	-	-	-	-	-	-	-	-	-	-	-	-	-	662,000
	Total Expenditures	21,582,100	560,051	925,496	1,370,366	1,387,500	1,370,000	1,381,200	1,379,500	1,379,200	1,366,000	1,366,000	1,366,000	3,852,671	17,703,984	3,878,116
Monthly Fund Balance		0	6,218,363	143,967	(298,050)	(325,870)	3,501,329	(195,536)	(217,518)	(201,809)	(296,514)	(314,121)	(260,885)	(3,769,920)	3,983,436	
Accumulated Fund Balance		0	6,218,363	6,362,330	6,064,281	5,738,411	9,239,740	9,044,204	8,826,686	8,624,877	8,328,363	8,014,242	7,753,357	3,983,436	3,983,436	
% of Budgeted Resources			31.41%	4.96%	4.97%	4.92%	22.57%	5.49%	5.38%	5.46%	4.96%	4.87%	5.12%	0.38%	100.49%	
% of Budgeted Requirements			2.59%	4.29%	6.35%	6.43%	6.35%	6.40%	6.39%	6.39%	6.33%	6.33%	6.33%	17.85%	82.03%	

Umatilla School District 6R
BOARD REPORT
September 2022

VENDOR	DETAIL	AMOUNT	FUND
1 AAF International	Air Filters	\$ 2,026.32	
2 AJ's Printed Apparel	Sweatshirts/Football	\$ 1,345.00	
3 Allstream	Long Distance	\$ 192.61	
	Classroom/Daycare Supplies; Paper Towel Holder; Hopping Ball; Hanging Wall Baskets; Shelves; Wall Organizer; Bakers Rack; File Folders; Toner; Monitor Stands; Chairs; Wall Clock; Stools; Floor Cushions; Storage Pocket Chart; Drink Dispenser; Prime Membership; Pencil Sharpener; Envelopes/Notecards; Desktop Reference System; Floor Mats; Sheets; Toys; Baby Bouncer; Bookshelf; Bottle Warmer; Coffee Table; Paper Cutter; Storage Units; Table/Chairs; Wobble Chairs; Books; Gymnastics Mat; Ink Cartridges; Bluray DVD Drive; Grading Calculators; Laptop Cases; Tormek T-9 Magnum Kit; Games; Narex 4 Pc Set		100; 235;239;
4 Amazon.com	6MM; Shop Supplies; Lights; Doorbell	\$ 16,425.30	255
5 Amy Juarez	Litz Mirror Photobooth - Someone Special Dance	\$ 325.00	210
6 Andymark, Inc.	First TechChallenge	\$ 509.94	217
	Adobe; PTO Project Kits; Fingerprinting; Netflix; Venngage.com: PTO Cookies; SIA Lapel Pins; Saw Parts; TSPC; PTO Backpacks; Admin Retreat Meals; Breakthrough Coach; Dovetail Track Clamps; Pushblock; 360 Sled Kit; Miter Bars; Asist Training/Mele; UPD TRCI Sipe Meals; Oil Change/Van; Tool Kit MHES;		100; 217;
7 Banner Bank	Meals/Eugene	\$ 3,344.02	239; 255
8 Blue Mountain Community College	K/12 Heartsaver and ecards	\$ 224.00	
9 Blue Mountain Officials	Football Officials' Fees	\$ 4,890.00	
10 Bow, Scott	Mileage Reimbursement	\$ 231.88	
11 Brown, Anthony	Fuel / Admin Retreat; Uniform Belt	\$ 86.10	
12 Bruce Heating & Air	Condenser Fan & Motor; Compressor; Maintenance Costs	\$ 3,519.73	
13 Cengage Learning, Inc.	Exploremos!	\$ 9,875.25	
14 Center for Teacher Effectiveness	Staff Development Material	\$ 686.40	
15 Century Link	Phones	\$ 1,202.93	
16 Chavez, Josy	Fingerprinting; License Fee; Dance Supplies	\$ 532.88	
17 Chem-Aqua, Inc.	UHS Water Treatment	\$ 277.16	
18 CIT Technology Financing	Riso Copier Lease	\$ 260.51	
19 City of Umatilla	Water; Sewer; Garbage	\$ 7,504.75	100; 250
20 Coleman Oil	Gas/Diesel	\$ 877.34	
21 Columbia Harvest Foods	Food Supplies	\$ 229.77	235; 250
22 Cotterell, Richard	Welcome Break Coffee; Sub License Fees	\$ 434.00	
23 Coyle, Ian M	Pencil Sharpener	\$ 65.21	
24 Creative Mathematics	Kim's Number Line	\$ 336.00	
25 Crown Paper & Janitorial	Exam Gloves; Pumice Scouring Stick; Roll Towels; Foam Soap	\$ 5,708.41	
26 CRS Mini Storage	STEAM Storage Rental	\$ 54.00	217
27 Demco, Inc.	Library Supplies	\$ 739.93	
28 Desert Springs Bottled Water	Water; Delivery; Cooler Rental	\$ 117.25	
29 Eastern Oregon University	Early College Credits	\$ 400.00	
30 Follett School Solutions	Books	\$ 202.99	
31 Galvez Huizar, Mya A	SWELL Mileage	\$ 124.63	258
32 Garrett Hemann Roberts	Legal Fees	\$ 275.00	
33 Gertsch, Catherine Ranee	Tillamook XC Lodging	\$ 98.00	
34 Gopher Sport	Spark Middle School PE Curriculum	\$ 149.00	
35 Government Ethics Comm	Gov Ethic Assess FY22	\$ 768.35	
36 Heart Tech Plus	BC100 Charging Case; HTP-804 Sensr+	\$ 2,699.70	236
37 Hermiston Auto Parts	Ford Ranger Parts	\$ 6.99	
38 Hermiston Cross Country	XC Race Fee	\$ 55.00	
39 Hermison Soccer Referee	Officials' Fees	\$ 2,000.00	
40 Hill, Clinton D	Play Scripts/Performance Fees	\$ 459.00	217
41 Home Depot	Robotics, Maintenance Supplies	\$ 2,060.67	100; 239
42 Intermountain ESD	Classroom / Office Supplies; Print Jobs	\$ 6,336.89	100; 217
43 IXL Learning	Learning Recovery Support Resources; IXL Intervention for Curriculum for K-5	\$ 30,558.00	211; 236
44 Jaypro Sports	Sandbag Anchor; Saddle Bag	\$ 235.00	
45 Jiffy Lube	Oil Changes	\$ 107.07	
46 Jimmy's Johns Portable Toilets	Porta Potty Rentals	\$ 152.81	
47 Johnson, Kayli	Veggie Car Supplies	\$ 32.79	217
48 Johnson Conrols	Control Doors Access, District Office & MHES	\$ 12,054.03	
49 Kane, Michelle	STEAM Supplies	\$ 84.94	217
50 Kelley Connect	Staples; Copies	\$ 2,462.22	
51 Klucas, Austin	STEAM Supplies	\$ 19.15	217
52 Klucas, Robyn	Tuition Reimbursement	\$ 500.00	
53 Leaf Capital Funding	Kyocera Copier Lease	\$ 146.80	
54 Levy, Janice A	Counseling	\$ 900.00	255
55 Lorence, Megan	COSA SPED Conference Eugene	\$ 160.00	
56 Math Learning Center	Word Resource Cards	\$ 60.00	
57 Pearl-Alameda, Megan	Brownfield Project	\$ 3,670.98	235
58 Mele, Mindy	ASIST Training Spokane; Office Supplies	\$ 238.80	
59 Mid-Columbia Bus	August Monthly Student Transportation	\$ 12,899.89	
60 Missoula Children's Theater	MCT Production Deposit	\$ 500.00	217

VENDOR	DETAIL	AMOUNT	FUND
61 Northwest Textbook Depository	Wonders 2020 (additional curriculum)	\$ 39,806.25	
62 Nygren, Holly	Misc Supplies; Cookie Sheets; Storage Containers	\$ 160.97	235
63 Oregon Athletic Coaches Assoc	OACA Coaches Cards	\$ 1,690.00	
64 Pacific Office Automation	Task Statements 6th thru 8th	\$ 6,688.75	
65 Pacific Power	Electricity	\$ 22,928.94	
66 Pitsco Education	First TechChallenge	\$ 7,010.64	217
67 Really Good Stuff	Softcover Jumbo Draw	\$ 287.39	
68 Red Lion Inn	Lodging/Ontario - Sports	\$ 992.00	
69 Ridings, Tina	Trac Fones	\$ 125.52	217
70 Sanchez Rosale, Maria	PTO Alarm Clocks	\$ 239.67	
71 Sanitary Disposal	Waste Disposal	\$ 271.03	
72 Shelco Electric	Flex-A-Plug; Installation of Video Board in Gym; Electrical Services	\$ 7,935.00	
73 Sherwin Williams	Painting Supplies	\$ 419.25	
74 Smith Security LLC	Fire Alarm Panel	\$ 150.00	
75 Smitty's Ace Hardware	Maintenance Supplies	\$ 168.91	
76 Ted Brown Music	Tudo Recorder; Chromatic Boomwackers	\$ 751.58	
77 Theatrefolk LTD	Drama Class Supplies	\$ 120.70	
78 TK Elevator	Key Switch for UHS Elevator	\$ 1,016.22	
79 Umatilla Cty Elections Office	Registered Voter List	\$ 25.95	452
80 Verizon Wireless	Cell Phone	\$ 107.05	
81 Wagner, Tammy	Daycare Supplies	\$ 80.10	239
82 Wallowa County Invitational	XC Race Fee	\$ 90.00	
83 WCP Solutions	Cleaners & Disinfectants	\$ 1,132.74	100; 250
84 Wenaha Group Inc.	Phase 2 Long Range Planning	\$ 7,470.14	452
85 Willamette ESD	Powerschool ASP Services	\$ 5,140.57	
86 Young, Timothy	COSA SPED Conference Eugene	\$ 224.00	

TOTAL **\$ 247,473.76**

Fund 203-Career Pathways Grant	Fund 236-ESSER III Funds
Fund 204-Umatilla Sports	Fund 239 - Measure 98
Fund 205-ORTOP	Fund 243-Oregon FIRST Robotics Program
Fund 206-Medicaid Administration	Fund 250-Food Service
Fund 207-SB-1149	Fund 251-Farm to School
Fund 210-Title IA Improving Basic	Fund 255-Student Investment Account
Fund 211-Title IA - ESSA	Fund 258-Youth Transition (YTP)
Fund 212-Title IIA-PTR	Fund 259-Summer Academic Support Grant
Fund 214-Limited English Prof.	Fund 261-State Education Project (Lottery)
Fund 216-Title IVA - Safe & Drug Free	Fund 267-OR Healthy Schools Grant
Fund 217-21st CCLC	Fund 284-Daycare Center
Fund 218 - Outdoor School Education	Fund 285-Elementary A S B (MHES)
Fund 219-Title VIB - Rural Low	Fund 290-Middle A S B (CBMS)
Fund 221-Title 1C Migrant	Fund 295-High A S B (UHS)
Fund 223-Children's Reading	Fund 299-Miscellaneous
Fund 224-I.D.E.A.	Fund 302-Debt Service - High School
Fund 225-Special Ed. I.D.E.A.	Fund 303-Debt Service - PERS UAL
Fund 227-Gear Up!	Fund 451-Capital Projects
Fund 230-Cares (ESSER I/CDL)	Fund 452-2016 GO Bond Capital Projects
Fund 235-ESSER II Funds	Fund 453-Construction Excise Tax

UMATILLA SCHOOL DISTRICT #6R

October 13, 2022

Superintendent's Recommendation

HIRES

Classified: Recommendations

Blanca Ramirez - UHS Educational Assistant
Yessenia Garcia-Sanchez - MHES Part Time Roaming Substitute
Bianca Espain - CBMS Educational Assistant
Sonia Monreal - MHES Educational Assistant
Emily Williams - MHES Educational Assistant
Alondra Bedolla - MHES Educational Assistant
Rhiannon Imel - Operational Assistant
Melissa Sardella - Operational Assistant
Katie Simmons - Operational Assistant
Alyxas Bonney-Stefani - Operational Assistant
Alicia Morrow - Operational Assistant
Haili Dever - Child Nutrition (Specialty) Secretary
Isaac Mejia Ortiz - Transportation Secretary
Troy Douglas - UHS Custodian
Crystal Gomez - CBMS Attendance Secretary

Extra Duty

Carly Valadez - CBMS Student Council - Split contract with Jeff Collins
Ian Coyle - CBMS TAG

One on One Operational Assistant Stipend

Nadia Canche
Alisha Knight
Claudia Jimenez
Jawea Sandelin

Umatilla School Board Goals for 2022-2023

In having had all board members read and discuss the information gathered from the district staff surveys, the following board goals have been developed.

Goal 1: Board Members will attend board meetings at a rate of 80% or better by the end of the school year.

Goal 2: Each member of the Board will attend school events as able.

Goal 3: The Board will recognize staff accomplishments at every Board meeting throughout the school year.

Goal 4: The Board will support the passing of the bond and implementing bond facility updates.

Goal 5: The Board will strive for personal professional growth as board members by:

- Reviewing and updating Board policies
- Attending at least one (OSBA, NSBA, or other) training opportunity annually.

Goal 6: Seek opportunities to promote the educational needs of students in and out of Umatilla School District with state and federal representatives.

Umatilla School District #6R
Supplemental Budget Resolution #23-02
October 2022

Supplemental Budget Resolution Review for Board Consideration and Approval:

The Board appropriated the 2022-23 budget by functional groups within funds, in accordance with ORS 294.456. In each of the funds, the budgets for various functions were “best estimates” as of June 2022 when the Board adopted the budget. Actual needs in these functional categories are anticipated to vary from the original appropriation.

Therefore, there is a need to approve an appropriation resolution in the General Fund and a supplemental budget for the Special Revenue Funds.

General Fund: Approve appropriation resolution to move \$23,500 appropriated in the Support Services to the Enterprise & Community function. This change will support the function of the District’s newly formed PTO group, and there is zero net effect on the General Fund.

Fund 211 Title IA ESSA: 2019-20 and 2020-21 grant awards extended through 9/30/2022, and the 2021-22 grant award extended through 9/30/2023 have necessitated an increase from the original budgeted amount of \$117,000 to \$145,750, an increase of \$28,750.

Fund 216 Title IV-A Student Support & Academic Enrichment: Unspent 2021-22 grant funds from the prior year are carried forward to spend in the current fiscal year, in addition to the 2022-23 grant funds, totaling an amended amount of \$60,000.

Fund 219 Rural & Low Income Schools: ODE 2022-23 grant award increased from original estimate and appropriations increased for additional spending.

Fund 299 Miscellaneous Grant Funds: ODE award of Education Staff Retention & Recruitment Grant and authorizes expenditures in Instruction appropriations to fund staff and professional development outlined in the budget narrative.

The changes in resources were not known at the time of the budget adoption.

- It is recommended the School Board approve the attached Resolution #23-02:
 - (a) In the General Fund, to move \$23,500 appropriations in Support Services to Enterprise and Community.
 - (b) In the Special Revenue Funds to increase State and Federal revenue and adjust appropriations in Instruction, Support Services and Enterprise & Community based on the adjusted funding.

**Umatilla School District #6R
2022-2023 Supplemental Budget
Resolution #23-02**

Be it Resolved, that the Board of Directors of Umatilla School District 6R hereby adopt an amended 2022-2023 budget in General Fund and Special Revenue Funds, for the fiscal year beginning July 1, 2022, the amounts for purposes below are hereby appropriated in the following funds:

General Fund Revenue	As Adopted	Change	Final Adoption
Local Revenue	4,477,800	-	4,477,800
County Revenue	35,000	-	35,000
State Revenue	12,335,000	-	12,335,000
Federal Revenue	-	-	-
Beginning Fund Balance	4,734,300	-	4,734,300
Total Revenue	\$ 21,582,100	\$ -	\$ 21,582,100

No Change

General Fund Appropriations	As Adopted	Change	Final Appropriations
1000: Instruction	12,559,433	-	12,559,433
2000: Support Services	8,107,970	(23,500)	8,084,470
3000: Enterprise & Community	2,697	23,500	26,197
5000: Transfers/Fund to Fund	250,000	-	250,000
6000: Contingency	662,000	-	662,000
Total Appropriations	\$ 21,582,100	\$ -	\$ 21,582,100

In the General Fund, appropriation resolution to move \$23,500 from Support Services to Enterprise & Community.

Special Revenue Fund Revenue	As Adopted	Change	Final Adoption
Local Revenue	363,900	-	363,900
State Revenue	2,184,946	199,000	2,383,946
Federal Revenue	4,949,455	58,250	5,007,705
Transfers In	-	-	-
Beginning Fund Balance	654,821	-	654,821
Total Changes by Fund	8,153,122	257,250	8,410,372

Revenue changes: Increased ODE allocation for Rural & Low Income Schools grant. State award of Education Staff Retention and Recruitment grants.

Special Revenue Fund Appropriations	As Adopted	Change	Final Appropriations
1000: Instruction	4,555,559	205,000	4,760,559
2000: Support Services	1,865,804	57,750	1,923,554
3000: Enterprise & Community	1,466,439	(5,500)	1,460,939
4000: Facilities	-	-	-
5000: Transfers Out	40,500	-	40,500
6000: Contingency	224,820	-	224,820
Total Appropriations - Special Revenue Funds	8,153,122	257,250	8,410,372

Increased and expanded ODE grant awards for Title IA ESSA, Title IV-A Student Support, Title VI-B Rural Low Income School, and Education Retention & Recruitment authorizes expenditures in Instruction and Support Services appropriations to fund staff, professional development and supplies outlined in their respective budget narratives and plans.

**Umatilla School District #6R
2022-2023 Supplemental Budget
Resolution #23-02**

Special Revenue Funds Detail by Fund	As Adopted	Change	Final Appropriations
Fund 211 - Title IA ESSA	117,000	28,750	145,750
Fund 216 - Title IV-A Student Support	37,500	22,500	60,000
Fund 219 - Rural & Low Income Schools	35,000	7,000	42,000
Fund 299 - Miscellaneous Grant Fund	105,000	199,000	304,000
All other funds	7,858,622	-	7,858,622
TOTAL SPECIAL REVENUE FUNDS	8,153,122	257,250	8,410,372

Resolution #23-02 adopted this 13th day of October 2022:

Jon Lorence, Chair

Heidi Sipe, Superintendent

UMATILLA SCHOOL DISTRICT 6R

2022 - 2023 Budget Addendum

FUND: 100

Title: General Fund 2022-23

	FUNCTION/ OBJECT	FUNCTION NAME	ADOPTED BUDGET	ADD	DELETE	WORKING BUDGET
RESOURCES						
	100.R1111	Current Year's Taxes	\$4,300,000.00	\$0.00		\$4,300,000.00
	100.R1112	Prior Year's Taxes	\$75,000.00	\$0.00		\$75,000.00
	100.R1113	County Tax Sales	\$100.00	\$0.00		\$100.00
	100.R1114	Payment in Lieu of Property Taxes	\$100.00	\$0.00		\$100.00
	100.R1190	Penalties & Interest	\$100.00	\$0.00		\$100.00
	100.R1500	Earnings on Investments	\$40,000.00	\$0.00		\$40,000.00
	100.R1710	Admissions	\$2,000.00	\$0.00		\$2,000.00
	100.R1920	Contributions & Donations	\$500.00	\$0.00		\$500.00
	100.R1941	Services Provided Other	\$25,000.00	\$0.00		\$25,000.00
	100.R1990	Miscellaneous Revenue	\$35,000.00	\$0.00		\$35,000.00
	100.R2101	County School Fund	\$35,000.00	\$0.00		\$35,000.00
	100.R3101	State School Fund	\$12,200,000.00	\$0.00		\$12,200,000.00
	100.R3103	Common School Fund	\$135,000.00	\$0.00		\$135,000.00
	100.R5400	Beginning Fund Balance	\$4,734,300.00	\$0.00		\$4,734,300.00
		TOTAL RESOURCES	\$21,582,100.00	\$0.00	-	\$21,582,100.00
REQUIREMENTS						
	General Fund	Instruction	\$12,559,433.00	\$0.00	-	\$12,559,433.00
		Total Instruction	\$12,559,433.00	\$0.00	-	\$12,559,433.00
	100.2310.000.000.000.381	Board of Education - Audit Fees	\$37,500.00	-	(5,000.00)	\$32,500.00
	100.2540.000.000.000.410	Plant Maint/Operations - Supplies - General	\$135,000.00	-	(5,000.00)	\$130,000.00
	100.2540.000.000.000.653	Plant Maint/Operations - Property Insurance	\$142,000.00	-	(5,000.00)	\$137,000.00
	100.2660.000.000.000.310	Technology - Professional/Tech Services	\$164,000.00	-	(5,000.00)	\$159,000.00
	100.2660.000.000.000.480	Technology - Computer Hardware	\$190,000.00	-	(3,500.00)	\$186,500.00
	General Fund	Support Services	\$7,439,470.00	\$0.00	-	\$7,439,470.00
		Total Support Services	\$8,107,970.00	\$0.00	(23,500.00)	\$8,084,470.00
	100.3300.000.000.000.310	Community Services - Professional/Tech Services	-	\$2,500.00	-	\$2,500.00
	100.3300.000.000.000.340	Community Services - Travel	\$500.00	\$3,000.00	-	\$3,500.00
	100.3300.000.000.000.410	Community Services - Supplies - General	\$500.00	\$17,000.00	-	\$17,500.00
	100.3300.000.000.000.640	Community Services - Dues & Fees	\$500.00	\$1,000.00	-	\$1,500.00
	General Fund	Enterprise & Community	\$1,197.00	\$0.00	-	\$1,197.00
		Total Enterprise & Community	\$2,697.00	\$23,500.00	-	\$26,197.00
	General Fund	Transfer/Fund to Fund	\$250,000.00	\$0.00	-	\$250,000.00
		Total Transfers/Fund to Fund	\$250,000.00	\$0.00	-	\$250,000.00
	General Fund	Contingency	\$662,000.00	\$0.00	-	\$662,000.00
		Total Contingency	\$662,000.00	\$0.00	-	\$662,000.00
		TOTAL REQUIREMENTS	\$21,582,100.00	\$23,500.00	(23,500.00)	\$21,582,100.00

UMATILLA SCHOOL DISTRICT 6R

2022 - 2023 Budget Addendum

FUND: 211

Title: Title IA ESSA

	FUNCTION/ OBJECT	FUNCTION NAME	ADOPTED BUDGET	ADD	DELETE	WORKING BUDGET
RESOURCES						
	211.R4500	Restricted Revenue from Federal Sources	\$117,000.00	\$28,750.00	-	\$145,750.00
	211.R5400	Beginning Fund Balance	\$0.00	\$0.00	-	\$0.00
		TOTAL RESOURCES	\$117,000.00	\$28,750.00	-	\$145,750.00
REQUIREMENTS						
	211.1272.002.000.000.111	Licensed salaries	\$35,000.00	\$5,000.00	-	\$40,000.00
	211.1272.002.000.000.112	Classified Salaries	\$35,000.00	\$0.00	(35,000.00)	\$0.00
	211.2240.002.000.000.130	Additional Salary	\$0.00	\$20,850.00	-	\$20,850.00
		Total Salaries	\$70,000.00	\$25,850.00	(35,000.00)	\$60,850.00
	211.1272.002.000.000.211	Employer Paid PERS Tier 1 & 2	\$7,000.00	-	-	\$7,000.00
	211.1272.002.000.000.212	PERS Pickup 6%	\$4,200.00	-	-	\$4,200.00
	211.1272.002.000.000.213	PERS Bond	\$4,200.00	-	-	\$4,200.00
	211.1272.002.000.000.220	Social Security	\$5,350.00	-	-	\$5,350.00
	211.1272.002.000.000.231	Worker's Compensation	\$150.00	-	-	\$150.00
	211.1272.002.000.000.232	Unemployment Insurance	\$75.00	-	-	\$75.00
	211.1272.002.000.000.241	Medical Insurance	\$26,000.00	-	(13,000.00)	\$13,000.00
	211.1272.002.000.000.244	Life & Disability Insurance	\$25.00	-	-	\$25.00
	211.1272.002.000.000.246	Dist Paid HRA/VEBA	\$0.00	15,000.00	-	\$15,000.00
	211.2240.002.000.000.211	Employer Paid PERS Tier 1 & 2	\$0.00	500.00	-	\$500.00
	211.2240.002.000.000.212	PERS Pickup 6%	\$0.00	1,000.00	-	\$1,000.00
	211.2240.002.000.000.213	PERS Bond	\$0.00	1,500.00	-	\$1,500.00
	211.2240.002.000.000.216	Employer PERS	\$0.00	1,000.00	-	\$1,000.00
	211.2240.002.000.000.220	Social Security	\$0.00	1,500.00	-	\$1,500.00
	211.2240.002.000.000.231	Worker's Compensation	\$0.00	100.00	-	\$100.00
	211.2240.002.000.000.245	Dist Paid Annuity	\$0.00	300.00	-	\$300.00
		Total Payroll Associated Costs	\$47,000.00	\$20,900.00	(13,000.00)	\$54,900.00
	211.2240.002.000.000.310	Professional/Tech Services	\$0.00	\$10,000.00	-	\$10,000.00
	211.2240.002.000.000.340	Travel	\$0.00	\$20,000.00	-	\$20,000.00
		Total Purchased Services	\$0.00	\$30,000.00	-	\$30,000.00
		TOTAL REQUIREMENTS	\$117,000.00	\$76,750.00	(48,000.00)	\$145,750.00

UMATILLA SCHOOL DISTRICT 6R

2022 - 2023 Budget Addendum

FUND: 216

Title: Title IV-A Student Support Academic Enrichment

	FUNCTION/ OBJECT	FUNCTION NAME	ADOPTED BUDGET	ADD	DELETE	WORKING BUDGET
RESOURCES						
	216.R4500	Restricted Revenue from Federal Sources	\$37,500.00	\$22,500.00		\$60,000.00
	216.R5400	Beginning Fund Balance	\$0.00	\$0.00		\$0.00
		TOTAL RESOURCES	\$37,500.00	\$22,500.00	\$0.00	\$60,000.00
REQUIREMENTS						
	216.2240.000.000.000.310	Professional/Tech Services	\$0.00	\$5,000.00	-	\$5,000.00
	216.2240.000.000.000.340	Travel	\$0.00	\$10,000.00	-	\$10,000.00
		Total Purchased Services	\$0.00	\$15,000.00	-	\$15,000.00
	216.2230.000.000.000.470	Computer Software	\$0.00	\$5,000.00	-	\$5,000.00
	216.2660.000.000.000.480	Non-Capital Computer Hardware	\$37,500.00	\$2,500.00	-	\$40,000.00
		Total Supplies & Materials	\$37,500.00	\$7,500.00	-	\$45,000.00
		TOTAL REQUIREMENTS	\$37,500.00	\$22,500.00	-	\$60,000.00

UMATILLA SCHOOL DISTRICT 6R

2022 - 2023 Budget Addendum

FUND: 219

Title: Rural Low Income Schools 2022-23

	FUNCTION/ OBJECT	FUNCTION NAME	ADOPTED BUDGET	ADD	DELETE	WORKING BUDGET
RESOURCES						
	219.R4500	Restricted Revenue from Federal Sources	\$35,000.00	\$7,000.00		\$42,000.00
	219.R5400	Beginning Fund Balance	\$0.00	\$0.00		\$0.00
		TOTAL RESOURCES	\$35,000.00	\$7,000.00	\$0.00	\$42,000.00
REQUIREMENTS						
	219.2660.000.000.000.340	Travel expenditures	\$0.00	\$0.00	\$0.00	\$0.00
		Total Purchased Services	\$0.00	\$0.00	\$0.00	\$0.00
	219.2660.000.000.000.480	Non-Capital Computer Hardware	\$35,000.00	\$7,000.00	\$0.00	\$42,000.00
		Total Supplies & Materials	\$35,000.00	\$7,000.00	\$0.00	\$42,000.00
		TOTAL REQUIREMENTS	\$35,000.00	\$7,000.00	\$0.00	\$42,000.00

UMATILLA SCHOOL DISTRICT 6R
2022 - 2023 Budget Addendum

FUND: 299

Title: Miscellaneous Grant Funds

	FUNCTION/ OBJECT	FUNCTION NAME	ADOPTED BUDGET	ADD	DELETE	WORKING BUDGET
RESOURCES						
	299.R1920	Contributions & Donations	\$10,000.00	-	-	\$10,000.00
	299.R1990	Miscellaneous Revenue	\$25,000.00	-	-	\$25,000.00
	299.R3299	Other State Restricted Sources	\$25,000.00	199,000.00	-	\$224,000.00
	299.R4500	Restricted Revenue from Federal Sources	\$25,000.00	-	-	\$25,000.00
	299.R5400	Beginning Fund Balance	\$20,000.00	-	-	\$20,000.00
		TOTAL RESOURCES	\$105,000.00	\$199,000.00	\$0.00	\$304,000.00
REQUIREMENTS						
	299.1111.002.050.000.111	Licensed salaries	\$0.00	\$24,500.00	-	\$24,500.00
	299.1111.002.050.000.112	Classified Salaries	\$0.00	\$12,500.00	-	\$12,500.00
	299.1111.002.050.000.130	Additional Salary	\$0.00	\$11,000.00	-	\$11,000.00
	299.1121.001.050.000.111	Licensed salaries	\$0.00	\$12,250.00	-	\$12,250.00
	299.1121.001.050.000.112	Classified Salaries	\$0.00	\$3,250.00	-	\$3,250.00
	299.1121.001.050.000.130	Additional Salary	\$0.00	\$11,000.00	-	\$11,000.00
	299.1131.004.050.000.111	Licensed salaries	\$0.00	\$12,250.00	-	\$12,250.00
	299.1131.004.050.000.112	Classified Salaries	\$0.00	\$3,250.00	-	\$3,250.00
	299.1131.004.050.000.130	Additional Salary	\$0.00	\$11,000.00	-	\$11,000.00
		Total Salaries	\$0.00	\$101,000.00	\$0.00	\$101,000.00
	299.1111.002.050.000.212	PERS Pickup 6%	\$0.00	4,000.00	-	\$4,000.00
	299.1111.002.050.000.213	PERS Bond	\$0.00	3,500.00	-	\$3,500.00
	299.1111.002.050.000.216	Employer PERS	\$0.00	5,500.00	-	\$5,500.00
	299.1111.002.050.000.220	Social Security	\$0.00	4,000.00	-	\$4,000.00
	299.1111.002.050.000.231	Worker's Compensation	\$0.00	250.00	-	\$250.00
	299.1111.002.050.000.241	Medical Insurance	\$0.00	6,400.00	-	\$6,400.00
	299.1111.002.050.000.244	Life & Disability Insurance	\$0.00	25.00	-	\$25.00
	299.1111.002.050.000.246	HRA/VEBA	\$0.00	2,500.00	-	\$2,500.00
	299.1111.002.050.000.249	District Paid Tuition	\$0.00	12,000.00	-	\$12,000.00
	299.1121.001.050.000.212	PERS Pickup 6%	\$0.00	2,000.00	-	\$2,000.00
	299.1121.001.050.000.213	PERS Bond	\$0.00	2,000.00	-	\$2,000.00
	299.1121.001.050.000.216	Employer PERS	\$0.00	2,750.00	-	\$2,750.00
	299.1121.001.050.000.220	Social Security	\$0.00	2,250.00	-	\$2,250.00
	299.1121.001.050.000.231	Worker's Compensation	\$0.00	250.00	-	\$250.00
	299.1121.001.050.000.241	Medical Insurance	\$0.00	6,400.00	-	\$6,400.00
	299.1121.001.050.000.244	Life & Disability Insurance	\$0.00	12.50	-	\$12.50
	299.1121.001.050.000.246	HRA/VEBA	\$0.00	2,250.00	-	\$2,250.00
	299.1121.001.050.000.249	District Paid Tuition	\$0.00	11,000.00	-	\$11,000.00
	299.1131.004.050.000.212	PERS Pickup 6%	\$0.00	2,000.00	-	\$2,000.00
	299.1131.004.050.000.213	PERS Bond	\$0.00	2,000.00	-	\$2,000.00
	299.1131.004.050.000.216	Employer PERS	\$0.00	2,750.00	-	\$2,750.00
	299.1131.004.050.000.220	Social Security	\$0.00	2,250.00	-	\$2,250.00
	299.1131.004.050.000.231	Worker's Compensation	\$0.00	250.00	-	\$250.00
	299.1131.004.050.000.241	Medical Insurance	\$0.00	6,400.00	-	\$6,400.00
	299.1131.004.050.000.244	Life & Disability Insurance	\$0.00	12.50	-	\$12.50
	299.1131.004.050.000.246	HRA/VEBA	\$0.00	2,250.00	-	\$2,250.00
	299.1131.004.050.000.249	District Paid Tuition	\$0.00	11,000.00	-	\$11,000.00
		Total Payroll Associated Costs	\$0.00	\$96,000.00	\$0.00	\$96,000.00

UMATILLA SCHOOL DISTRICT 6R 2022 - 2023 Budget Addendum

FUND: 299

Title: Miscellaneous Grant Funds

	299.1111.002.050.000.310	Miscellaneous - Professional/Tech Services	\$2,500.00	\$0.00	-	\$2,500.00
	299.1111.002.050.000.340	Miscellaneous - Travel	\$2,500.00	\$0.00	-	\$2,500.00
	299.1121.001.050.000.310	Miscellaneous - Professional/Tech Services	\$1,300.00	\$0.00	-	\$1,300.00
	299.1121.001.050.000.340	Miscellaneous - Travel	\$2,500.00	\$0.00	-	\$2,500.00
	299.1122.001.000.006.340	Intel Grant - Travel	\$1,000.00	\$0.00	-	\$1,000.00
	299.1131.004.050.000.310	Miscellaneous - Professional/Tech Services	\$1,000.00	\$0.00	-	\$1,000.00
	299.1131.004.050.000.340	Miscellaneous - Travel	\$2,500.00	\$0.00	-	\$2,500.00
	299.1271.000.050.000.310	Miscellaneous - Professional/Tech Services	\$1,000.00	\$0.00	-	\$1,000.00
	299.1271.000.050.000.340	Miscellaneous - Travel	\$2,500.00	\$0.00	-	\$2,500.00
	299.1272.000.000.000.310	Miscellaneous - Professional/Tech Services	\$2,500.00	\$0.00	-	\$2,500.00
	299.1272.000.000.000.340	Miscellaneous - Travel	\$1,000.00	\$0.00	-	\$1,000.00
	299.1291.000.000.000.310	Miscellaneous - Professional/Tech Services	\$2,500.00	\$0.00	-	\$2,500.00
	299.1291.000.000.000.340	Miscellaneous - Travel	\$2,500.00	\$0.00	-	\$2,500.00
	299.2240.000.000.000.310	Miscellaneous - Professional/Tech Services	\$2,500.00	\$0.00	(2,500.00)	\$0.00
	299.2240.000.000.000.340	Miscellaneous - Travel	\$2,500.00	\$0.00	(2,500.00)	\$0.00
	299.2240.000.000.005.340	SPDG EBISS Breadth - Travel	\$5,000.00	\$0.00	(5,000.00)	\$0.00
	299.2540.000.000.000.310	Miscellaneous - Professional/Tech Services	\$1,000.00	\$0.00	(1,000.00)	\$0.00
	299.2540.000.000.000.340	Miscellaneous - Travel	\$2,500.00	\$0.00	(2,500.00)	\$0.00
	299.3300.000.000.007.340	Volunteer Funds - Travel	\$500.00	\$0.00	(500.00)	\$0.00
	299.3300.000.000.007.353	Volunteer Funds - Postage	\$100.00	\$0.00	(100.00)	\$0.00
	299.3300.000.000.007.355	Volunteer Funds - Printing & Binding	\$100.00	\$0.00	(100.00)	\$0.00
		Total Purchased Services	\$39,500.00	\$0.00	(14,200.00)	\$25,300.00
	299.1111.002.050.000.410	Miscellaneous - Supplies - General	\$2,500.00	\$0.00	-	\$2,500.00
	299.1111.002.050.000.470	Miscellaneous - Computer Software	\$2,500.00	\$0.00	-	\$2,500.00
	299.1111.002.050.000.480	Miscellaneous - Computer Hardware	\$2,500.00	\$0.00	-	\$2,500.00
	299.1121.001.050.000.410	Miscellaneous - Supplies - General	\$2,500.00	\$0.00	-	\$2,500.00
	299.1121.001.050.000.470	Miscellaneous - Computer Software	\$2,500.00	\$0.00	-	\$2,500.00
	299.1121.001.050.000.480	Miscellaneous - Computer Hardware	\$2,500.00	\$0.00	-	\$2,500.00
	299.1122.001.000.006.410	Intel Grant - Supplies - General	\$1,400.00	\$0.00	-	\$1,400.00
	299.1122.001.000.006.470	Intel Grant - Computer Software	\$1,000.00	\$0.00	-	\$1,000.00
	299.1122.001.000.006.480	Intel Grant - Computer Hardware	\$1,000.00	\$0.00	-	\$1,000.00
	299.1131.004.050.000.410	Miscellaneous - Supplies - General	\$2,500.00	\$0.00	-	\$2,500.00
	299.1131.004.050.000.470	Miscellaneous - Computer Software	\$2,500.00	\$0.00	-	\$2,500.00
	299.1131.004.050.000.480	Miscellaneous - Computer Hardware	\$2,500.00	\$0.00	-	\$2,500.00
	299.1271.000.050.000.410	Miscellaneous - Supplies - General	\$2,500.00	\$0.00	-	\$2,500.00
	299.1271.000.000.000.470	Miscellaneous - Computer Software	\$2,500.00	\$0.00	-	\$2,500.00
	299.1271.000.000.000.480	Miscellaneous - Computer Hardware	\$2,500.00	\$0.00	-	\$2,500.00
	299.1272.000.000.000.470	Miscellaneous - Computer Software	\$1,000.00	\$0.00	-	\$1,000.00
	299.1291.000.000.000.410	Miscellaneous - Supplies - General	\$2,500.00	\$0.00	-	\$2,500.00
	299.1291.000.000.000.470	Miscellaneous - Computer Software	\$2,500.00	\$0.00	-	\$2,500.00
	299.1291.000.000.000.480	Miscellaneous - Computer Hardware	\$2,500.00	\$0.00	-	\$2,500.00
	299.2240.000.000.000.410	Miscellaneous - Supplies - General	\$2,500.00	\$0.00	(2,500.00)	\$0.00
	299.2240.000.000.000.470	Miscellaneous - Computer Software	\$2,500.00	\$0.00	(2,500.00)	\$0.00
	299.2240.000.000.000.480	Miscellaneous - Computer Hardware	\$2,500.00	\$0.00	(2,500.00)	\$0.00
	299.2540.000.000.000.410	Miscellaneous - Supplies - General	\$2,500.00	\$0.00	(2,500.00)	\$0.00
	299.2540.000.000.000.470	Miscellaneous - Computer Software	\$2,500.00	\$0.00	(2,500.00)	\$0.00
	299.2540.000.000.000.480	Miscellaneous - Computer Hardware	\$2,500.00	\$0.00	(2,500.00)	\$0.00
	299.3300.000.000.000.410	Miscellaneous - Supplies - General	\$2,000.00		(2,000.00)	\$0.00
	299.3300.000.000.000.470	Miscellaneous - Computer Software	\$1,000.00		(1,000.00)	\$0.00
	299.3300.000.000.000.480	Miscellaneous - Computer Hardware	\$1,000.00		(1,000.00)	\$0.00
	299.3300.000.000.002.410	Cody Fund - Supplies - General	\$2,400.00		(600.00)	\$1,800.00
	299.3300.000.000.007.410	Volunteer Funds - Supplies - General	\$2,000.00	\$0.00	-	\$2,000.00
	299.3300.000.000.007.440	Volunteer Funds - Periodicals	\$100.00		(100.00)	\$0.00
	299.3300.000.000.007.470	Volunteer Funds - Computer Software	\$100.00		(100.00)	\$0.00
		Total Supplies & Materials	\$65,500.00	\$0.00	(19,800.00)	\$45,700.00
	299.1131.004.050.000.540	Miscellaneous - Equipment	\$0.00	\$36,000.00	-	\$36,000.00
		Total Capital Outlay	\$0.00	\$36,000.00	-	\$36,000.00
		TOTAL REQUIREMENTS	\$105,000.00	\$233,000.00	(34,000.00)	\$304,000.00

Declaration of Intent



Introduction:

The purpose of this Declaration of Intent to Obtain Approval of an Equivalent Plan ("Declaration of Intent") is to provide documentation of an employer's intent to provide an approved equivalent plan with an effective date of September 3, 2023.

An approved Declaration of Intent will provide an exemption from the Paid Leave Oregon program for the provision of paid leave benefits under ORS 657B.340 and exemption from the payment of contributions to the Paid Leave program fund during the period following approval of the Declaration of Intent up to no later than the deadline of September 3, 2023 when an approved equivalent plan becomes effective.

If an employer does not submit a completed equivalent plan application by May 31, 2023, the declaration of intent is cancelled and no longer effective. The employer is then responsible for paying all unpaid employer contributions and remitting all unpaid employee contributions that were held in trust for the State of Oregon for periods beginning on or after January 1, 2023, and is subject to penalties and interest. The employer may not collect contributions from employees to pay any penalties or interest imposed due to the employer's failure to make timely contributions.

Step 1: File your Declaration of Intent with the Department

If you have an equivalent plan ready for approval, you do not need to complete a Declaration of Intent and you can submit your Equivalent Plan Application at this time. The submission of a Declaration of Intent does not provide a pre-approval for the equivalent plan, and an employer that does not have an approved equivalent plan in effect on September 3, 2023, will be liable for contributions from January 1, 2023 until an approved plan is in effect. The last day you can file a Declaration of Intent is November 30, 2022.

Step 2: Finalize and submit your equivalent plan application

An Equivalent Plan Application must be completed and submitted to the department by May 31, 2023 in order to meet the approval deadlines for a plan to be effective on September 3, 2023.

Instructions:

- **Fields marked with * are required**
- Please ensure responses are legible
- We will notify you by mail after your application is reviewed
- Complete this form in black or blue ink
- Mail the completed form and required documents to the address at the bottom of page 2

SECTION A - CONTACT INFORMATION

Contact information will be used by staff if we have any questions.

*Business Name:	*Federal Employer Identification Number (FEIN): _____ - _____		
*Business Identification Number (BIN):	_____ - _____		
*First Name:	*Last Name:		
*Phone Number:	*Email:		
Physical Address			
Street Line 1:			
Street Line 2:			
Unit Type:	Unit Number:	*City:	
*State:	*Zip:	County:	

Mailing Address (If different from physical address)

*Street Line 1:

Street Line 2:

Unit Type: Unit Number: *City:

*State: *Zip: County:

INTENDED PLAN TYPE (Check one)

Fully Insured Equivalent plan
Fully Insured Equivalent Plan means an equivalent plan in which the employer purchases an insurance policy from an insurance company approved to sell paid leave products by the Oregon Department of Consumer and Business Services (DCBS) Division of Financial Regulation and the benefits related to the plan are administered through the insurance policy.

Employer Administered Equivalent plan
Employer administered plan means an equivalent plan in which the employer offers a private plan where the employer assumes all financial risk associated with the benefits and administration of the equivalent plan, whether it is administered by the employer or a third-party administrator.

CERTIFICATIONS AND DECLARATION

I certify, by submission of this Declaration of Intent, that I intend to provide an equivalent plan application for approval with an effective date of September 3, 2023, and that I shall submit the completed equivalent plan application to the Paid Leave Oregon program on or before May 31, 2023 in order to meet this requirement.

I certify, by submission of this Declaration of Intent, that I acknowledge and understand that if my equivalent plan application is not approved and in effect on September 3, 2023, or, if I fail to submit the equivalent plan application by May 31, 2023, I, the employer, will be liable for all required contributions (including delinquent contributions, penalties and interest) pursuant to ORS 657B.150 (the state paid leave plan contributions for employer and employee), retroactive to January 1, 2023, and that I may not collect retroactive contributions from employees to satisfy this requirement.

I acknowledge that if I intend to offer an employer administered plan, I must provide sufficient proof of solvency with the equivalent plan application, as required.

I have read and acknowledge the laws set forth in ORS chapter 657B and in OAR 471-070-2205 and will follow all current and future requirements in statute, administrative rule, and agency policy for employers offering approved equivalent plans.

I declare under penalty of perjury that the foregoing is true and correct.

Executed this _____ day of _____, _____ at _____, _____ state.

Name (Printed): Title:

Signature:

Please return this form and the required attachments to:
**Oregon Employment Department
Paid Leave Oregon Equivalent Plan Application
875 Union St NE
Salem, OR 97311**

NEED HELP?

The Oregon Employment Department (OED) is an equal opportunity agency. Everyone has a right to use OED programs and services. OED provides free help. Some examples are sign language and spoken language interpreters, written materials in other languages, braille, large print, audio and other formats. If you need help, please call 833-854-0166 (toll free). TTY users call 711. You can also ask for help at paidleave@oregon.gov.

Student Investment Account Annual Report 2022

Umatilla School District

Annual Report Questions

District or Eligible Charter School	
<p>1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p> <p><i>Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.</i></p>	<p>The original SIA feedback was clear, the community (families, staff and students) additional classroom assistants with training to support them, improved communication, playground updates, increased security, increased programming and socio-emotional support. The impacts of these changes have been profound.</p> <p>Family feedback gathered at multiple family involvement events (Open House, Someone Special, and PTO meetings) supported the increased additions of educational assistants K-12 with specific observations as to the importance of the extra classroom support post-COVID. Families also appreciated improved communications and security. They would like to see the final installation of playground equipment at CBMS. Families receiving counseling supports reported gratitude for the services and a relief at being able to afford the type of specialized counseling services they knew their children needed.</p> <p>The student feedback (gathered through the Superintendent Advisory Council) was equally supportive of the funding and its use. The students were given the opportunity to visit with representatives from the Oregon Department of Education (without school staff present) regarding the impact of the school resource officer. They had one complaint about the officer- they thought there should be three instead of one. They'd like to see one in each school. The impacts of improved communication were noted by the students and they appreciated the increased social media presence as well as the highlights of students and staff on such. They also discussed appreciation for the educational assistants and shared that many students feel more comfortable asking for help because of the extra people in the classroom.</p>
<p>2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified</p>	<p>The biggest obstacle we found in successfully implementing our plans was actually a construction issue. The playground equipment for CBMS (Gaga Pit) selected by the students has been purchased; however, the installation has not yet</p>

Annual Report Questions



District or Eligible Charter School	
<p>that are helpful for your community and/or state leaders to be aware of? (500 words or less)</p> <p><i>Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities and ODE.</i></p>	<p>occurred because of construction delays. When we consider the ambition present in the plans (one:one ratio of educational assistants for elementary classrooms and one per content area for the secondary classrooms, additional training, supporting counseling needs through outside counselors and updating the website), this is actually a very minor hurdle. We're proud of the progress and looking forward to getting the pit fully installed as soon as possible.</p>

Annual Report Questions

3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)

Explainer: What we're seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we're hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.

We let go of the idea of traditional engagement long ago. Because of that, we've been able to engage in two-way communication with more families than ever and we hope to continue this. Our PTO is funded by the school district. Instead of fundraising, our PTO is able to focus on outreach and involvement and they do amazing work to support families and students alike and have an active and engaged group of diverse parents. In addition, we don't ask families to come to specialized meetings that only serve our needs. Instead, we host events that bring families together in fun ways and then we send out PTO members and our family liaisons out with specialized questions to help us gather information and better understand needs. This allows us to get raw, real, feedback from families and to adjust as needed to serve the varied needs of our diverse community.

This strategy, combined with the Superintendent Advisory Committee and Student Board Representative, has been very helpful for us to listen to a variety of voices instead of only the vocal voices.

4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)

Explainer: In your response to this year, we'd like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this question, you may also offer learnings or surprises that were unanticipated.

COVID impacted our implementation significantly. Our entire educational assistant program was put on hold for a year as it didn't make sense to add more staff during online learning when we were struggling to best utilize staff with their various needs and schedules at the time. The technology was prioritized first because it was the easiest COVID implementation area. We also started counseling services right away as many families were struggling during COVID distance learning and students had significant mental health needs. Then, we added our teachers from the plan because we needed as many teachers as we could find during COVID online learning efforts. Finally, we added in the instructional coach for educational assistants, the bonus for educational assistants and our additional staff.

Annual Report Questions



Umatilla School District #6R
Report on Compliance with Public School Standards
2021-22 School Year

By November 1 of each year, school district superintendents are required by [OAR 581-022-2305: District Assurances of Compliance with Public School Standards](#) to report to their community on the district’s status with respect to all of the Standards for Public Elementary and Secondary Schools. The Standards are adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22.

The table below contains a summary of Umatilla School District’s compliance with each of the requirements of Oregon’s administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#) during the 2021-22 school year. For each rule reported as out of compliance, Umatilla School District has provided an explanation of why the school district was out of compliance and the school district’s proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2023-24 school year.

Category: Teaching & Learning

Subcategory: Curriculum & Instruction

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2030 District Curriculum	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2045- Prevention Education in Drugs and Alcohol	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2050 Human Sexuality Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2055 Career Education	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2060 Comprehensive School Counseling	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Elementary Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2263 Physical Education Requirements *Middle Grades	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2320 Required Instructional Time	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2340 Media Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2500 Programs and Services for TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2350 Independent Adoptions of Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2355 Instructional Materials Adoption	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Assessment & Reporting

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2100 Administration of State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2110 Exception of Students with Disabilities from State Assessments	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2115 Assessment of Essential Skills: Diploma Requirements	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2120 Essential Skill Assessments for English Language Learners	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2130 Kindergarten Assessment	Waived for 2021-22 school year	Not applicable	Not applicable
581-022-2270 Individual Student Assessment, Recordkeeping and Reporting	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Program & Service Requirements

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2315 Special Education for Children with Disabilities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2325 Identification of Academically Talented	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
and Intellectually Gifted Students			
581-022-2330 Rights of Parents of TAG Students	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2505 Alternative Education Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: High School Diploma

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2000 Diploma Requirements	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2005 Veterans Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2010 Modified Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2015 Extended Diploma	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2020 Alternative Certificate	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2025 Credit Options	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Health & Safety

Subcategory: Policies & Practices

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2205 Policies on Reporting of Child Abuse	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2220 Health Services	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2310 Equal Education Opportunities	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2312 Every Student Belongs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2345 Auxiliary Services	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Plans & Reports

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-0106(4) State Standards for the 2021-22 School Year: Operational Plans (COVID-19 Management Plan)	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2223 Healthy and Safe Schools Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2225 Emergency Plans and Safety Programs	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2230 Asbestos Management Plans	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2267 Annual Report on Restraint and Seclusion	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2510 Suicide Prevention Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable

Subcategory: Athletics & Interscholastic Activities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2215 Safety of School Sports – Concussions	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: District Performance & Accountability

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2250 District Improvement Plan	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2255 School and District Performance Report Criteria	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2260- Records and Reports	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2265 Report on PE Data	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2300 Standardization	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2305 District Assurances of Compliance with Public School Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2370 Complaint Procedures	In compliance	The district has met all of the requirements for this rule.	Not applicable

Category: Human Resources/Staffing

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2335 Daily Class Size	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2400 Personnel	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2405 Personnel Policies	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2410 Teacher and Administrator Evaluation and Support	In compliance	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
581-022-2415 Core Teaching Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2420 Educational Leadership - Administrator Standards	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	In compliance	The district has met all of the requirements for this rule.	Not applicable
581-022-2440 Teacher Training Related to Dyslexia	In compliance	The district has met all of the requirements for this rule.	Not applicable

<p><i>After Recording Return To:</i> CITY OF UMATILLA 700 6TH ST. P.O. BOX 130 UMATILLA, OR 97882</p> <p><i>Address of Grantor(s):</i> UMATILLA SCHOOL DISTRICT 1001 6th St Umatilla, OR 97882</p> <p><i>Address of Grantee(s):</i> CITY OF UMATILLA 700 6TH ST. P.O. BOX 130 UMATILLA, OR 97882</p> <p><i>Until a change is requested, all tax statements shall be sent to the following address:</i> NO CHANGE</p>	<p>(Space Reserved for Recorder's Use)</p>
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PUBLIC ACCESS EASEMENT AGREEMENT

The true consideration for this Easement Agreement is other than money.

This Easement Agreement (“Agreement”) is made this ____ day of _____, 2022 (“Effective Date”) by and between Umatilla School District (“Grantor”), and the City of Umatilla, an Oregon municipal corporation (“Grantee”).

RECITALS

A. Grantor is the record owner of real property identified as Tax Lot 901 on Umatilla County Assessors Map 5N28 in Umatilla County, State of Oregon, and the legal description of which is attached hereto as *Exhibit 1* (“Grantor’s Property”).

B. Grantee needs permanent easements to be located on and within portions of Grantor’s Property for Grantee for public city street and sidewalk improvements for vehicular and pedestrian access.

C. Grantor agrees to grant to Grantee a permanent easement of a nature described above on and across Grantor’s Property pursuant to the terms and conditions set forth in this Agreement.

AGREEMENT

NOW THEREFORE, for and in consideration of the performance by Grantor and Grantee of the covenants, agreements, conditions, and stipulations contained herein, and other good and valuable consideration, the sufficiency of which is hereby acknowledged, it is mutually agreed by and between the parties as follows:

- 1. Grant of Permanent Easement.** Grantor hereby grants to Grantee a permanent easement (the “Easement”) on, to, across, under, over and through those portions of Grantor’s Property, described and depicted in the attached *Exhibits A and B* (collectively, the “Easement Area”). The descriptions and depictions on Exhibits A and B include real property not owned by Grantor and the “Easement Area” as described herein shall refer only to the easement granted on real property owned by Grantor.
- 2. Scope of Permanent Easement.** Grantee and its agents, employees, officers, consultants, and contractors of Grantee (collectively, “Grantee Parties”) shall have rights of ingress and egress across Grantor’s Property to access, enter upon, and use the Easement Area for the installation, operation, maintenance, renewal and replacement of public city street and sidewalk improvements for vehicular and pedestrian access, associated structures, equipment and hardware. Grantee or Grantee Parties may remove trees, shrubs, brush, other plants and vegetation, or other obstructions and other materials within the Easement Area to the extent they unreasonably interfere with Grantee’s rights conveyed herein.
- 3. Term of Easements.** The Easement granted herein is perpetual, will be effective on the Effective Date, and will continue in perpetuity until such time as the parties agree in writing to terminate the Easement for reasons that the purpose for which such easement was created no longer exists or otherwise.
- 4. Exclusive Grant.** Grantee’s rights under this Agreement, and the easements granted herein, are exclusive to Grantee and the Grantee Parties.
- 5. Maintenance.** While this Agreement is in effect, Grantee shall maintain its improvements on and within the Easement Area.
- 6. Restoration.** To the extent Grantee alters portions of the Easement Area where Grantee has not installed any permanent improvements Grantee will restore such portions of the Easement Area to like kind or better condition.
- 7. Applicable Law.** Grantee shall comply with all local, state, and federal rules, laws, ordinances, and requirements regarding its maintenance and use of the Easement Area and must obtain any and all required permits and licenses at its sole cost and expense.
- 8. Indemnification; Limitation of Liability.** Subject to the limits of the Oregon Tort Claims Act, Grantee will indemnify, defend and hold Grantor harmless from, for and against any and all claims arising from or in connection with use of or damage to the Easement Area and the irrigation water pipelines by Grantee or Grantee Parties, including damage to Grantor’s Property. This indemnification will not apply to the extent the claim or loss is attributed to the negligent or

intentionally harmful acts of Grantor or Grantor's agents, contractors, consultants, licensees or invitees.

9. Insurance. During the term of this Easement, Grantee shall carry, and require its agents and contractors to carry worker's compensation insurance as required by applicable law and commercially reasonable comprehensive liability coverage in connection with any and all of Grantee's acts and/or omissions including, without limitation, for injury to or death of any person or persons and for damage to property occasioned by or arising out of any act, omission, and/or use of the Easement Area by Grantee or a Grantee Party.

10. Breach of Obligation. Neither party shall be considered in default under this Agreement for a failure to perform its obligations under this Agreement unless such failure continues more than ten (10) days after written notice to the other party of its failure to perform its obligations under this Agreement. To the extent the failure is of the type that cannot be cured within the ten (10) days, the party shall not be considered in default if the failure is not cured within the ten (10) days after such notice provided that the party commences to cure such failure within such period and diligently and continuously completes the cure of such failure within a reasonable period of time. If any party shall be in default of such party's obligations under this Agreement, the other party shall be entitled to require performance of the obligations by suit for specific performance or, where appropriate through injunctive relief, or an action for damages or amounts due but not paid. Such remedies shall be in addition to any other remedies afforded under Oregon law.

11. Notices. All notices, approvals, consents or requests given or made pursuant to this Agreement shall be deemed delivered (a) upon receipt by personal delivery when written acknowledgment of receipt thereof is given, (b) if given by United States mail, certified mail, return receipt requested, with postage prepaid, two days after it is deposited in the mail, or (c) if given by a nationally recognized overnight carrier prepaid for next business day delivery ("Delivery Date"). Notices shall be addressed as follows until a new address for notices shall be designated by notice in the manner provided in this paragraph to all other parties:

If to Grantor: Umatilla School District
1001 6th St
Umatilla, OR 97882

If to Grantee: City of Umatilla
Attn: City Manager
700 6th Street
P.O. Box 130
Umatilla, OR 97882

12. Incorporation of Recitals. The foregoing Recitals are true and correct and are hereby incorporated into this Agreement by this reference.

13. Authority. Each person executing this Agreement represents and warrants that he or she has authority to execute this Agreement.

14. Nonwaiver. Failure by either party at any time to require performance by the other party of any of the provisions hereof shall in no way affect the party's rights hereunder to enforce the same, nor shall any waiver by a party of the breach hereof be held to be a waiver of any succeeding breach or a waiver of this nonwaiver clause.

15. Severability. If any provision of this Agreement or the application thereof to any person or circumstances shall, to any extent, be held invalid, inoperative or unenforceable, the remainder of this Agreement, or the application of such provision, to any other person or circumstance shall not be affected thereby. The remainder of this Agreement shall be given effect as if such invalid or inoperative portion had not been included. It shall not be deemed that any such invalid provision affects the consideration for this Agreement.

16. Recording. This Agreement will be recorded in the real property records of Umatilla County, Oregon. Grantor will pay the recording fees.

17. Amendment. This Agreement may be amended only by an instrument in writing signed by both Grantor and Grantee.

18. Attorneys' Fees. In the event of any action by the parties concerning the subject matter of this Agreement, the prevailing party shall be entitled to recover from the non-prevailing party its costs and expenses of enforcing its rights hereunder, including actual experts', consultants', and attorneys' fees, and all professional fees incurred by the prevailing party with respect to such action.

19. Applicable Law. This Agreement shall be governed by the laws of the State of Oregon without regard to principles of conflicts of laws.

20. Runs With the Land; Time of the Essence. This Agreement shall run with the land and be binding upon, inure to the benefit of, and be enforceable by the parties and the respective successors and assigns of the parties to this Agreement. Time is of the essence with respect to the performance of the obligations of this Agreement.

[Signatures and Acknowledgements on following pages]

DATED this ____ day of ____, 2022.

GRANTOR:

UMATILLA SCHOOL DISTRICT
an Oregon School District

GRANTEE:

CITY OF UMATILLA
an Oregon municipal corporation

By:
Its:

David Stockdale, City Manager
City of Umatilla

State of OREGON
County of Umatilla

This record was acknowledged before me on _____, 2022 by
_____, _____ of the UMATILLA SCHOOL
DISTRICT, an Oregon school District.

Notary Public – State of Oregon

State of OREGON
County of Umatilla

This record was acknowledged before me on _____, 2022 by David Stockdale,
City Manager of the City or Umatilla, an Oregon municipal corporation.

Notary Public – State of Oregon

EXHIBIT 1

Property Legal Description

Commencing at the Southeast corner of Section 18, Township 5 North, Range 28, E.W.M.; thence along the South line of said Section 18 North $89^{\circ} 57' 41''$ West 800.00 feet to the true point of beginning for this description; thence continuing along said South line of Section 18, North $89^{\circ} 57' 41''$ West 993.75 feet; thence North $33^{\circ} 02' 19''$ East 730.00 feet; thence South $89^{\circ} 57' 41''$ East 433.75 feet; thence South $00^{\circ} 02' 19''$ West 50.00 feet; thence Southeasterly along a 205.00 foot radius curve left, chord bears South $09^{\circ} 43' 27''$ East 69.44 feet a distance of 69.77 feet; thence South $19^{\circ} 27' 41''$ East 426.37 feet; thence Southeasterly along a 145.00 foot radius curve right, chord bears South $09^{\circ} 42' 14''$ East 49.12 feet, a distance of 49.35 feet; thence South $00^{\circ} 02' 19''$ West 43.46 feet, to the true point of beginning for this description.

All being East of the Willamette Meridian, Umatilla County, Oregon.



EXHIBIT A

A right-of-way easement for roadway and utilities located in the southeast quarter of Section 18, Township 5 North, Range 28 East of the Willamette Meridian, City of Umatilla, Umatilla County, State of Oregon described as follows:

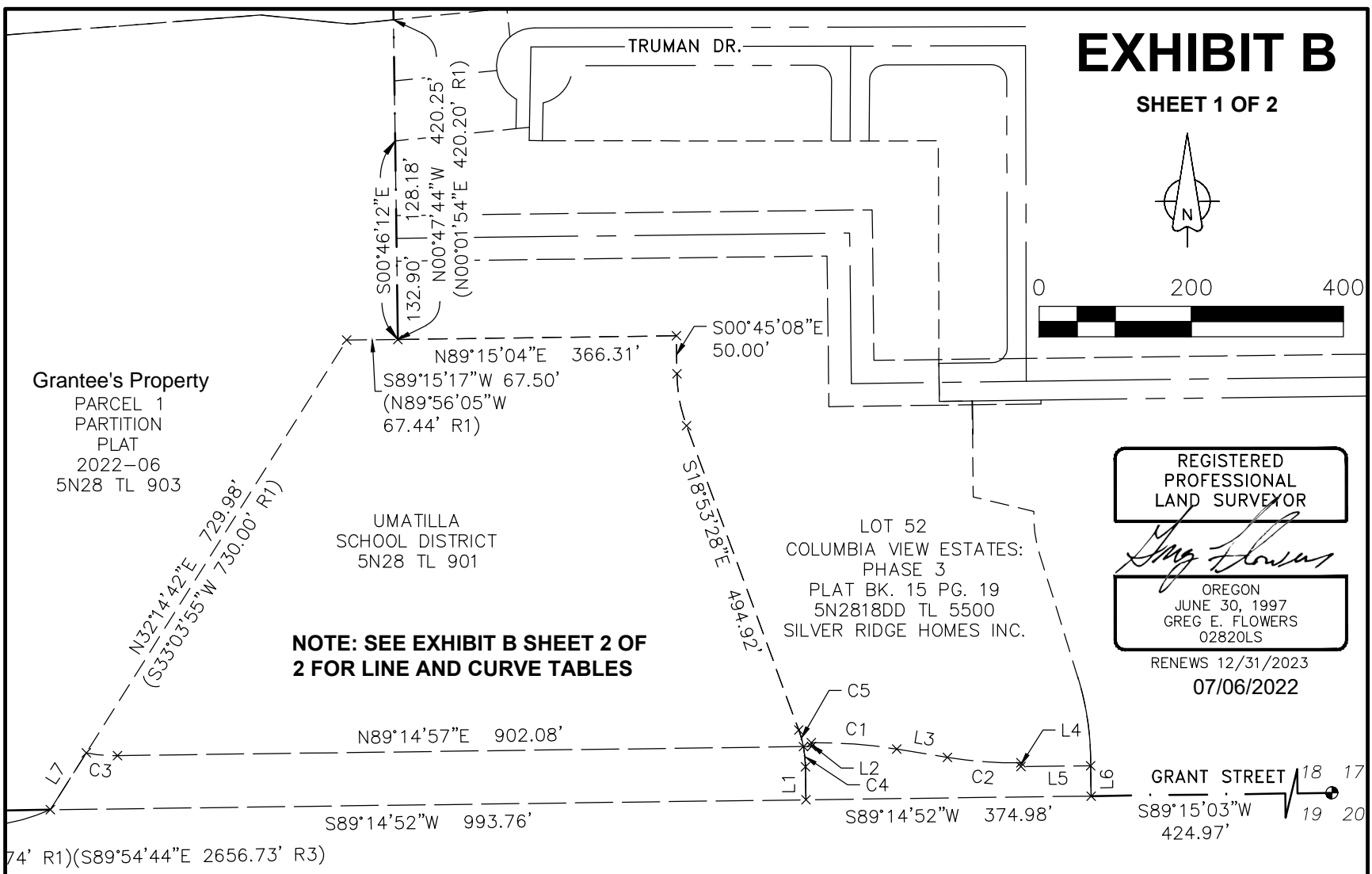
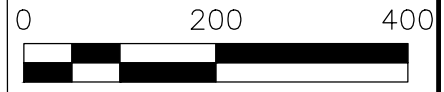
Commencing at the southeast corner of the southeast quarter of Section 18, Township 5 North, Range 28 East of the Willamette Meridian and running thence $S89^{\circ}14'56''W$, along the South line of said southeast quarter, a distance of 799.95 feet to the southwest corner of lot 52 of Columbia View Estates Phase 3 according to the official plat thereof recorded in Book 15 at Page 19 of Town Plats of Umatilla County, Oregon which is also the southeast corner of that parcel of land owned by the Umatilla School District and the True Point of Beginning for this easement; thence, continuing along the south line of said southeast quarter and the south line of said School District Land, $S89^{\circ}14'52''W$ a distance of 993.76 feet to the southwest corner of said School District Land; thence, along the west line of said School District Land, $N32^{\circ}14'42''E$ a distance of 88.31 feet; thence, departing said west line, with a curve turning to the left along an arc length of 41.41 feet with a radius of 210.00 feet with a delta angle of $11^{\circ}17'53''$, with a chord bearing of $S85^{\circ}06'06''E$ with a chord length of 41.34 feet; thence $N89^{\circ}14'57''E$ a distance of 902.08 feet to the east line of said School District Land; thence, along the east line of said School District Land, with a curve turning to the right along an arc length of 26.67 feet with a radius of 144.99 feet with a delta angle of $10^{\circ}32'13''$, with a chord bearing of $S06^{\circ}00'52''E$ with a chord length of 26.63 feet; thence $S00^{\circ}45'08''E$ a distance of 43.46 feet True Point of Beginning.

Having an area of 67,993 square feet, 1.56 acres, more or less.



EXHIBIT B

SHEET 1 OF 2



Grantee's Property
 PARCEL 1
 PARTITION
 PLAT
 2022-06
 5N28 TL 903

UMATILLA
 SCHOOL DISTRICT
 5N28 TL 901

LOT 52
 COLUMBIA VIEW ESTATES:
 PHASE 3
 PLAT BK. 15 PG. 19
 5N2818DD TL 5500
 SILVER RIDGE HOMES INC.

NOTE: SEE EXHIBIT B SHEET 2 OF 2 FOR LINE AND CURVE TABLES

REGISTERED
 PROFESSIONAL
 LAND SURVEYOR

Greg E. Flowers

OREGON
 JUNE 30, 1997
 GREG E. FLOWERS
 02820LS

RENEWS 12/31/2023
 07/06/2022

DRAWN BY: GEF	SCALE: 1" = 200'	DATE: 07/05/2022
CHECKED BY: GEF	PROJECT NO.: 67804	SHEET <u>1</u> OF <u>2</u>

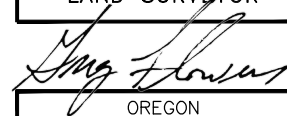
EXHIBIT B

SHEET 2 OF 2

CURVE	DELTA ANGLE	RADIUS	ARC LENGTH	CHORD LENGTH	CHORD BEARING
C1	10°00'00"	645.00'	112.57'	112.43'	S85°45'03"E
C2	10°00'00"	555.00'	96.87'	96.74'	S85°45'03"E
C3	11°17'53"	210.00'	41.41'	41.34'	N85°06'06"W
C4	10°32'13"	144.99'	26.67'	26.63'	N06°00'52"W
C5	8°58'10"	144.99'	22.70'	22.67'	N15°46'03"W

LINE	BEARING	DISTANCE
L1	N00°44'43"W	43.47'
L2	N00°45'03"W	5.00'
L3	S80°45'03"E	67.78'
L4	S00°45'03"E	5.00'
L5	N89°14'57"E	91.78'
L6	S00°44'07"E	39.96'
L7	N32°14'42"E	88.31'

REGISTERED
PROFESSIONAL
LAND SURVEYOR



OREGON
JUNE 30, 1997
GREG E. FLOWERS
02820LS

RENEWS 12/31/2023

07/06/2022



**PBS Engineering
and
Environmental Inc.**
pbsusa.com

DRAWN BY: GEF

SCALE: 1" = 200'

DATE: 07/05/2022

CHECKED BY: GEF

PROJECT NO.: 67804

SHEET 2 OF 2

Umatilla School District 6R

Code: BBBA
Adopted:

Board Member Qualifications

A person is eligible to serve as a Board member if the person is a qualified elector¹ of the district and has been a resident within the district for one year immediately preceding the election or appointment. If the district and the position sought is one elected or nominated by zone, the person must also reside in the zone from which the person is nominated except as authorized by law.

A person who is an employee of the district is not eligible to serve as a Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

[ORS 247.002](#)
[ORS 247.035](#)
[ORS 249.013](#)
[ORS 332.016](#)
[ORS 332.018](#)
[ORS 332.030](#)
[ORS 332.124](#)
[ORS 332.126](#)

¹ “Elector” means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).

OREGON CONSTITUTION, ARTICLE II, Section 2.

Umatilla School District 6R

Code: BCF
Adopted:

Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive the committee report(s).

Except as specifically provided by the Board, advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.

END OF POLICY

Legal Reference(s):

[ORS 192.610](#)
[ORS 192.630](#)

[ORS 294.414](#)
[ORS 329.704](#)

[ORS 329.711](#)
[ORS 332.107](#)

Umatilla School District 6R

Code: CB
Adopted:

Superintendent

The superintendent¹ is designated as the district’s chief executive officer. Under the Board’s direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts³.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 332.515](#)
[OAR 581-022-2405](#)
[OAR 584-005-0005\(51\)](#)

¹ The term “superintendent” includes an interim superintendent.

² “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education service districts.

Umatilla School District 6R

Code: CBC

Adopted:

Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. The Board may not issue a contract that includes terms which direct the superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the district³, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent in performing their duties. The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.

For a period of one year after termination of the contract, the superintendent may not:

1. Purchase property or surplus property owned by the district or public charter school; or
2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

END OF POLICY

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education services districts.

Legal Reference(s):

[ORS 332.432](#)
[ORS 332.505](#)

[ORS 342.549](#)
[ORS 342.815](#)

[OAR 584-005-0005\(51\)](#)

Senate Bill 1521 (2022)

Umatilla School District 6R

Code: CPA
Adopted:

Layoff and Recall for Administrators

This policy applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.¹

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence.

The Board desires/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

Prior to initial development of a recall procedure for administrators, the Board will consult with the employees or a designated representative of the employees covered by this policy.

The district will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 342.934](#)

¹ Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.

Umatilla School District 6R

Code: CPA-AR
Revised/Reviewed:

Layoff and Recall for Administrators

General

This administrative regulation applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.¹

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The superintendent or designee shall offer recommendations to the Board regarding transfers, both voluntary and involuntary, and the position(s) which will be eliminated. The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence.

The Board desires/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs of the district's schools.

When the district determines that a layoff of licensed administrators is necessary, the superintendent or designee will use the procedures described in Section II of this regulation. The superintendent or designee will make every reasonable effort to transfer a licensed and qualified administrator who will be laid off to a vacant administrative position for which the administrator is licensed and qualified, in accordance with the procedures described in Section III. The superintendent or designee may combine remaining positions, if it meets district curriculum needs, so that administrators continue to be licensed and qualified to perform available jobs.

Section I - Definitions

1. "Competence" means the ability to perform the essential functions of a job or assignment based on recent experience, additional training or educational attainments, but not based solely on type of license and endorsements of an employee. The superintendent or designee may interpret "recent experience" as having performed the essential functions of the job or assignment within the last five school years.
2. "Merit" means the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.

¹ Prior to laying off any administrators, the district will work with legal counsel to determine if the procedures in ORS 339.934, including cultural or linguistic expertise criteria, apply to any impacted employees.

3. “Seniority” is calculated from the first day of actual service as an administrator in the district inclusive of approved leaves of absence. If necessary, ties in length of service shall be broken by drawing lots.
4. “License” means a document or documents issued by Teacher Standards and Practices Commission permitting an individual to perform certain duties within a public school district.
5. “Qualifications” mean training, experience, skill and other attributes in addition to the individual’s license.

Section II - Layoff Procedures

1. Administrative positions will be grouped by positions or assignments which the superintendent or designee determines are sufficiently comparable to use in the layoff process.
2. The superintendent or designee may use the following job groups as a guideline:
 - a. School Administrators
 - Group 1: Principals
 - Group 2: Assistant principals
 - b. Central Office Administrators
 - Group 3: Directors (e.g., transportation, maintenance, special education, etc.)
 - Group 4: Coordinators (e.g., talented and gifted (TAG), special education, curriculum, etc.)
 - Group 5: Others
3. If a new administrative position is created, it will be placed in one of the existing job groupings or in a new job grouping, as determined by the superintendent or designee.
4. Upon recommendation by the superintendent or designee, the Board may eliminate one or more administrative positions within a job group or groups.
5. The superintendent or designee may recommend layoffs within job groups based on license, seniority, qualifications, merit and/or competence.
6. After identification of the administrator(s) to be laid off from a particular job group, the superintendent or designee will reassign the remaining administrators in that group to the remaining positions as necessary.
7. The superintendent or designee will determine whether the administrators identified for layoff will be transferred to a vacant administrative position under the procedures of Section III below or as provided for in state law given the option of a classroom teaching assignment provided the administrator is licensed and determined by the district to be qualified based on merit and/or competence for the assignment.

Section III - Reassignments and Transfers

1. The superintendent or designee will review an administrator's personnel file, and from consultation with the administrator's supervisors, shall determine if an administrator who will be laid off under Section II can be transferred to a vacant administrative position. Each transfer may be based on license, seniority, qualifications, merit, and/or competence .
2. An administrator may voluntarily accept a classroom teaching assignment in lieu of a layoff.
 - a. The administrator may accept a classroom teaching assignment which is currently vacant.
 - b. If the administrator previously taught and was a contract teacher in the district, the administrator may displace ("bump") a probationary or contract teacher with less seniority.
 - c. If the administrator never taught in the district, the administrator may displace ("bump") a probationary teacher with less seniority.
3. While an administrator retains rights to recall to a vacant administrative position in accordance with Section IV below, an administrator who voluntarily accepts a classroom teacher assignment will also be covered by the layoff/recall and other provisions of the collective bargaining agreement governing regularly employed teachers for purposes of their rights as teachers.

Section IV - Recall

1. An administrator who is laid off under this procedure shall be placed in a recall pool. An administrator who resigns rather than accept layoff or reassignment under this procedure forfeits rights to be placed in the recall pool.
2. An administrator will be maintained in the recall pool for a period of not more than 27 calendar months from the effective date of layoff.
3. A laid-off administrator who rejects recall to a position offered by the district for which the administrator is licensed and qualified to perform and which is similar to the workday or work year of the person's previous position, thereby waives any further recall rights, and the administrator's employment terminates effective the date of rejection of the job offer.
4. Licensed and qualified administrators will be considered for recall based on proper licensure and qualifications to perform the essential functions of the job. The district retains the right to recall a less senior administrator to the position if that individual has more merit and/or competence.
5. Administrators will be recalled based on license, seniority, qualifications, merit, and/or competence.
6. Notification of recall will be delivered in person or deposited as certified mail, postage prepaid and addressed to the last known address of the laid-off employee. It is the responsibility of the administrator to ensure up-to-date mailing information is provided to the district. The individual shall be allowed [7] calendar days from the date of personal delivery or postmark to accept the position in writing. If the individual declines the recall or fails to accept within the [7]-day period

or fails to report for duty on the date specified in the recall notice, the individual's name will be removed from the recall pool. The individual will be considered to have resigned employment with the district and waived any further right of recall.

7. An administrator who wishes to remain eligible for recall to a position requiring a license must maintain a valid license.
8. Individuals who wish to waive recall rights prior to 27 months subsequent to the effective date of a layoff may do so by written notification to the district. Such notice will be considered a voluntary resignation and the individuals shall forfeit all employment rights with the district.
9. Employees returning from layoff shall be credited with all seniority and sick leave the employee earned prior to the effective date of the layoff, but the employee shall not accrue leave, benefits or seniority during the period of the layoff. If applicable, the district will apply any sick leave accrued from another school district employment during the recall time as allowed by state law.
10. An employee who has been laid off has the option of continuing the employee's health insurance program at the employee's expense for up to 18 months, subject to the approval and rules of the insurance carrier(s).
11. An employee must have completed at least 135 contract days during one school year in order to be eligible for one vertical step advancement for the succeeding school year. If, because of layoff, an employee does not complete at least 135 contract days that school year, the employee will be placed on the same salary schedule step as the employee was on prior to layoff.
12. Nothing in this regulation shall be construed so as to interfere with the district's right to dismiss an administrator, not extend the contract of an administrator or dismiss or nonrenew the contract of a probationary administrator pursuant to state law.
13. An individual who is no longer employed as an administrator in the district due to resignation, assignment to a nonadministrative position, expiration of the recall period or rejection of a position offered by the district shall receive salary for all unused vacation time following the termination of employment as an administrator.

Section V - Announcements of Decisions

Public announcements of layoff decisions should occur only after prior notice to affected administrators. Certain circumstances may, in some cases, prevent prior notice and employees will be notified as soon as is practical.

Section VI - Appeal Procedure

An appeal from a layoff decision shall be by arbitration pursuant to the employee's individual employment contract, administrator group contract (employment agreements or meet and confer agreements) or rules of the Employment Relations Board.

Section VII - Future Changes in Procedure

The district reserves the right to amend, revise or repeal all or any part of this procedure at any future time and no employee shall have any vested right in the continuation of this procedure or any amendment

thereof, provided, however, that no amendment or repeal of this procedure shall prejudice the reinstatement rights of any individual who is in the “recall pool” at the time these procedures are amended, revised or repealed. The district will also consult with employees covered by this administrative regulation prior to making any decisions regarding changes to this procedure.

Umatilla School District 6R

Code: DBEA
Adopted:

Budget Committee (Version 2)

Organization, Membership and Terms of Office

The district budget committee will consist of the seven members of the Board and 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. At least one member of the budget committee must be a member of the district’s educational equity advisory committee.¹ 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. Therefore, if only 8 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 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.

¹ 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.

Final Action

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

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)
[ORS 192.610 to -192.695](#)

[ORS 294.305 to -294.565](#)
[ORS 329.711](#)

[ORS 433.835 to -433.875](#)

Umatilla School District 6R

Code: EFA

Adopted:

Local Wellness

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

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

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

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

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

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

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

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

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

Record Keeping

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

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

Notification of Policy

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

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

Triennial Progress Assessments

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

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

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

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

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

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

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

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

NUTRITION PROMOTION AND NUTRITION EDUCATION

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

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

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

1. ^{3}Students and staff will receive consistent nutrition messages throughout the school environment;
2. Nutrition education is provided throughout the student’s school years as part of the district’s age-appropriate, comprehensive nutrition program (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating), and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;

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

³ {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

4. Teachers will receive curriculum-specific training;
5. Parents and families are encouraged through school communications to send healthy snacks/meals and reusable water bottles with their student to school;
6. Families and community organizations are involved, to the extent practicable, in nutrition education;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
8. Materials on how to assess one’s personal eating habits, set goals for improvement and achieve those goals.

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

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

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

School Meals

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

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

⁴ {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

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

Water

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

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Smart Snacks Standards⁵. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising.

Celebrations and Rewards/Incentives

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

Fund Raising

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

Food and Beverage Marketing in Schools

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

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

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

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

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

⁵ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

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

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

{⁹}A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them

⁶ {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

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

⁸ {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

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

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

Other Activities that Promote Student Wellness

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

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

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

DEFINITIONS

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing¹⁰” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.
3. “Oregon Smart Snacks Standards”¹¹ means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.

END OF POLICY

Legal Reference(s):

[ORS 327.531](#)
[ORS 327.537](#)
[ORS 329.496](#)
[ORS 332.107](#)
[ORS 336.423](#)

[OAR 581-051-0100](#)
[OAR 581-051-0305](#)
[OAR 581-051-0306](#)
[OAR 581-051-0310](#)
[OAR 581-051-0400](#)

¹⁰ [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

¹¹ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

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

Umatilla School District 6R

Code: EH
Adopted:

Records and Data Management

The superintendent will provide for the preparation, maintenance and retention of records and reports as are required by law.

If a record is a public record then it may be subject to retention requirements based on the content of the message. Records shall not be destroyed if they have been requested under the Public Records Law or if they are part of litigation, even if their retention period has expired.

Employees will retain and destroy records in accordance with the Oregon Archives Division records retention schedule. Employees should consult the retention schedule to determine the retention period of the record.

The district's retention system is to retain records that are part of the network and email system and deleting them from the email account.

The district will comply with all state and federal laws and regulations concerning the custody and maintenance of public records.

“Retention schedule” means a general schedule published by the State Archivist in Oregon Administrative Rule (OAR) Chapter 166 in which certain common public records are described or listed by title and a minimum retention period is established for each.

END OF POLICY

Legal Reference(s):

[ORS 192.001 - 192.431](#)
[ORS 192.650](#)
[ORS 326.565 – 326.580](#)
[ORS 336.184 – 336.187](#)

[OAR 166-400-0010 - 166-400-0065](#)
[OAR 581-015-2300](#)
[OAR 581-022-2260](#)

[OAR 581-022-2305](#)
[OAR 581-023-0006](#)
[OAR 581-053-0070](#)

Umatilla School District 6R

Code: EH-AR

Revised/Reviewed:

Records and Data Management

Employee Responsibilities

1. Employees will evaluate the content and purpose of each record to determine which retention schedule requirement defines the record's required retention period.
2. It is recommended that employees retain only the final message in a communication string that documents the contents of all previous communications. This is preferable to retaining each individual message, containing duplicate content.
3. Employees shall retain records, e.g., documents or email, that have not fulfilled the legally-mandated retention period.
4. Employees will organize their records so they can be located and used.
5. Employees will promptly dispose of transitory, non-public record and personal records from the network and email system.
6. Employees are responsible for ensuring that records that are public records are properly archived prior to any district system auto clean-up schedules.

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Umatilla School District 6R

Code: GBEA
Adopted:

Workplace Harassment *

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

¹ “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 243.317 - 243.323](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)

[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.370](#)

[ORS 659A.820](#)
[ORS 659A.875](#)
[ORS 659A.885](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Umatilla School District 6R

Code: GCAA
Adopted:

Standards for Competent and Ethical Performance of Oregon Educators

Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC under Oregon law or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS.
3. The TSPC determines whether an educator’s performance is ethical or competent in light of all the facts and circumstances surrounding the educator’s performance as a whole.
4. The TSPC will promptly investigate complaints:
 - a. The TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
 - b. The executive secretary shall regularly inform the TSPC of the status of any complaints on which the TSPC has deferred action.

Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. “Administrator”: any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. “Competent”: discharging required duties as set forth in these rules;
3. “Educator”: any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. “Ethical”: conforming to the professional standards of conduct set forth in these rules;

5. “Sexual conduct: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:
- a. Sexual advances or requests for sexual favors directed toward the student; or
 - b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- a. Touching or other physical contact:
 - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
 - (2) For which there is no sexual intent.
 - b. Verbal, written or electronic communications that are provided as party of an education program that meets the state educational standards or a policy approved by the Board
 - c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
 - (1) Arise out of a consensual relationship between students;
 - (2) Do not create an intimidating or hostile educational environment; and
 - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.
6. “Sexual harassment”: any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
 - b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
 - c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.
7. “Teacher”: any person who holds a teacher’s license as provided in ORS 342.125.
8. “Student”: means any person who is:
- a. In any grade from kindergarten through grade 12; or
 - b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
 - c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The Competent Educator

The teacher or administrator demonstrates a commitment to:

1. Recognize the worth and dignity of all persons and respect for each individual;
2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state- and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent educator by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess the academic progress of individual students;
2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skill in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Management Skills

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff assignment.

Human Relations and Communications

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;
2. Skill in communicating district and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
 - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;
2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and
4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

Legal Reference(s):

[OAR 584-020-0000 - 0035](#)

Umatilla School District 6R

Code: GCBDB/GDBDB
Adopted:

Early Return to Work

Efforts will be made, on a case-by-case basis, to reinstate ill or injured employees to work. The reinstatement will be within the requirements of the injury, the limitations of the law and the limitations of the district.

In the event an employee is not able to perform essential job functions completely after an illness or injury, the district will determine whether reasonable accommodations are appropriate that would provide a temporary light-duty assignment, restructuring of a position to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids and services. Reasonable accommodations must not result in an undue hardship on the district.

If an employee cannot be reasonably accommodated in their current position, the district will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. If recovery is ongoing, sick leave is exhausted and no other assignment is possible, the district may provide temporary unpaid leave as an accommodation in accordance with state and federal law.

The district will maintain current job descriptions for each position. Physical requirements for appropriate job categories will be established.

The superintendent will develop procedures as necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 659A.043](#)

[ORS 659A.046](#)

[OAR 436-110-0003](#) to -0900

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).
Americans with Disabilities Act Amendments Act of 2008.

Umatilla School District 6R

Code: GCDA/GDDA-AR

Revised/Reviewed:

Criminal Records Checks and Fingerprinting

Requirements

1. Any individual newly hired employee and not requiring licensure under Oregon Revised Statute (ORS) 342.223 as a teacher, administrator, personnel specialist or school nurse, shall submit to a criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to submit to a criminal records check and fingerprinting with TSPC.
4. Any individual hired as or by a contractor into a position having direct, unsupervised contact with students as determined by the district shall be required to submit to a criminal records check and fingerprinting.

The superintendent will identify contractors who are subject to such requirements.

5. Any community college faculty member providing instruction at the site of an early childhood education program, a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day, shall be required to undergo a criminal records check and fingerprinting.
6. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a criminal records check and fingerprinting.
7. ¹A volunteer allowed by the district into a position that has direct, unsupervised contact with students shall undergo an in-state criminal records check.
8. A volunteer that is not likely to have direct, unsupervised contact with students will be required to undergo an in-state criminal records check.

Exceptions

A newly hired employee² is not subject to fingerprinting if:

¹ {If the district allows volunteers to have direct, unsupervised contact with students, districts are required to conduct criminal records checks on these volunteers. Choose the bracketed language options in 7, 8 and/or 9 of this policy that aligns with district practice. If the district allows volunteers to have direct, unsupervised contact with students the presented language is required. Align policy IICC – Volunteers with chosen language here. }

² Any individual hired within the last three months.

1. The district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment; or
2. ^{3}The Oregon Department of Education (ODE) determines the person:
 - a. Submitted to a criminal records check for the person’s immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
 - b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
 - c. Remained continuously licensed or registered with the TSPC.

Notification

1. The district will provide the following notification to individuals subject to criminal records checks and/or fingerprinting:
 - a. Such criminal records checks and/or fingerprinting are required by law or Board policy;
 - b. Any action resulting from such checks completed by the ODE that impact employment, contract or volunteering may be appealed as a contested case to ODE;
 - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
 - d. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment, or the ability to volunteer in the district;
 - e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, or ODE forms (written or electronic) may result in immediate termination from employment or contract status;
 - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;.
 - g. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number may result in immediate termination from the ability to volunteer in the district. The district will remove the volunteer from the position allowing direct, unsupervised contact with students.
2. The district will provide the written notice described above through means such as staff handbooks, employment applications, contracts or volunteer forms.

Processing and Reporting Procedures

1. Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.
2. Fingerprints may be collected by one of the following:
 - a. Employing district staff;
 - b. Contracted agent of employing district; or
 - c. Local or state law enforcement agency.

³ {This revision to TSPC rules sunsets July 1, 2024.}

3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.
4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime, has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment, or contract or volunteering.
5. A copy of the fingerprinting results will be kept by the district.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including persons hired as or by contractors⁴, shall be paid by the district.
2. Fees associated with required criminal records checks for volunteers shall be paid by the district.
3. Fees associated with a required fingerprinting for volunteers shall be paid by the district.

Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. A subject individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the district upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification⁵ from the Superintendent of Public Instruction that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.
2. A subject individual may be terminated from employment or contract status upon notification from the Superintendent of Public Instruction that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and/or Board policy will be denied such ability to volunteer in the district.
5. If the district has been notified by the Superintendent of Public Instruction that a volunteer knowingly made a false statement or has a conviction for any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in

⁴ A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

⁵ Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

Oregon under a different statutory name or number, the individual may be denied the ability to volunteer.

6. A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

Umatilla School District 6R

Code: GCPA
Adopted:

Reduction or Recall of Licensed Staff *

When the Board is considering a reduction of staff due to a lack of funds to continue the educational program at its anticipated level or due to the elimination or adjustment of classes due to an administrative decision, it will discuss the matter at a regular or special Board meeting and will consider such factors and alternatives it deems necessary to arrive at a decision.

Using the goals and priorities of the district, the Board shall direct the superintendent to prepare a reduction plan identifying which programs are to be reduced or eliminated for Board approval. As a result of the program reductions or elimination, the superintendent shall bring a list of positions to be cut or eliminated to the Board for approval. The district shall consider cultural or linguistic expertise and seniority, and may consider merit and competence, in accordance with Oregon law.¹

Nothing in this policy is intended to interfere with the right of the district to discharge, remove or fail to renew the contract of a probationary teacher, or to not extend the contract of or dismiss a contract teacher pursuant to the provisions of the Accountability for Schools for the 21st Century Law².

END OF POLICY

Legal Reference(s):

[ORS 342.805 - 342.910](#)
[ORS 342.934](#)

¹ See ORS 342.934 (HB 2001 (2021)) for definitions and requirements.

² ORS 342.805 to 342.937.

Umatilla School District 6R

Code: GCPA-AR

Adopted:

Reduction or Recall of Licensed Staff

The Board will make the final decision on programs to be kept, cut or eliminated following a review of the reduction plan developed by the superintendent. The Board will determine when staff layoffs become necessary, and will approve positions to be cut or limited as after receiving a recommendation from the superintendent.¹ Individuals that may be impacted by the layoff shall not be discussed by the Board. The affected employees shall be notified within a reasonable time.

Definitions

1. “Competence” means the ability of a teacher to teach a subject or grade level based on consideration of any of the following:
 - a. Teaching experience within the past five years related to the subject or grade level;
 - b. Educational attainments, which may not be based solely on being licensed to teach; or
 - c. The teacher’s willingness to undergo additional training or pursue additional education.

2. “Cultural or linguistic expertise” means the expertise of one teacher, as measured against the expertise of another teacher, based on consideration of any of the following factors:
 - a. A teacher’s linguistic ability in relation to an in-district language, as determined by the district using a method of verification or attestation of fluency for all in-district languages;
 - b. A teacher’s completion of a teacher pathway program that is implemented by a teacher pathway partnership at the national, state, regional or local level and that has the primary focus of increasing the number of culturally or linguistically diverse teachers; or
 - c. A teacher’s current work assignment that requires the teacher to work at least 50 percent of the teacher’s work assignment time:
 - (1) At a school where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to one school; or
 - (2) At programs, schools or school districts where at least 25 percent of the student population consists of students from a historically underserved background, if the teacher is assigned to multiple programs, schools or school districts.

3. “In-district language” means a heritage language or a language other than English that is spoken:
 - a. By five percent or more of the students enrolled at the school where a teacher is assigned or, if the teacher is not assigned to a school, of the students enrolled in the schools of the district; or
 - b. At five percent or more of the homes of the students enrolled at the school where a teacher is assigned or, if the teacher is not assigned to a school, of the homes of the students enrolled in

¹ Districts are encouraged to consult with legal counsel and any applicable collective bargaining agreements prior to taking any action on reductions of staff.

the schools of the district. “Merit” means the measurement of one teacher’s ability and effectiveness against the ability and effectiveness of another teacher.

4. “Qualified” means the measurement of the teacher’s ability to teach the particular grade level or subject matter in which the teacher is placed after the reduction in force.
5. “Qualified teacher with cultural or linguistic expertise” means a teacher who:
 - a. Has more cultural or linguistic expertise than a teacher with more or equal seniority; and
 - b. Holds proper licenses or other credentials to fill a remaining position.
6. “Student from a historically underserved background” includes a student who:
 - a. Is an English language learner;
 - b. Is from a racial or ethnic group that has historically experienced academic disparities, including racial or ethnic groups for which a statewide education plan has been developed under ORS 329.841, 329.843 or 329.845 for students who are black, African-American, American Indian, Alaska Native, Latino or Hispanic;
 - c. Is economically disadvantaged; or
 - d. Has a disability.
7. “Teacher” has the meaning given that term in ORS 342.120.

Procedures

When determining which teachers will be retained when the district reduces staff, the district shall prioritize seniority, except as follows:

1. A district shall retain a qualified teacher with cultural or linguistic expertise who has less seniority if the release of the less senior teacher would result in a lesser proportion of teachers with cultural or linguistic expertise compared to teachers without cultural or linguistic expertise.
2. If a qualified teacher with cultural or linguistic expertise is retained as described above and the district is determining which teachers to retain who do not have cultural or linguistic expertise, the district shall prioritize:
 - a. Seniority²; or
 - b. Competence or merit in accordance with law.
3. The district may retain a teacher with less seniority than a teacher being released if the district determines that the teacher being retained has more competence or merit than the teacher with more seniority who is being released.

The district shall not agree in any collective bargaining agreement to waive the right to consider competence in making decisions about reduction in staff or recall of staff. Retained teachers will be properly licensed and qualified, as defined in Oregon statutes, for the positions they fill.

² Seniority shall be calculated from the first day of actual service as teachers with the district, inclusive of approved leaves of absence. In the event there is a tie in calculating seniority, it shall be broken by drawing lots.

The district will develop criteria and procedures for identifying in-district languages, verifying teacher language abilities, reviewing teacher pathway programs and determining which teachers teach in schools with 25 percent or more students from a historically underserved population. Procedures and timelines will be communicated to teachers.

Recall

A teacher who was released due to a reduction in staff will be eligible for recall for 27 months after the last date of release, unless waived by a rejection of a specific position. No new teacher shall be hired to any position until all staff who remain on a recall list who are licensed and qualified for the position have been given an opportunity to accept the position.

The district shall notify teachers on the recall list of a position opening by registered letter, return receipt requested, at their last known address. Teachers shall have 7 calendar days from receipt of such notification in which to indicate their acceptance or rejection of the position and an additional 14 days from date of acceptance in which to begin active employment unless otherwise mutually agreed upon.

If the teacher rejects any position offered for which the teacher is licensed and qualified, or the teacher fails to respond within the specified timeline, the teacher shall forfeit all recall rights.

Staff returning to work shall have all previously accrued sick leave and seniority reinstated, but shall not receive benefits for the period of the release.

Teachers will have recall rights for a maximum 27-month period. If they choose, released teachers may maintain their district insurance and health plans by paying their own premiums as prescribed by law, subject to the rules of the insurance carrier.

Umatilla School District 6R

Code: GCQB
Adopted:

Research

District staff are encouraged to participate in research for the development and improvement of education. Staff who propose to engage in research, e.g., study toward advanced work or for use in classroom instruction, using district resources or students, will submit a proposal to the [superintendent] [principal] for approval prior to commencing such research. If approved, and the study results in material or practices which may be useful to other district staff, such will be reviewed by [administration] and may be made available for distribution throughout the district as determined by administration. For the protection of all concerned, privacy rights of students or other individuals involved in such research must be protected.

Research which is conducted by or for a nondistrict individual or organization must be approved by the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2022).
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).

Umatilla School District 6R

Code: GDA

Adopted:

Instructional Assistants^{1}

Instructional assistants shall be hired by the superintendent.

All instructional assistants² must:

1. Have a high school diploma or the equivalent;
2. Be at least 18 years of age or older; and
3. Have standards of moral character as required of teachers.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants³ who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

¹ {Various laws, references and guidance documents use different terms in place of "instructional assistant." Districts should use the term that is commonly used in their district.}

² "Instructional assistant" means a classified school employee who does not require a license to teach, who is employed by a school district or education service district and whose assignment consists of and is limited to assisting a licensed teacher in accordance with the rules established by the TSPC.

³ Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

The district will not require individuals newly hired as Title IA instructional assistants who have met another district's academic assessment to meet the district's academic assessment standards.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor or related service provider with instruction and/or support. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation or parent and family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the district or teacher as substitute teachers. The responsibility for classroom supervision remains with the teacher at all times.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 332.505](#)

[ORS 342.120](#)
[OAR 581-022-2400\(2\)](#)

[OAR 581-037-0005 - 0025](#)
[OAR 584-005-0005\(20\),\(28\)](#)

The Vietnam Era Veterans' Readjustment Assistance Act, 38 U.S.C. § 4212 (2018).

Title II of the Genetic Information Nondiscrimination Act, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2022).

Rehabilitation Act, 29 U.S.C. § 791, 793-794 (2018).

Umatilla School District 6R

Code: IFE
Adopted:

Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be written for all courses offered in the district. Academic content standards¹ as adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

END OF POLICY

Legal Reference(s):

[ORS 332.075\(1\)](#)
[ORS 336.035](#)

[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](#)

¹ [The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).]

Umatilla School District 6R

Code: IGAC
Adopted:

Religion and Schools

Teachers shall be permitted to teach or present to students information concerning religions and religious beliefs, but teachers shall not promote or inhibit, openly or covertly or by subtlety, a particular religion, religious belief or nonreligious belief.

Students and staff members may be excused from participating in programs or activities which are contrary to their religious beliefs without penalty.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.035](#)

U.S. Const. amend. I.

OR. CONST., art. I.

Kennedy v. Bremerton Sch. Dist., 142 S. Ct. 2407 (2022).

Umatilla School District 6R

Code: IGBAF
Adopted:

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district; or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

[ORS 343.151](#)
[ORS 343.155](#)

[OAR 581-015-2000](#)
[OAR 581-015-2190](#)
[OAR 581-015-2195](#)
[OAR 581-015-2200](#)

[OAR 581-015-2205](#)
[OAR 581-015-2210](#)
[OAR 581-015-2215](#)
[OAR 581-015-2220](#)
[OAR 581-015-2225](#)
OAR 581-015-2229
[OAR 581-015-2230](#)

[OAR 581-015-2235](#)
[OAR 581-015-2055](#)
[OAR 581-015-2600](#)
[OAR 581-015-2065](#)
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Umatilla School District 6R

Code: IGBAF-AR
Revised/Reviewed:

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

- a. The district ensures that an IEP is in effect for each eligible student:
 - (1) Before special education and related services are provided to a student;
 - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
 - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
 - (1) The Oregon standard IEP; or
 - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
 - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
 - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.

- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

- a. The district's IEP team members include the following:
 - (1) The student's parent(s);
 - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
 - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
 - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
 - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
 - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
 - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
 - (1) Whenever appropriate, the student with a disability is a member of the team.
 - (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
 - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the

district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
- (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
 - (1) The parent and the district consent in writing to the excusal;
 - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
 - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
 - (1) A statement of the student's present levels of academic achievement and functional performance that:
 - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
 - (b) Describes the results of any evaluations conducted, including functional and developmental information;
 - (c) Is written in language that is understood by all IEP team members, including parents;
 - (d) Is clearly linked to each annual goal statement;
 - (e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.

- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:
 - (a) Meet the student’s needs that are present because of the disability, or because of behavior that interferes with the student’s ability to learn, or impedes the learning of other students;
 - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
 - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.

- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
 - (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
 - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.

- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
 - (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
 - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.

- (6) A statement describing how the district will measure student’s progress toward completion of the annual goals and when periodic reports on the student’s progress toward the annual goals will be provided.

6. Individualized COVID-19 Recovery Services¹

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

¹ The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

- a. Special education and related services;
- b. Supplementary aides and services;
- c. Additional or intensified instruction;
- d. Social emotional learning support; and
- e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

- a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
- b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
- c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

- a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
- b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

- a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
- b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
- c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent’s right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

7. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student’s current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student’s current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student’s education records and informs the student’s IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

8. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
 - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
 - (2) The results of the initial or most recent evaluation of the student;
 - (3) As appropriate, the results of the student’s performance on any general state or districtwide assessments;
 - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student’s IEP, the IEP team considers the following special factors:

- (1) The communication needs of the student; and
 - (2) The need for assistive technology services and/or devices.
- c. As appropriate, the IEP team also considers the following special factors:
- (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
 - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
 - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
 - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
 - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
 - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
 - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

- (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
 - (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

9. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
- (1) Participation of students with disabilities in state and districtwide assessment; and
 - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

10. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
- (1) Provided to a student with a disability in addition to the services provided during the typical school year;
 - (2) Identified in the student's IEP; and
 - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
- (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
 - (2) If no documented evidence, on predictions according to the professional judgment of the team.

- f. “Regression” means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. “Recoupment” means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

11. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student’s IEP. These services and/or devices may be part of the student’s special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student’s home or in other settings if the student’s IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

12. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student’s parents) provides a free appropriate public education to the student (including services comparable to those described in the student’s IEP from the previous district), until the district either:

- (1) Adopts the student’s IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student’s parents, will provide a free appropriate public education to the student, including services comparable to those described in the student’s IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Umatilla School District 6R

Code: IGBB

Adopted:

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification**)

The district will develop a written plan of instruction for talented and gifted students in accordance with law.

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 2. The superintendent or designee may choose to convene a committee in making a decision.

END OF POLICY

Legal Reference(s):

[ORS 343.391 - 343.401](#)
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Umatilla School District 6R

Code: IGBBA
Adopted:

Talented and Gifted Students - Identification**

In order to serve talented and gifted (“TAG”) students in grades K through 12, the district directs the superintendent to establish an identification process.

This process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 - a. Students who are racially/ethnically diverse;
 - b. Students experiencing disability;
 - c. Students who are culturally and/or linguistically diverse;
 - d. Students experiencing poverty; and
 - e. Students experiencing high mobility.
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team’s decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon’s content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the

purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through [Board policy KL - Public Complaints and begin at Step 2 with the superintendent.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.409](#)

[ORS 343.411](#)
[OAR 581-021-0030](#)
[OAR 581-022-2325](#)

[OAR 581-022-2330](#)
[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Umatilla School District 6R

Code: IGBBA-AR

Revised/Reviewed:

Appeal Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district's desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district's TAG coordinator/teacher to request reconsideration.
2. The TAG coordinator/teacher will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five working days of the request. Information pertinent to the selection or placement will be shared.
3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement to the program supervisor within five working days of the conference identified above.
2. The program supervisor shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the TAG coordinator/teacher.
3. The program supervisor, TAG coordinator/teacher and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The parent may be provided an opportunity to present additional evidence.

If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.

4. A decision will be made by the program supervisor within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
5. The decision may be appealed to the Board through Board policy KL – Public Complaints and may begin at Step 3.
6. If the parent is still dissatisfied, the parent may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

Umatilla School District 6R

Code: IGBHE
Adopted:

Expanded Options Program**

The Board is committed to providing additional educational options to eligible students enrolled in grades 11 and 12 to continue or complete their education, to earn concurrent high school and college credits and to gain early entry into post-secondary education. The district's Expanded Options Program (EOP) will comply with all requirements of Oregon law (ORS 340) and give priority status to "at-risk" students.

Eligible Students

Eligible students may apply to take courses at an eligible post-secondary institution through the Expanded Options Program. A student is eligible for the EOP if the student:

1. Is 16 years of age or older at the time of enrollment in a course under the EOP;
2. Is in grade 11 or 12 at the time of enrollment in a course under the EOP or has not yet completed the required credits to be in grade 11 or 12, but the district has allowed the student to participate in the program;
3. Has developed an educational learning plan;
4. Has not successfully completed the requirements for a high school diploma. A student who has graduated from high school may not participate; and
5. Is not an exchange student enrolled in a school under a cultural exchange program.

Student Notification

Prior to February 15 of each year, the district shall notify all high school students and the parent or guardian of students of the EOP for the following school year. The district will notify a transfer high school student, or a student returning to high school after dropping out of school, of the EOP if the student enrolls after the district has issued the February 15 notice. The district will notify a high school student who has officially expressed an intent to participate in the EOP, and the student's parent or guardian, of the student's eligibility status within 20 business days of the expression of intent.

It is a priority for the district to provide information about the EOP to high school students who have dropped out of school. The district shall establish a process to identify and provide those students with information about the program. The district shall send information about the program to the last-known address of the family of the student.

The notice must include the following:

1. Financial arrangements for tuition, textbooks, equipment and materials;
2. Available transportation services;

3. The effect of enrolling in the EOP on the student's ability to complete high school graduation requirements;
4. The consequences of failing or not completing a post-secondary course;
5. Notification that participation in the EOP is contingent on acceptance by an eligible post-secondary institution; and
6. District timelines affecting student eligibility and duplicate course determinations.

Enrollment Process

Prior to May 15 of each year, a student who is interested in participating in the EOP shall notify the district of the intent to enroll in eligible post-secondary courses during the following school year. A high school transfer student or a student returning to high school after dropping out of school has 20 business days from the date of enrollment to indicate interest.

The district shall review with the student and the student's parent or guardian the student's current status toward meeting all state and district graduation requirements and the applicability of the proposed eligible post-secondary course to the remaining graduation requirements.

A student who intends to participate in the EOP shall develop an educational learning plan in cooperation with an advisory support team. An advisory support team may include the student, the student's parent or guardian and a teacher or a counselor. The educational learning plan may include:

1. The student's short-term and long-term learning goals and proposed activities; and
2. The relationship of the eligible post-secondary courses proposed under the EOP and the student's learning goals.

A student who enrolls in the EOP may not enroll in eligible post-secondary courses for more than the equivalent of two academic years. A student who first enrolls in the EOP in grade 12 may not enroll in eligible post-secondary courses for more than the equivalent of one academic year. If a student first enrolls in an eligible post-secondary course in the middle of the school year, the time of participation shall be reduced proportionately. If a student is enrolled in a year-round program and begins each grade in the summer session, summer sessions are not counted against the time of participation.

Duplicate Courses

The district will establish a process to determine duplicate course designations. The district will notify an eligible student and the student's parent or guardian, of any course the student wishes to take that the district determines is a duplicate course, within 20 business days after the student has submitted a list of intended courses.

A student may appeal a duplicate course determination to the Board based on evidence of the scope of the course. The Board or designee will issue a decision on the appeal within 30 business days of receipt of the appeal. If the appeal is denied by the Board or designee, the student may appeal the district's determination to the Superintendent of Public Instruction or designee under ORS 340.030.

Annual Credit Hour Cap

The number of quarter credit hours that may be awarded by a high school under the EOP is limited to an amount equal to the number of students in grades 9 through 12 enrolled in the high school multiplied by a factor of 0.33. For example, the cap for a high school with 450 students in grades 9 through 12 would be 148.5 (450 X 0.33 = 148.5). (The caps must be established separately for each high school.)

At the district’s discretion, the district may choose to exceed both the individual high school level cap and the aggregate district level cap. If the district has more eligible students than are allowed under the credit hour cap the district shall establish a process for selecting eligible students for participation in the program. The process will give priority for participation to students who are “at risk.”

If the district has not exceeded the credit hour cap, the district shall ensure that all eligible at-risk students are allowed to participate in the EOP and may allow eligible students who are not at-risk to participate in the program.

Post-Secondary Institution Credit

Prior to beginning an eligible post-secondary course, the district shall notify the student of the number and type of credits that the student will be granted upon successful completion of the course. If there is a dispute between the district and the student regarding the number or type of credits that the district will or has granted to a student for a particular course, the student may appeal the district’s decision to the Board^{1}.

Credits granted to a student shall be counted toward high school graduation requirements and subject area requirements of the state and the district. Evidence of successful completion of each course and credits granted shall be included in the student’s education record. A student shall provide the district with a copy of the student’s grade in each course taken for credit under the EOP. The student’s education record shall indicate that the credits were earned at an eligible post-secondary institution.

Financial Agreement

The district shall negotiate in good faith a financial agreement with the eligible post-secondary institution for the payment of actual instructional costs associated with the student’s enrollment, including tuition and fees, textbooks, equipment and materials.

Waiver

A district may request an EOP waiver from the Superintendent of Public Instruction² if compliance with the EOP would adversely impact the finances of the district **or** if all conditions identified in ORS 340.083(1)(b)³ exist.

¹ {ORS 340.040(3) allows a student to appeal through an “appeals process adopted by the school district board.”}

² Oregon Department of Education

³ The district does all of the following:

1. Offers a dual credit program, a two-plus-two program, an advanced placement program, an International Baccalaureate program or any other accelerated college credit program;
2. Ensures that at-risk students who participate in the accelerated college credit programs are not required to make any payments for participation in the programs; and
3. Has a process for participation in the programs that allows:
 - a. All at-risk students who are eligible students to participate in the programs;

Student Reimbursement

Students are not eligible for any state student financial aid for college coursework, but students may apply to the district for reimbursement for any textbooks, fees, equipment or materials purchased by the student that are required for an eligible post-secondary course. All textbooks, fees, equipment and materials provided to a student and paid for by the district are the property of the district.

Transportation Services

The district may provide transportation services to eligible students who attend eligible post-secondary institutions within the education service district boundaries of which the district is a component district.

Special Education Services

The district of an eligible student participating in the EOP shall be responsible for providing any required special education and related services to the student. If a post-secondary institution intends to provide special education and related services to an EOP participant, the institution shall enter into a written contract with the district of the student.

The contract shall include the following at a minimum:

1. Allowance for the student to remain in the program during the pendency of any special education due process hearing unless the parent or guardian and district agree otherwise;
2. Immediate notification to the district if the institution suspects that a student participating in the program may have a disability and requires special education or related services;
3. Immediate notification to the district if the student engaged in conduct that may lead to suspension or expulsion; and
4. Immediate notification to the district of any complaint made by the parent or guardian of the student regarding the student's participation in the program at the institution.

District Alternative Programs

The EOP does not affect any program, agreement or plan that existed on January 1, 2006, between the district and a post-secondary institution, which has been continued or renewed.

Any new program, agreement or plan that is developed after January 1, 2006, and is intended to provide access for public high school students to a post-secondary course, may be initiated at the discretion of the district and the post-secondary institution.

END OF POLICY

Legal Reference(s):

- b. At-risk students to earn the number of credit hours established by the State Board of Education by rule under ORS 340.080; or
- c. For an increasing number of at-risk students who are eligible students to participate in the programs each school year based on demand and appropriateness and as provided by a plan developed by the school district.

[ORS 329.485](#)
[ORS 332.072](#)

[ORS 336.615 - 336.665](#)
[ORS Chapter 340](#)

Every Student Succeeds Act, 20 U.S.C. §§ 1111-1605; §§ 3111-3203 (2018).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Americans with Disabilities Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2022); 28 C.F.R. Part 35 (2022).
Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12133 (2018).
Rehabilitation Act, 29 U.S.C. §§ 791, 794 (2018).
Title IX of the Education Amendments, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018).
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Individuals with Disabilities Education Act, as amended, 20 U.S.C. §§ 1400-1401, 1411-1416 (2018); 34 C.F.R. Part 300 (2022).

Umatilla School District 6R

Code: IGDJ

Adopted:

Interscholastic Activities**

The Board recognizes the integral role interscholastic activities¹ play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and any associated voluntary organization². Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
 - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
 - b. Prohibit discrimination;
 - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
 - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis;
2. Maintains a transparent complaint process that:
 - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
 - b. Responds to a complaint made within 48 hours of the complaint being received; and
 - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint;
3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and
4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

¹ Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

² Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

{³} The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a high school equivalency program⁴ that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the district, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.

{⁵} District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district eligibility requirements of participation and those of the associated voluntary organization. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or the rules and regulations of the associated voluntary organization. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the associated voluntary organization if required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization [will] [may] be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of such policies, rules and/or regulations may be required to remunerate the district in the event fines are assessed as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

³ {This policy content is required practice but is not required policy language.}

⁴ “High school equivalency program” means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

⁵ {The remaining policy content is optional, but highly recommended language to inform about and support governance of activities (see beginning bracket here; ending with last paragraph of policy – see closing bracket).}

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

Legal Reference(s):

[ORS 326.051](#)
[ORS 332.075\(1\)\(e\)](#)
[ORS 332.107](#)
[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)
[OAR 581-021-0045 – 0049](#)
[OAR 581-022-2308\(2\)](#)
[OAR 581-026-0005](#)

[OAR 581-026-0700](#)
[OAR 581-026-0705](#)
[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2022).
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

Umatilla School District 6R

Code: IK
Adopted:

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students may be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade. Behavior performance shall be reported separately;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff will show whether the student is achieving course requirements at the student's current grade level;
6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Umatilla School District 6R

Code: IKF
Adopted:

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate 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. A foster child¹;
2. Homeless;
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; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in an educational program² 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.

¹ As defined in ORS 30.297.

² "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education 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 343.962 or a hospital identified in ORS 343.261.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits^{3} 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 (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (including history, [civics⁴,] geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages⁵ (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.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must^{6}:

1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. 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 standards adopted by the State Board of Education for a diploma while receiving

³ {If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.}

⁴ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451). {This is not required language at this time but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}

⁵ "World language" includes sign language, heritage language and languages other than a student's primary language.

⁶ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

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

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

1. Three credits in 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));
5. One credit in health education;
6. One credit in physical education; and
7. 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. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during 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 Smarter Balanced assessment.

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

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

A student's school team may decide that a student who was not previously working 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.

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

Extended Diploma

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
 - a. Two credits 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.
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

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

Other District Responsibilities

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

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

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall 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 an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or 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 an alternative certificate 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 an alternative certificate 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 and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate 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 Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form⁷ and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) 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.

END OF POLICY

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](#)

⁷ Oregon Department of Education page for: [30-day notice and opt-out form](#)

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

Senate Bill 1522 (2022).

Umatilla School District 6R

Code: IMB
Adopted:

District Improvement Program

The Board recognizes that the key work of school boards is to establish and promote a clear vision of student achievement as the top priority of the district. The district will accomplish this through continued evaluation and improvement of its programs.

The superintendent will ensure development and implementation of a comprehensive, collaborative planning and self-evaluation process that engages the school community in the district's goal setting and continuous improvement program efforts.

The district's program will be consistent with Oregon Department of Education requirements and reflected in school and district continuous improvement plans.

The district will, in striving for continuous improvement, annually review district and individual school data on student achievement and prioritize, allocate and realign resources as necessary. The district will annually review and report test results and progress to the community.

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

END OF POLICY

Legal Reference(s):

[ORS 329.095](#)

[ORS 332.107](#)

[OAR 581-022-2250](#)

Umatilla School District 6R

Code: IMB-AR

Revised/Reviewed:

District Improvement Program

The district's comprehensive continuous improvement program planning efforts will be guided by the following key actions:

1. The superintendent will convene a committee¹ once every four years consisting of Board members, administrators, staff, parents, students and other community stakeholders with representation from the demographic groups of school population. The purpose of the committee will be to:
 - a. Establish a clear vision and mission supporting student equity and achievement as the top priority of the district;
 - b. Define student achievement and identify specific state and local performance benchmarks and district goals based on self-evaluation data;
 - c. Conduct a self-evaluation to design, develop and update the district's continuous improvement plan;
 - d. Develop an action plan linked to specific benchmarks and goals for improving student achievement and growth. The plan will be reflected in school and district improvement plans;
 - e. Develop strategies for annually monitoring, reviewing and revising the action plan and school and district improvement plans as necessary.

2. The committee will complete a review of self-evaluation data needed to assess student achievement performance progress, set benchmarks, establish goals and develop action plans; compiled and disaggregated annually at the district and building level. Data may include, and may not be limited to:
 - a. Numbers of district students who take statewide assessment tests, who meet, fail to meet or who exceed state and local standards; levels of achievement by building, grade level, class and growth in performance;
 - b. Academic outcomes on statewide and local and other assessment, including the Scholastic Aptitude Test (SAT), American College Test (ACT), MAPS etc.;
 - c. Grade point average (GPA) results by class, socioeconomic status, demographics, grade level and school;
 - d. Percentage of students enrolled in, and completion rates, for advanced courses at the elementary, middle and high school levels and among diverse populations;
 - e. Completion rates by building, grade level, class and district, including diverse populations;
 - f. Post-secondary enrollment, including community colleges, trade/apprenticeship programs and military enlistments, if known;
 - g. Student, teacher, administration and community demographics;
 - h. Student behavioral/disciplinary referral/attendance data, mobility data and participation in co-curricular and extracurricular activities as an indicator of student success in school;

¹ With representatives invited to participate from the demographic groups of their school population.

- i. Previous school and district improvement plan results to determine which components were successful, which were not and degree to which specific strategies were implemented; and
 - j. Survey results of stakeholder satisfaction.
3. The district's action plan to meet identified, specific benchmarks and goals for the improvement plan is subject to superintendent review and Board approval.

The district's improvement plan shall include, but not be limited to:

- a. Goals to implement the following:
 - (1) A rigorous curriculum aligned with state standards;
 - (2) High-quality instructional programs;
 - (3) Short- and long-term professional development plans;
 - (4) Programs and policies that achieve a safe educational environment;
 - (5) Education service plans for students who have or have not exceeded all of the academic content standards;
 - (6) Staff leadership development;
 - (7) A plan for family and community engagement;
 - (8) High-quality data systems;
 - (9) A strong school library program;
 - (10) Improvement planning that is data-driven.
 - b. A description of district efforts to achieve local efficiencies and efforts to make better use of resources;
 - c. A review of demographics, student performance, staff characteristics and student access to, and use of, educational opportunities;
 - d. A needs assessment conducted which addresses priorities in accordance with Oregon Revised Statute (ORS) 329.095.
4. Accountability to assure the district's continuous improvement plan is implemented will be a shared responsibility of staff, administrators and the Board. Minimally, the superintendent will ensure:
- a. Specific administrative responsibility for implementing plan strategies and assuring that the activity takes place in the manner described is assigned, monitored and evaluated;
 - b. Data analysis results are included as an essential component of the teacher goal setting and evaluation process and as a basis for staff development;
 - c. Principals at the building level compile all necessary disaggregated data for the district's self-evaluation, to enable an assessment of student achievement and comprehensive recommendations to meet identified benchmarks and goals;
 - d. Student performance results on identified benchmarks and goals are annually reported to the community in conjunction with state assessment results, and improvement plan progress and the district's status in relation to Oregon Administrative Rules Chapter 581, Division 022 standards as required by the ODE;
 - e. Retain copies of the improvement plans in accordance with State retention and public records requirements;
 - f. Communications strategies are developed and implemented for keeping stakeholders (e.g., parents, students, teachers, staff and community representatives) informed, including specific activities for providing information on student achievement improvement progress and feedback through surveys, forums and other similar methods.

The district will submit its continuous improvement plan to the Oregon Department of Education (ODE) at least once every four years or more frequent if there are substantial changes² following the annual review, or when requested by ODE.

² “Substantial change” is defined in OAR 581-022-2250(3)(c).

Umatilla School District 6R

Code: JEA
Adopted:

Compulsory Attendance**

Except when exempt by Oregon law, all children between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. Persons having legal control of a child between the ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.

All children five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee.

The district will develop procedures for issuing a citation.

A parent who is not supervising their child by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c); failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, children shall not be required to attend public, full-time schools:

1. Children being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Children proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Children who have received a high school diploma or a modified diploma.
4. Children being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.
5. Children being educated in the home by a parent, guardian or private teacher:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD shall acknowledge receipt of any notification in writing

within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;

- b. Each child being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the child never attended public or private school, the first examination shall be administered prior to the end of grade 3.
 - c. Procedures for homeschooling students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029;
 - d. Examinations testing each child shall be from the list of approved examinations from the State Board of Education;
 - e. The examination must be administered by a neutral, individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - f. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - g. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - h. In the event the ESD superintendent finds that the child is not showing satisfactory educational progress, the ESD superintendent shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
 7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
 8. Children excluded from attendance as provided by law.
 9. Children who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.
 10. An exemption may be granted to the parent or guardian of any child 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
 11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 - 419B.558.

END OF POLICY

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

Legal Reference(s):

[ORS 153.018](#)
[ORS 163.577](#)
[ORS 339.010 - 339.095](#)
[ORS 339.139](#)

[ORS 339.990](#)
[ORS 807.065](#)
[ORS 807.066](#)
[OAR 581-021-0026](#)

[OAR 581-021-0029](#)
[OAR 581-021-0076](#)
[OAR 581-021-0077](#)

Umatilla School District

Code: JEA-AR

Revised/Reviewed:

Compulsory Attendance Notices and Citations**

Compulsory attendance citations may be issued by the superintendent or designee as a means to enforce the compulsory attendance law. All such citations shall be issued according to the following procedures:

1. Attendance Supervisor

The attendance supervisor shall:

- a. Determine that the parent or guardian has failed to enroll their child and to maintain the child in regular attendance. "Regular attendance" means attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period in which school is in session;
- b. Provide written compulsory attendance noncompliance notification to the parent or guardian within 24 hours of verification of the violation. If the student is a youth offender on parole or probation, at the same time notice is given to the parent or other person, the attendance supervisor shall notify the student's parole or probation officer of the absence;
- c. Serve the notification personally or by certified mail. The notification will be written in the native language of the parent or guardian;
- d. Ensure that notification includes a statement requiring the student to appear on the next school day following receipt of the notice and to maintain regular attendance for the remainder of the school year;
- e. Ensure that the notification states that the parent or guardian has the right to request an evaluation to determine if the child should have an individualized education program (IEP), if the child does not currently have an IEP, or request a review of their child's current IEP;
- f. Provide a copy of the notice and pertinent attendance records to the superintendent or designee at the time notice is given to the parent or guardian;
- g. Notify the superintendent within three days of knowledge that the parent or guardian receiving the notification has not complied with the notice.

2. Superintendent or Designee

The superintendent or designee will:

- a. If after review of attendance records a citation appears warranted, prior to issuing the citation, provide written notification to the parent or guardian. The notice will be written in the native language of the parent or guardian. The notice will be delivered personally or by certified mail and will state that:
 - (1) The student is required to attend regularly, a school full-time during the school year;
 - (2) A citation for violation of compulsory attendance laws may be issued by the superintendent or designee;
 - (3) The parent has the right to request:

- (a) An evaluation to determine if the student should have an IEP, if the student does not have one; or
 - (b) A review of the student's current IEP.
- (4) The parent or guardian and student are required to attend a conference with the superintendent or designee. The date, time and place of conference will be specified. This conference may not be scheduled until after an evaluation or review as described in item 3. above, if requested by the parent, has been completed.

3. Conference

The superintendent or designee will conduct a conference with the parent or guardian and student. Auxiliary aids and services will be provided upon advance request. The superintendent or designee will:

- a. [Review Oregon's compulsory attendance law and the student's attendance record;
- b. Determine the reasons for the noncompliance;
- c. Develop a plan for student attendance improvement (i.e., contract, etc.);
- d. Inform the parent and student of other available resources in the district and community, if available;
- e. Discuss the potential consequences for continued compulsory attendance noncompliance, including the potential for the issuance of a citation and the consequences for violation of the Board's student conduct and truancy policies.

4. Citation

Compulsory attendance noncompliance citations may be issued by the superintendent or designee.

The superintendent or designee shall:

- a. Determine that the parent or guardian has continued to fail to enroll their student in school or maintain the student in regular attendance following a conference or has refused to attend the conference as required;
- b. Contact the clerk of the court for the county and determine which court will hear the case and when;
- c. Ensure the official representing the district will be available to present evidence of the violation at the time and date specified;
- d. Determine whether the local court's interpretation of Oregon Revised Statute (ORS) 339.095 requires the student be named as defendant. Complete form accordingly;
- e. Complete Uniform Compulsory Attendance Citation and Complaint form as follows:
 - (1) Specify appropriate court, district, circuit, municipal or justice;
 - (2) Specify when the court will hear the case, including date, time and location of the court appearance at the bottom of the form;
 - (3) Provide all pertinent defendant information, including the name and address of the parent or guardian. Only one adult should be named as the defendant;
 - (4) Provide all pertinent offense information, including the period of time during which the absences occurred;

- (5) Ensure the minimum number of absences constituting irregular attendance as defined in law has in fact occurred. Excused absences should not be counted for purposes of this citation;
 - (6) Provide all pertinent student information including the grade, date of birth, length of time in the district and parent(s) name(s);
 - (7) Provide date of superintendent's or designee's prior notification of attendance requirements, consequences including possibility of citation and conference meeting date was sent;
 - (8) Ensure that the prior notice was served to the same parent or guardian who is named as the defendant in the citation;
 - (9) Provide district name, date, superintendent's name and signature. If the superintendent has designated another district official to issue citations, such delegation will be documented and the delegated official's name and signature will appear on the form;
 - (10) Personally serve (not mail) the citation;
 - (11) Complete time and date citation was issued, name, title and signature of district official serving the citation;
 - (12) Ensure the parent or guardian is provided the citation;
 - (13) Ensure the designated court is appropriately notified immediately after the citation is served;
 - (14) Ensure the district retains a copy of the citation;
 - (15) Consult with district's attorney to assist in these procedures, as necessary.
- f. Maintain student attendance records in accordance with applicable education records laws.

Umatilla School District
1001 6th Street
Umatilla, OR 97882
541-922-6500

******* ATTENDANCE SUPERVISOR'S NON-ENROLLMENT NOTICE *******

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

After review of attendance records, your child _____ (name) is not exempted from compulsory attendance for school, under provisions of ORS 339.030, and is not currently enrolled in school.

In accordance with Oregon law, children between ages 6 through 18 must be enrolled in school. Please enroll your child at [name of school] no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized education program (IEP), or request a review of your child's current IEP.

[If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: InterMountain ESD, 2001 SW Nyest, Pendleton, OR 97801

If you have questions and/or need assistance, please contact District Office at 541-922-6500.

Sincerely,

cc: Principal

Umatilla School District
1001 6th Street
Umatilla, OR 97882
541-922-6500

******* ATTENDANCE SUPERVISOR'S IRREGULAR ATTENDANCE NOTICE *******

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

After review of attendance records, your child _____ (name) is not maintaining regular attendance as required by ORS 339.065. ["Regular attendance" is defined by Oregon law as attendance which does not include more than eight unexcused one-half day absences or the equivalent in any four-week period school is in session.] According to attendance records, your child has had [] unexcused absences from school on the following dates: [].

Please send your child to school no later than the next school day following receipt of this notice and maintain your child in regular attendance for the remainder of the school year.

You may request an evaluation to determine if your child should have an individualized education program (IEP), or request a review of your child's current IEP. If you request an evaluation for an IEP or a review of a current IEP, a conference will be held after such evaluation or review.

[If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: InterMountain ESD, 2001 SW Nyest, Pendleton, OR 97801

If you have questions and/or need assistance, please contact District at 541-922-6500.

Sincerely,

Principal

cc: Superintendent

Umatilla School District
1001 6th Street
Umatilla, OR 97882
541-922-6500

**** SUPERINTENDENT'S NOTICE OF COMPULSORY ATTENDANCE NONCOMPLIANCE ****

Date _____
Parent(s)/Guardian _____
Address _____

Dear _____,
(Parent/Guardian)

According to district records, you were notified by the district's attendance supervisor on [date] that your child, [name], [is not yet enrolled in school] [is not maintaining regular school attendance] as required by Oregon compulsory attendance laws.

Your child was required to appear in school no later than the next school day following your receipt of the notice and maintain regular attendance for the remainder of the school year. District records indicate your child continues to be absent from school. A child is required to regularly attend a full-time school.

The superintendent or designee may issue a citation for your continued violation of Oregon's compulsory attendance law.

You [may request an evaluation of your child's individualized education program (IEP) or a review of your child's current IEP.] [requested an evaluation to determine if your child should have an individualized education program (IEP).] [[requested a review of an existing IEP for your child] and the requested evaluation or review was completed on [date].]

In accordance with law, you and your child are required to attend a conference with [designated school official] on [date] at [time] to discuss:

1. Oregon's compulsory attendance law and your child's attendance record;
2. The reasons for your noncompliance;
3. The development of a plan for improvement;
4. Resources available to help your child be successful in school, referrals to other agencies as may be needed and such alternative education information as may be required by law;
5. Any questions you may have concerning the potential consequences for continued noncompliance with Oregon's compulsory attendance law, as set forth above and as provided in Board student conduct and truancy policies.

Failure to attend this conference or to maintain your child in regular school attendance will result in the issuance of a citation, as provided by law.

[If your child is taught by a parent, guardian or private teacher, you must notify your local education service district and comply with ORS 339.035. Your local ESD is: InterMountain ESD, 2001 SW Nyest, Pendleton, OR 97801.

If you have questions and/or need assistance, please contact District Office at 541-922-6500.

Sincerely,

Superintendent

Umatilla School District 6R

Code: JGAB

Adopted:

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, or volunteer, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. "Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. "Seclusion" means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

"Seclusion" does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student's behavior.

3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

4. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical restraint” does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
 - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.
 8. “Prone restraint” means a restraint in which a student is held face down on the floor.
 9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the [PACE²] training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;

[² The district must identify the program utilized for training.]

7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics³ of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district’s main office and on the district’s website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district’s administrative office and is available on the home page of the district’s website.

The complainant, whether an organization or an individual, may appeal a district’s final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 - 581-002-0023. This appeal process is identified in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

Legal Reference(s):

- | | |
|----------------------------------|----------------------------------|
| ORS 161.205 | OAR 581-021-0568 |
| ORS 339.250 | OAR 581-021-0569 |
| ORS 339.285 | OAR 581-021-0570 |
| ORS 339.288 | OAR 581-022-2267 |
| ORS 339.291 | OAR 581-022-2370 |
| ORS 339.294 | |
| ORS 339.297 | |
| ORS 339.300 | |
| ORS 339.303 | |
|
 | |
| OAR 581-021-0061 | |
| OAR 581-021-0550 | |
| OAR 581-021-0553 | |
| OAR 581-021-0556 | |
| OAR 581-021-0563 | |
| OAR 581-021-0566 | |

³ Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

Umatilla School District 6R

Code: JHC
Adopted:

Student Health Services and Requirements**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The district shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220.

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements.

The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

Any nurse(s) providing services on behalf of the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of the patient prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹

The district shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students and parents, when appropriate;

¹ For additional delegation requirements, see OAR [851-047-0030](#).

4. Health care and first-aid assistance that are appropriately supervised and isolate the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by Oregon Health Authority, Public Health Division, and the county health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of federal law, the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination² or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

[ORS 329.025](#)
[ORS 336.201](#)
[ORS 336.211](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)
[OAR 581-022-2225](#)

² The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2022).
Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

Umatilla School District 6R

Code: KBA
Adopted:

Public Records Request**

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

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.¹ “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer.²

All such information will be made available to individuals with disabilities in an accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

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

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

Employee and volunteer personal residential addresses, personal electronic mail addresses, social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ORS 192.363 - 368 and ORS 192.355(3). District electronic mail addresses assigned by the district to district employees are not exempt. This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member.

¹ There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

² In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

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

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

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

[ORS 180.805](#)

[ORS Chapter 192](#)

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

[OAR 166-005-0010](#)

[OAR 166-400](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2021); 28 C.F.R. Part 35 (2021).

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

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

Bialostosky v. Cummings, 319 Or. App. 352 (2022).

Umatilla School District

Code: KBA-AR

Revised/Reviewed:

Public Records Request

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

1. A public records request shall be submitted in writing through the district office at 1001 6th Street, Umatilla, OR 97882.
2. Upon receipt of a written request, the district shall respond within five business days¹ acknowledging receipt of the request or completing² the district's response to the request.

If the district provides an acknowledgment of the request, it must:

- a. Confirm that the district is the custodian of the requested record;
 - b. Inform the requester that the district is not the custodian of the requested record; or
 - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
 - a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
 - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
 4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
 - a. The staff or volunteers³ necessary to complete a response to the public records request are unavailable;
 - b. Compliance would demonstrably impede the district's ability to perform other necessary services; or

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

² The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

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

c. Of the volume of the public records request being simultaneously processed by the district.

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

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.
6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be made available in the form the record is maintained.
7. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
8. Information will be made available to individuals with disabilities in an accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
9. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of [\$.25 per page]. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

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

OSBA Model Sample Policy

Code: IGBBC
Adopted:

Talented and Gifted – Programs and Services**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options. [These options may include, but are not limited to, the following:

1. [Early Entrance;]
2. [Grade Skipping;]
3. [Ungraded/Multi-age Classes;]
4. [Cluster Grouping in Regular Classes;]
5. [Continuous Progress;]
6. [Cross Grade Grouping;]
7. [Compacted/Fast-Paced Curriculum;]
8. [Special Full- or Part-Time Classes;]
9. [Advanced Placement Classes;]
10. [Honors Classes;]
11. [Block Classes;]
12. [Independent Study;]
13. [Credit by Examination;]
14. [Concurrent Enrollment;]
15. [Mentorship/Internship;]
16. [Academic Competitions;]
17. [Magnet Programs/Schools.]

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in [Board policy KL – Public HR7/18/19 | PH

Talented and Gifted – Programs and Services** – IGBBC

1-2

Commented [LF1]: (Consider deleting this with application of new rules and law and changes to IGBB and IGABA)

Complaints**] [administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement].

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the home page of the district's website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

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Umatilla School District

Code: IGBBC-AR
Revised/Reviewed:

Complaints Regarding the Talented and Gifted Program

(This AR has been recoded to IGBB-AR. Please see the newer version with file name IGBB R G1.)

The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services ("TAG").

All complaints regarding TAG will be reported to the superintendent. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the superintendent's office before further consideration can be given to the complaint.

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the [TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist].
2. The review committee shall meet within [two] working days of when the superintendent received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within [10] working days of receiving the original complaint.

The review committee may recommend that:

- a. The programs or services are appropriate; or
- b. The programs or services are not appropriate.

The superintendent shall report the recommendations of the review committee to the Board[at the next regularly scheduled Board meeting].

3. After consideration of the recommendations, if any, issued by the review committee the Board will issue a decision within [20] days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.

If the complainant, who is [a student,] a parent or guardian of a student who attends school in the district[,] [or] a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal¹ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

[²] Timelines may be extended upon written agreement between the district and the complainant.

¹ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

² [For district information. The district's timeline established by each step of the district's complaint procedure must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)]

[Name of District]
[Address]

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

D

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____

E

Umatilla School District 6R

Code: EFA-AR

Revised/Reviewed:

D

Local Wellness Program

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components, representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. "Entree item" means an item that is either:
 - a. A combination food of meat or meat alternate and whole grain rich food; or
 - b. A combination food of vegetable or fruit and meat or meat alternate; or
 - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
 - d. Grains only when served in the SBP.
5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
7. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
8. "Oregon Smart Snacks Standards"¹ means the minimum nutrition standards for competitive foods and beverages.
 - a. Food items, including accompaniment foods, must:
 - (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or
 - (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or

¹ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; and
- (5) Meet all the competitive food nutrient standards:

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(a) Calories:

(i) Snacks contain no more than:

- 1) 150 calories as packaged or served for elementary level;
- 2) 180 calories as packaged or served for middle school level; and
- 3) 200 calories as packaged or served for high school level.

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(ii) Entrees contain no more than 350 calories as packaged or served.

(b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.

Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.

(c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.

Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.

(d) Transfat: contains 0 grams of trans fat per item as packaged or served.

(e) Sugar must be no more than 35 percent by weight.

(i) Exempt from the sugar standard are:

- 1) Dried whole fruits or vegetables;
- 2) Dried whole fruit or vegetable pieces;
- 3) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
- 4) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).

(f) Sodium:

- (i) Snacks contain no more than 200 mg sodium per item as packaged or served.
- (ii) Entrees contain no more than 480 mg sodium per item as packaged or served.

(g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.

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- (h) Exempt from all nutrients standards on any day are:
 - (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
 - (ii) Fruit packed in 100 percent juice, extra light or light syrup.
 - (iii) Canned vegetables that contain a small amount of sugar for processing purposes.
 - (iv) [Sugar-free chewing gum.]
- (i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs are exempt from the nutrient standards for:
 - (i) Calories;
 - (ii) Total fat;
 - (iii) Saturated fat;
 - (iv) Transfat;
 - (v) Sodium; and
 - (vi) Sugar.

b. Beverages must be:

(1) For elementary level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
- (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(2) For middle school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;

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- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
- (g) Caffeine free, except for naturally occurring trace amounts.

(3) For high school level students:

- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
- (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
- (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
- (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
- (e) Full strength, unsweetened fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
- (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
- (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
- (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.

c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.

- 9. “School day” means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
- 10. “School campus” means all areas of property under the jurisdiction of the school that are accessible to students during the school day.
- 11. “Snack” means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

Nutrition Promotion and Nutrition Education

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

Nutrition education at all levels of the district’s curriculum shall include the following essential components designed to help students learn:

- 1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary

supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;

2. Age-appropriate nutrition-related skills, including but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

Food and Beverage Marketing

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

“Food and beverage marketing” is defined as advertising and other promotions in schools. Food and beverage marketing often include oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards;

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance;

4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
5. Advertisements in school publications or school mailings;
6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity and Physical Education

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;

2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC);
5. Daily recess period(s) will be provided that will not be used as a punishment or a reward.

Nutrition Guidelines and Food Services Operation

In order to support a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP [and SBP] meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP[,] [and] [SBP] [Special Milk Program (SMP)] maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals [or free milk] in accordance with the National School Lunch Act;
4. The school's NSLP[,] [and] [SBP] [SMP] operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable nutrition standards set by the USDA and the Oregon Smart Snacks Standards. A school or district, that operates or contracts the food service component of their NSLP and SBP, shall form a nutrition advisory committee comprised of staff, students and parents. Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;
7. Procedures are in place to provide families, on request, information about the ingredients and nutritional value of the foods served;
8. Modified meals are prepared for students with special dietary needs:

- a. The district will provide substitute foods to students with a disability² that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions.
 - D** b. Such substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
 10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. Tables and chairs are of the appropriate size for students;
 - b. Seating is not overcrowded;
 - c. Students have a relaxed environment;
 - d. Noise is not allowed to become excessive;
 - e. Rules for safe behavior are consistently enforced;
 - f. Tables and floors are cleaned between meal periods;
 - g. The physical structure of the eating area is in good repair; and
 - h. Appropriate supervision is provided.
 11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. § 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

Other Foods Offered or Sold

Foods and beverages sold [or offered] in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

² To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

[Employee Wellness³

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

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

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

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

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

Other Activities that Promote Student Wellness

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

1. [Scoliosis screenings;]
2. [Safe Routes to Schools Program;]

³ [This language is optional and not required by state or federal law.]

3. [Physically active community engagement (e.g., skate night, fun run, dance night);]
4. [Nonfood-related fund raisers;]
5. [Physical activity brain breaks during transitions from one subject to another;]
6. [Intramural sports;]
7. [Monthly/Weekly school walks;]
8. [Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;]
9. [The use of alternates to food as rewards in the classroom;]
10. [Support groups for overweight and underweight students, and those students who struggle with nutrition and physical activity;]
11. [Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;]
12. [Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).]

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food service personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The principal is responsible to ensure such training is made available, including but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Customer service and student and family involvement;
7. Marketing healthy meals;
8. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and

9. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. Staff encourages and provides support for parental involvement in their children's physical education[;][.]
9. [Materials promoting physical activity are sent home with students[; and][.]
10. [Physical activity is a planned part of all school-community events.]

Program Evaluation

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students, and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;

5. Teachers and school nutrition and food service personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. [Teachers provide physical activity instruction and programs that meet the needs and interests of all students;]
8. Families and community organizations are involved, to the extent practicable, in nutrition education; and
9. One or more persons within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

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Umatilla School District 6R

Code: IGAI

Adopted:

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;

7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related

to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

[ORS 336.035](#)
[ORS 336.059](#)
[ORS 336.107](#)
[ORS 336.455 - 336.474](#)

[ORS 339.370 - 339.400](#)
[OAR 581-021-0009](#)
[OAR 581-021-0593](#)

[OAR 581-022-2030](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)

Umatilla Wrestling Program

We are also looking at adding wrestling to our list of sports for the kids. We are still unsure of the numbers of kids that will stick to the sport so we are looking at doing a Collective agreement with Irrigon. What this means is that we would transport our kids to Irrigon for practice and utilize their coaching and facilities for the year.

During this time with Board approval to add the program, we would look at splitting the cost of transportation to meets and cover the cost of our kids at events for entry fees. We are looking at hiring a person to help supervise and coach our kids in hopes that the following year we can have Umatilla wrestling in Umatilla. During this time with Irrigon, we will not be considered "Irrigon" Athletes. Students will wear Umatilla and represent Umatilla in the standings. This agreement allows us to give our kids an opportunity to participate with an established program in hopes that it will build enough interest for us to make this a program of our own.

Irrigon is asking us to get board approval showing support with adding wrestling and that the district will support the athletes with travel and event expenses.

What Every Parent and Caregiver Needs to Know About **FAKE PILLS**



DRUG ENFORCEMENT ADMINISTRATION • Public Safety Alert

What is fentanyl?

- It is a deadly synthetic opioid that is being pressed into fake pills or cut into heroin, cocaine, and other street drugs to drive addiction.

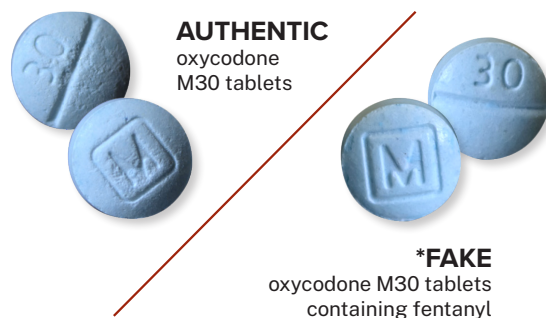
FENTANYL IS

50x

**MORE POTENT
THAN HEROIN**

What are fake pills?

- The Sinaloa Cartel and Cartel de Jalisco Nueva Generacion are making fentanyl and pressing it into fake pills. Fake pills are made to look like OxyContin®, Xanax®, Adderall®, and other pharmaceuticals. These fake pills contain no legitimate medicine.
- Fentanyl is also made in a rainbow of colors so it looks like candy.



***FAKE**
rainbow oxycodone M30 tablets containing fentanyl

Why is fentanyl so dangerous?

- DEA lab testing reveals that four out of every ten fake pills with fentanyl contain a potentially lethal dose.



What are the physical and mental effects of fentanyl?

- Fentanyl use can cause confusion, drowsiness, dizziness, nausea, vomiting, changes in pupil size, cold and clammy skin, coma, and respiratory failure leading to death.

Visit www.dea.gov/onepill for more information and resources for parents and caregivers

**Photos of fake pills do not represent all available fake pills.*

**ONE
PILL CAN
KILL**

Data as of September 2022

How would my child get fentanyl?

- Drug traffickers are using social media to advertise drugs and conduct sales. If you have a smartphone and a social media account, then a drug trafficker can find you. This also means they are finding your kids who have social media accounts.
- To learn about emoji codes used on social media, visit [Emoji Drug Code Decoded](https://www.dea.gov/onepill) on www.dea.gov/onepill.

PERCOCET® & OXYCODONE®



XANAX®



ADDERALL®



Why you should be concerned.

- The drug landscape is dramatically different from when you grew up, or even from just a few years ago.
- All parents and caregivers need to be educated on current drug threats to be able to have informed talks with their kids.

Tips for Parents and Caregivers

- Encourage open and honest communication
- Explain what fentanyl is and why it is so dangerous
- Stress not to take any pills that were not prescribed to you from a doctor
- No pill purchased on social media is safe
- Make sure they know fentanyl has been found in most illegal drugs
- Create an “exit plan” to help your child know what to do if they’re pressured to take a pill or use drugs
- For more tips on how to talk to your child about drugs, read Chapter 4 of *Growing Up Drug Free: A Parent’s Guide to Substance Use Prevention* at www.getsmartaboutdrugs.com/publications



Visit www.dea.gov/onepill for more information and resources for parents and caregivers

OSBA Model Sample Policy

Code: GBEA-AR
Revised/Reviewed:

Workplace Harassment Reporting and Procedure

Any district employee who believes they have been a victim of workplace harassment may file an oral or written report consistent with this administrative regulation, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process, or under any other available law.

Additional information regarding the filing of a report may be obtained through the principal, compliance officer or superintendent.

A complaint alleging an unlawful employment practice as described in ORS 659A.030, 659A.082, 659A.112 or ORS 659A.370 must be filed no later than five years after the occurrence of the alleged unlawful employment practice.

All documentation related to workplace harassment complaints may become part of the personnel file of the employee who is the alleged harasser, as appropriate. Additionally, a copy of all workplace harassment reports, complaints, and documentation will be maintained by the district as a separate confidential file and stored in the district office.

Investigation Procedure

The ~~[position title(s)] [is/are]~~ ^{building principals} responsible for investigating reports concerning workplace harassment. The investigator(s) shall be a neutral party having had no involvement in the report presented. If the alleged workplace harassment involves ~~[position title(s)]~~ ^{the principal}, the employee may report to ~~[alternative position title(s)]~~ ^{the Superintendent}. All reports of alleged workplace harassment behavior shall be investigated.

The investigator shall:

1. Document the alleged, reported incident of workplace harassment;
2. Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee;
3. Provide a copy of the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee; and
4. Complete the following steps:

Step 1 Promptly initiate an investigation. The investigator will arrange such meetings as may be necessary to discuss the issue with all concerned parties within ~~[five]~~ working days after receipt of the report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The investigator shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

~~{A copy of the report, complaint, or other documentation about the incident, and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the workplace harassment incident, including disciplinary action taken or recommended, shall be forwarded to the {superintendent}{human resources office}.}~~

Step 2 If a complainant is not satisfied with the decision at step 1, the complainant may submit a written appeal to the ~~{superintendent}{or designee}~~. Such appeal must be filed within ~~{10}~~ working days after receipt of the step 1 decision. The ~~{superintendent}{or designee}~~ shall review the investigators report and findings. The ~~{superintendent}{or designee}~~ will arrange such meetings with the complainant and other affected parties as deemed necessary by the ~~{superintendent}{or designee}~~ to discuss the appeal. The ~~{superintendent}{or designee}~~ shall provide a written decision to the complainant within ~~{10}~~ working days after receipt of the appeal.

[Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within ~~{10}~~ working days after receipt of the Step 2 decision. The Board will review the findings and conclusion of the ~~{superintendent}{or designee}~~ in a public meeting to determine what action is appropriate. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the ~~{superintendent's}{or designee's}~~ decision as the district's final decision.

If the Board conducts a hearing, the complainant shall be given an opportunity to present the appeal at a Board meeting. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The parties involved may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. The Board shall decide, within ~~{20}~~ days, in open session what action, if any, is warranted. The Board shall provide a written decision to the complainant within ~~{10}~~ working days following completion of the hearing.

If the Board chooses not to hear the appeal, the ~~{superintendent's}~~ decision in Step 2 is final.

Reports involving the superintendent should be referred to the Board chair on behalf of the Board. The Board chair will cause the information¹ required to be issued to the complainant as described in this administrative regulation. The Board chair shall present the complaint to the Board at a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The Board shall decide, within ~~{30}~~ days, in open session what action if any is warranted. The Board chair shall notify the complainant in writing within ~~{10}~~ days that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Follow-up Procedures

¹ Provide information about legal resources and counseling and support services, which may include district-provided assistance services available to the district employee, and a copy the district's Board policy GBEA - Workplace Harassment and this administrative regulation to the district employee.

The *Human Resource Specialist* [position title] will follow up with the district employee of the alleged harassment once every three months for the calendar year following the date on which the *principal* [position title] received a report of harassment, to determine whether the alleged harassment has stopped or if the employee has experienced retaliation. The *Human Resource Specialist* [position title] will document the record of this follow-up. The *Human Resource Specialist* [position title] will continue *Specialist* follow-up in this manner until and unless the employee directs the *Human Resource Specialist* [position title] in writing to stop.

Other Reporting Options and Filing Information

Nothing in this policy prevents an employee from filing a formal grievance in accordance with a collective bargaining agreement (CBA) or a formal complaint with BOLI or the Equal Employment Opportunity Commission (EEOC); or if applicable, the U.S. Department of Labor (USDOL) Civil Rights Center. Review the CBA for any provision that requires an employee to choose between the complaint procedure outlined in the CBA and filing a BOLI or EEOC complaint.

Nothing in Board policy GBEA - Workplace Harassment or this administrative regulation prevents any person from seeking remedy under any other available law, whether civil or criminal.

An employee or claimant must provide advance notice of claim against the employer as required by ORS 30.275.

Filing a report with the U.S. Department of Labor (USDOL) Civil Rights Center.

An employee whose agency receives federal financial assistance from the USDOL under the Workforce Innovation and Opportunity Act, Mine Safety and Health Administration, Occupational Safety and Health Administration, or Veterans' Employment and Training Service, may file a complaint with the state of Oregon Equal Opportunity Officer or directly through the USDOL Civil Rights Center. The complaint must be written, signed and filed within 180 days of when the alleged discrimination or harassment occurred.

Umatilla School District OR
[Name of District] ~~Umatilla School District~~
[Address] + [Phone] *1001 6th St, Umatilla, OR 97811*
541-922-6500

WORKPLACE HARASSMENT REPORTING OR COMPLAINT FORM

Name of person making report/complainant: _____

Position of person making report/complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of alleged misconduct: _____

Name of witnesses (if any): _____

Evidence of workplace harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

~~[Name of District]~~
~~[Address] | [Phone]~~

Umatilla School District #6K
1001 6th St
Umatilla, OR 97882
541-922-6500

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

McNary Heights Elementary School

October Board Report 2022



Home of the Mustangs

Principal: Nicole Coyle

Assistant Principal: Tim Young

Enrollment:

As of October 5th, 2022, we have 677 students currently enrolled at McNary.

Last year there were 612 students enrolled, so our enrollment is up by 41 students

Enrollment by grade level: Kinder = 102, 1st =107, 2nd =107 , 3rd = 117, 4th =108, 5th = 130

Fall Pictures: McNary's fall pictures were Wednesday, September 28th. Parents will be able to purchase individual pictures of their students through Barksdale.

Statewide Inservice Day: Friday, October 7th is Oregon Statewide Inservice. There is no school for staff or students.

Unity Day: October is bullying prevention month. 10/19 is Unity Day where we will wear Orange to show unity for kindness, acceptance, and inclusion and to send a visible message that no child should ever experience bullying.

Sarah Blake (counselor) and Logan Sinor (Behavior Specialist) have started their Second Step Lessons on bullying in classes.

Great Oregon Shakeout: We will participate in the Great Oregon Shakeout at 10:20 am on 10/20. We will follow the earthquake drill with a fire drill.

Fall Assessments: Benchmark reading testing was completed this year through MAPS reading fluency and students finished up MAPS testing last week (reading, math, and language). Thank you so Taunya Daniel and our instructional coaches, Melanie Johnston and Coni Pottorff who helped teachers complete the fall testing.

Professional Development: October 14th we will be having a Maravillas Training and a Wonders Training with McGraw Hill as a follow up training to our initial new reading series adoption.

Hearing Screenings: Students in K, 1 and 3rd grade will be screened for hearing through the IMESD on Thursday, October 27th.

Fall Parties: MHES will celebrate with a fall party the Friday before Halloween, 10/28.



**McNary Heights Elementary
School Board Report
September 2022
Timothy Young**

Discipline:

We have had 53 major referrals between 9/01/22 and 10/04/22

- 23 Physical Aggression
- 3 Assault
- 3 Sexual Harassment
- 2 Threatening
- 11 Insubordination
- 1 Abusive/Inappropriate
- 3 Harassment/Bullying
- 1 Property Misuse
- 6 Minors to Major

SAFETY:

We had a fire drill on September 13th @ 1:25pm. Our next scheduled Fire Drill is October 24th at 1:35pm. Our Earthquake Drill will be October 20th at 10:20am.

Character Traits for October:

October 3rd-7th-----Tolerance

October 10th-14th----Cooperation/Teamwork

October 17th-21st----Integrity/Honesty

October 24th-28th---Creativity

5th Grade Student Jobs are up and running!

SAFETY PATROL

We have 5 teams (with 4 students on each team). Each patrol team will be responsible for cross walk duty in the afternoons for one week per month.





**McNary Heights Elementary
School Board Report
September 2022
Timothy Young**

RECYCLING

18 students are helping with recycling. The recycling teams go around to each classroom to teach/remind staff and students about what is acceptable to recycle and what is not.



CAFETERIA HELPERS

We have 6 teams (with 3 students on each team). Three 5th grade students each week give up their recess to help out in the cafeteria.





**McNary Heights Elementary
School Board Report
September 2022
Timothy Young**

Student Leadership Team:

34 5th graders turned in their applications to be part of the Leadership Team. We will have a Preliminary Vote on Monday, October 10th to narrow the candidates down to 12 students. On October 21st, these candidates will give speeches to the 5th grade students, then the students will vote to see which 5 students (one from each class) will be part of the team!

Elementary Programs

October 2022

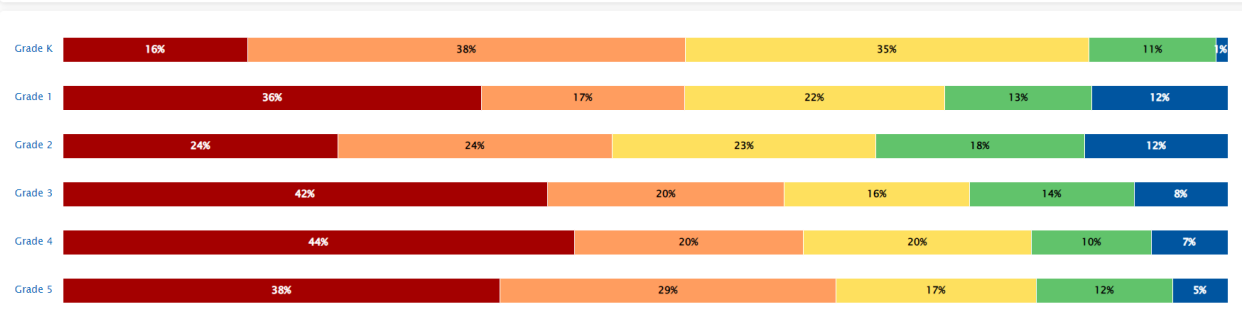
Taunya Daniel
 School Board Report

Assessment

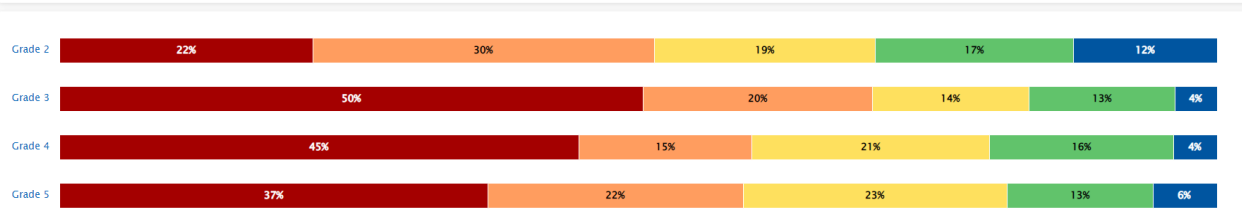
We just completed the MAPS fall benchmark assessments. Students in grades k-1 participated in reading and math. Students in grades 2-5 participated in reading, math and language. Students who are enrolled in dual language also took Spanish reading. MAPS adjusted the length of assessments so all assessments are now 43 questions. The students were troopers in working on the assessments as well as their stamina.

Here are some snapshots of our fall benchmark results:

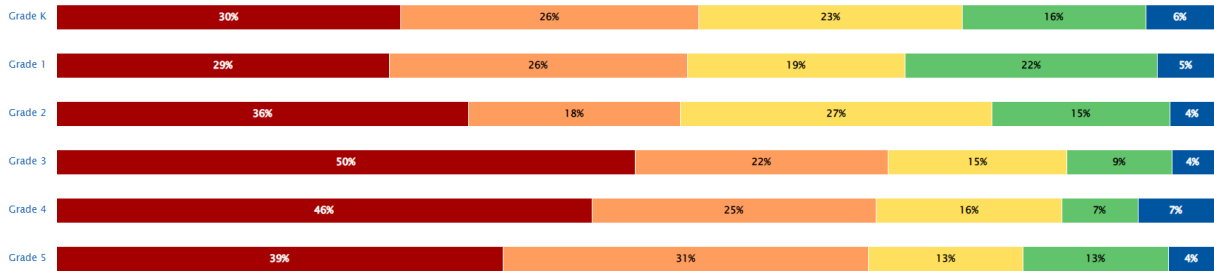
McNary Heights Elementary School
 School Achievement: Reading



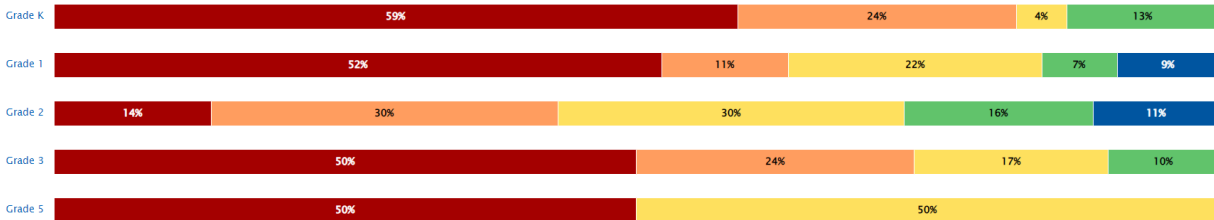
McNary Heights Elementary School
 School Achievement: Language Usage



School Achievement: Math K-12



School Achievement: Reading (Spanish)



Targeted Interventions

We have been doing a lot of work to make sure that we are using our data to provide targeted interventions that meet the needs of each student. In addition to the core instruction in language arts, students receive 60 minutes 4 times a week of 'Skills Group'. These were formerly known as 'Walk to Read'. Renaming came from the need to emphasize the importance of intensely building one skill at a time during this targeted intervention time. Due to the number of instructional assistants most students are able to practice skills in groups of 6 or less. In mathematics, teachers are utilizing the Bridges invention curriculum to give a small group of students intense instruction at their level 30 minutes a day 4 days a week. This is also in addition to the core math instruction. We are hopeful that these interventions will have a positive impact on growth scores this year.



Professional development

On October 14th, we will be having follow up training for our new Wonders/Maravillas curriculum. Now that teachers have been able to dive in and use it for a few weeks they are ready to n a little deeper and have some great questions. We will be doing Maravilla training in the morning and Wonders training in the afternoon.





**Clara Brownell Middle School
School Board Report
September 2022
Anthony Brown
Dean of Students/Athletic Director**

Discipline:

- One incident of OSS involving 3 students
- Lunch detentions for tardies have begun.

Student Activities:

- Football and volleyball seasons are half way through. Volleyball championships are 10/22 and football's last game is 10/19.
- Fall team sports photos are 10/20 after school.
- Boy's basketball pre-season meeting is 10/18.
- First day of boy's basketball practice is 10/24.



Clara Brownell Middle School
Board Report
Rick Cotterell

Enrollment 2022-2023									
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
6th	104	99							
7th	114	104							
8th	123	120							
Total	341	323							

October 2022

September was a busy month. We are almost finished with fall MAPs testing, and we just rounded out homecoming week with our first spirit assembly of the year. I have been very impressed with our leadership students this year, as they have been working hard to create positive experiences for students and staff.

With the help of our PTO, students and staff had the opportunity to celebrate our custodial staff for National Custodian Day. We appreciate Amy and Xander very much, and students had fun making posters to thank them for all they do for us.

In the coming weeks, teachers will be meeting with students to set individualized MAPs goals, and our leadership team will be preparing for our next major event, Red Ribbon Week. This event takes place at the end of October, raising awareness of the dangers of drug use. We will have fun and educational activities happening all week, including the first dance of the year.

Upcoming Events:

PTO meeting: October 13

Great Oregon ShakeOut: October 20

Red Ribbon Week: October 24-28

Halloween dance: October 28

Last day of 1st quarter: November 4

Conferences: November 9-10

[Homecoming Video](#)

UMATILLA HIGH SCHOOL



Board Report

October 2022

Homecoming Week

UHS really knew how to SHINE during Homecoming week! Students and staff did a fabulous job of dressing up, participating in assemblies, competing in events on Wednesday night, being loud at the football game, and finally attending the dance (record 216 kids)! FCCLA made fresh beignets along with fruit skewers and chocolate covered pretzels, while DJ, Clint Hill, kept all of the kids dancing all night long!



Fall Sports

Volleyball has 31 athletes competing this season. With a 1-12 record

Boys Soccer has 14 athletes out and are currently 0-7

Girls Soccer has 18 athletes and are 1-7.

Football---has 34 athletes participating, currently 4-1 is a 6 place OSAA ranking

XC—Has 11 runners this year.

Cheer—20 students

We are also looking at adding wrestling to our list of sports for the kids. We are still unsure of the numbers of kids that will stick to the sport so we are looking at doing a Collective agreement with Irrigon. What this means is that we would transport our kids to Irrigon for practice and utilize their coaching and facilities for the year. During this time with Board approval to add the program we would look at splitting the cost of transportation to meets and cover the cost of our kids at events for entry fees. We are looking at hiring a person to help supervise and coach our kids in hopes that the following year we can have Umatilla wrestling in Umatilla. During this time with Irrigon we will not be considered "Irrigon" Athletes. Students will wear Umatilla and represent Umatilla in the standings. This agreement allows us to give our kids an opportunity to participate with an established program in hopes that it will build enough interest for us to make this a program of our own.

Shine Athletes. The booster club has decided for us to help with funding our shining athletes of the week. We ask each coach to select a student and how they shined above that week. This award is like our Chose to Shine award for the school in which we provide the student with a picture of them with a custom made shirt. Then we also read the written message by the coaches during an advisory.



Afterschool Orchestra

Mr. Bryant and Mr. Quam worked together to organize an afterschool orchestra. They held their first meeting with students who expressed interest this past Monday. It was exciting to see twenty-three middle and high school students show up eager to find out more about playing a new type of instrument. They will be meeting with them over the next week to determine the type of instrument they will play. A big thank you to our afterschool program which will pay the rental fee for the students. Stay tuned for more to come.

October Maintenance Board Report

Maintenance has had a very successful month and have completed a list of projects. Those projects include repairing the A/C unit at the high school wood shop, installing a new pump for the high school I.T room mini split A/C unit, replacing the blower motor for room 202 at the high school. Shelco Electric has installed the new transformer for the new milling machine at the high school metal shop. The high school elevator is now accessible at any floor level without needing a key. The high school gym bleachers have got eighteen new drive wheels for better operation, and we have got a safety strap installed on the two main basketball hoops in the gym. Farm city has started the fencing project for the middle/high school, this project will be to install a fence that connects the middle school to the high school, giving the middle school a more secured playground.

Homecoming week went great and I want to give a thanks to Pedro, Enrique, and David for all of the awesome work. Our football field looked great with the freshly painted U in the center. During homecoming week maintenance was asked to create a mud pit for a class competition which was a fun project.





OCT

STEAM ACADEMY

AFTER SCHOOL PROGRAM, 21ST CCLC

Stephanie
Williams-Strege

UMATILLA SCHOOL BOARD

Dear Umatilla School District Board Members,

Session One of the STEAM Academy of Umatilla is well under way. We have had a wonderful start and are looking forward to the months to come. Some new class offerings Orchestra Club, Archery, FLL at McNary and STEM Around the World. The McNary USA group has competed in three races to date; the girls have placed 1st and the boys 2nd in both races. We are hosting a race this Thursday, October 13th.

This year is our fifth in the current CCLC grant cycle; the years have gone by quickly. We'll be applying for the grant again this spring.

Our first deadline for data collection has passed successfully. It took quite a bit of time, but everything has been submitted!

Sincerely,
Stephanie

ELD/Bilingual Board Report

October 2022

ESL & Dual Language

Initial testing has been completed and I'm currently working on making EL files for new students and updating files for continuing students. Here are some current statistics for our district:

	Current	Monitored	Former	Waiver	Not EL	Total
K	58	0	0	0	44	102
1	44	0	0	0	60	104
2	44	2	0	1	60	107
3	45	10	0	0	60	115
4	53	11	0	0	44	108
5	42	26	0	0	62	130
6	28	17	11	0	43	99
7	26	8	15	0	56	105
8	29	9	26	0	56	120
9	27	3	34	1	47	112
10	21	5	41	0	56	123
11	21	3	46	1	39	110
12	16	3	32	1	41	93
Total	453	97	205	4	669	1428

Libraries

IMESD has hired Christie Boen as a regional library/media specialist. She will be visiting our libraries on Wednesday, October 5. The ESD has also purchased a service called Sora (an OverDrive product), through which students throughout the region can check out e-books and audio books with an electronic device. This year they are offering this to us for free, but if we choose to continue next year it will cost the district \$2.00 per student. We hope to use this year to evaluate the usefulness and use of this service.

Also, we will soon begin labeling Chromebooks and entering them into our library management systems. We've have purchased printable labels and super-adhesive label protectors to use in labeling the Chromebooks with barcodes and the identity of the student or class (at the elementary level) which will be using the device.

As usual, if you have any questions or comments, feel free to reach out to me. Thank you!

David Lougee



Board Talking Points

October 2022

One of the best aspects of living in eastern Oregon is the beautiful fall weather. News for October:

State Update An historic degree of change will soon occur in state government. Oregon citizens will elect a new governor and over 1/3 of the legislature will turn over. For the first time in 40 years, Oregon will also have a new Senate Chair and House Speaker. This degree of sea change will certainly impact public education.

School leadership will face several challenges in the upcoming legislative session. The preliminary 23-25 State School Fund (SSF) calculation is much too low for K-12. We have our work cut out for us in advocating for adequate funding to address the significant mental health, learning loss, and facility needs in our schools. In addition, we must protect our other funding sources, such as the Student Success Act and High School Success. This message will be repeated at various OSBA and COSA events in the coming months.

High School Diploma Report ODE recently released a report regarding changes to the state diploma. The report analyzed data from other states, as well as multiple focus group interviews in Oregon. Since graduation rates are a leading indicator of school success, the diploma report will be a top discussion item in the legislative session.

Fall Regional OSBA and IMESD will sponsor the annual fall regional dinner this month. We hope you can attend either night:

- Fall Regional Dinner, Monday, October 3, 6:00 PM, LaGrande, EOU Gilbert Center
- Fall Regional Dinner, Tuesday, October 4, 6:00 PM, Pendleton, Pendleton Convention Center

MISSION

To provide outstanding customer service to our school districts in four areas: special education, technology, school improvement, and administrative services.

VISION

IMESD strives to ensure the success of every child by providing equitable services to close the opportunity gap. We are committed to the values of antiracism and multiculturalism.

Umatilla School District 6

Code: BDDH
Adopted: 10/11/95
Revised/Readopted: 2/11/04; 3/10/22
Orig. Code: BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites 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.¹ 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 only on agenda items.
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. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

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

- 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.

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 help@umatillasd.org. Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting, but will not be read at 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.

END OF POLICY

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