

Regular Board Meeting

Thursday, August 17, 2023 7:00 PM

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

A. Call Meeting to Order

B. Public Input

C. Approve Agenda

D. Action Items

D.1. Consent Agenda: Minutes for the July Board Meeting, HR Report, Disbursements and Financial Statements

D.2. Approve Adopted Curriculum Summary

D.3. Approve Extra Duty List for 2023-2024 School Year

D.4. Approve Student Handbooks for School District, MHES, CBMS, UHS, Athletics & Employee Handbook.

D.5. Adopt Communicable Disease Plan

D.6. Approve Teacher Evaluation and Support Guide Updates

D.7. Approve Board Advisor Application

D.8. Approve 2023-24 Daycare Rates

D.9. Approve Resolution 24-01 Regarding PERS Payments for Substitutes Non-Contracted Employees

D.10. Approve Volleyball Surplus

E. Discussions

F. Other/Board Discussions

G. Staff Recognition

H. Correspondence

H.1. FHA Correspondence

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, Dan Durfey

I.4. Maintenance - Vinny Stefani

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

I.6. IMESD Talking Points

J. **Public Input**

K. **Executive Session Real Property Transactions -
ORS 192.660(2)(e) - to conduct deliberations with
persons designated to negotiate real property
transactions.**

L. **Open Session**

M. **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

Umatilla School District #6R
Financial Update
July 2023

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, \$2,274,615 (2023-24 School year)
 - Common School Fund, \$82,833

- A copy of the check register is attached for your review. Current month obligation checks totaled **\$652,899.27**. Some of the larger expenditures include:

Alliance Management – Bond/Preschool project management
Banlin Construction, LLC – Preschool project work (progress #2)
GN Northern, Inc. – Survey work on CTE project at CBMS
NWEA – Annual MAPS renewal (student assessment)
PowerSchool – Annual renewal SIS (student information system)
TEQLease, Inc. – Audio Enhancement equipment lease payment (#4)
Umatilla County CARE – Annual CARE program fee for 2023-24

Other Notes:

Still processing and finalizing year-end transactions in preparation for audit and reconciling grant funds. Auditors will be present at District Office the week of September 18.

I stated last month I would begin including a Bond Project expenditure report. That will begin hopefully with August financial information. 😊

UMATILLA SCHOOL DISTRICT 6R General Fund
Statement of 2023-2024 Anticipated Revenue

7/31/2023

Account	Budget	YTD Revenue	Anticipated	Total	+ / (-) Budget
1111 Current Year's Levy*	\$ 4,700,000	\$ -	4,700,000	\$ 4,700,000	\$ -
1112 Prior Years' Levy*	75,000	18,659	56,341	75,000	-
1113-1190 County Sales Tax-Pymt in Lieu	300	-	300	300	-
1500 Earnings on Investments	125,000	25,649	274,351	300,000	175,000
1710 Admissions	2,000	-	-	-	(2,000)
1920 Contributions & Donations	500	1,820	-	1,820	1,320
1941 Svc Oth Dist Within State	25,000	-	-	-	(25,000)
1990 Miscellaneous (Includes Recovery)	35,000	5,473	29,527	35,000	-
2101 County School Fund*	50,000	-	50,000	50,000	-
2199 Other Intermediate Sources	-	-	-	-	-
3101 State School Support Fund*	13,550,000	2,274,615	11,375,385	13,650,000	100,000
3103 Common School Fund*	155,000	82,833	72,167	155,000	-
3299 Restricted State Other Grants	-	-	-	-	-
4500 Restricted Fed Govt thru State	-	-	-	-	-
4700 Federal Grants Thru Other Agencies	-	-	-	-	-
4801 Federal Forest Fees*	-	-	-	-	-
5000 Other Sources	-	-	-	-	-
Total Revenue	\$ 18,717,800	\$ 2,409,049	\$ 16,558,071	\$ 18,967,120	\$ 249,320
5400 Beginning Fund Balance	4,895,000	4,651,470	-	4,651,470	(243,530)
TOTAL RESOURCES	\$ 23,612,800	\$ 7,060,519	\$ 16,558,071	\$ 23,618,590	\$ 5,790

* Local Revenue included within state formula.

PROJECTED ENDING FUND BALANCE CALCULATION

Revenues	\$ 18,967,120
Expenditures Estimated	19,508,180
Revenues Over (Under) Expend.	(541,060)
Beginning Fund Balance - UN-AUDITED	4,651,470
Projected Ending Fund Balance	4,110,410
Unappropriated Ending Fund Balance	\$ -

Basic School Support Estimate

2023-2024 BSSF Estimate as of June 26, 2023	
1,395 ADMr	13,644,963
23-2024 BUDGET	13,550,000

Historical Expenditure Review

Expenditures 2024	19,508,180	Estimated
Expenditures 2023	18,083,809	Estimated
Expenditures 2022	16,554,990	
Expenditures 2021	14,993,182	

UMATILLA School District 6R
Statement of 2023-2024 Anticipated Expenditures

7/31/2023

Cost Center	Budget	Encumbrances	YTD Expenditures	Free Balance
1111 Elementary (MHES)	\$ 4,818,676	\$ 3,284,968	\$ 4,451	\$ 1,529,258
1121 CBMS Middle School	1,920,767	1,368,194	1,971	550,603
1122 CBMS Extra Curricular	87,155	3,975	82	83,098
1131 Umatilla High School	3,033,364	1,838,516	782	1,194,066
1132 Umatilla HS Extra Curricular	493,598	82,174	7,850	403,574
1210 TAG Program	10,190	-	-	10,190
1250-1259 Special Education/Spec. Ed. Life Skills	2,016,837	1,581,296	15,955	419,586
1271 Remediation	116,046	60,000	-	56,046
1291 ELL Program	1,153,580	703,973	53	449,554
1430 UHS Summer School	9,192	-	-	9,192
1460 Special Programs Summer	21,488	-	-	21,488
2114 Student Accounting	259,302	181,692	-	77,610
2115 Student Safety	6,825	-	-	6,825
2120 Guidance Counseling	672,868	622,543	44,061	6,264
2130 Health Services	500	518	-	(18)
2140 Psychological Services	10,000	-	-	10,000
2210 Improvement of Instruction	167,970	172,389	15,896	(20,315)
2220 Educational Media Services	294,106	166,059	241	127,806
2230 Assessment & Testing	152,615	105,994	28,909	17,712
2240 Staff Development	391,414	120,555	2,516	268,343
2310-2321 Board/Superintendent	771,000	442,712	43,684	284,604
2410 Office of Principal	1,614,233	1,266,094	89,216	258,923
2520 Fiscal Services	276,265	136,228	15,821	124,216
2540 Plant Operations & Maintenance	2,429,237	1,170,389	132,862	1,125,985
2550-2558 Student/ Spec Ed. Transportation	1,336,850	9,294	1,063	1,326,493
2630-2639 Volunteer Programs/Other Info. Services	166,665	123,294	8,637	34,735
2640 HR Staff Services	145,990	119,820	11,096	15,074
2645-2649 Health Services/Other Staff Services	10,000	-	7,750	2,250
2660 Technology Services	544,470	313,862	23,003	207,605
2680 Interpret/Translation Services	900	-	-	900
3300 Community Services	18,697	-	-	18,697
6000 Contingencies	662,000	-	-	662,000
Total Expenditures	23,612,800	13,874,541	455,897	9,282,363
Transfer of Funds	-	-	-	-
Unappropriated Ending Fund Balance	-	-	-	-
TOTAL	\$ 23,612,800	\$ 13,874,541	\$ 455,897	\$ 9,282,363

FUNCTION	Budget	Encumbrances	YTD Expenditures	Free Balance
1000 Instructional Services	\$ 13,680,893	8,923,096	\$ 31,143	\$ 4,726,654
2000 Support Services	9,251,210	4,951,445	424,753	3,875,012
3000 Community Services	18,697	-	-	18,697
5000 Transfer of Funds	-	-	-	-
6000 Contingency	662,000	-	-	662,000
Total Expenditures	23,612,800	13,874,541	455,897	9,282,363
7000 Fund Balance	-	-	-	-
TOTAL	\$ 23,612,800	\$ 13,874,541	\$ 455,897	\$ 9,282,363

OBJECTS	Budget	Encumbrances	YTD Expenditures	Free Balance
100 Salaries	\$ 10,739,915	\$ 8,398,559	\$ 174,632	\$ 2,166,724
200 Payroll Taxes & Benefits	7,441,821	4,738,195	112,393	2,591,233
300 Purchased Services	2,990,464	182,440	98,066	2,709,958
400 Supplies and Materials	1,374,835	555,057	62,320	757,457
500 Capital Outlay	102,500	-	7,850	94,650
600 Other Objects	301,265	290	635	300,340
700 Interfund Transfers	-	-	-	-
800 Contingency	662,000	-	-	662,000
Total Expenditures	23,612,800	13,874,541	455,897	9,282,363
Unappropriated Ending Fund Balance	-	-	-	-
TOTAL	\$ 23,612,800	\$ 13,874,541	\$ 455,897	\$ 9,282,363

Umatilla SD Other Funds - 2023-2024

EXPENDITURES

Fund	Description	Budget	Encumbrances	YTD Expenditures	Free Balance
203	CTE Career Pathways	\$ 25,050	\$ -	-	\$ 25,050
204	Umatilla Sports Complex	32,610	-	-	32,610
205	ORTOP	10,000	-	-	10,000
206	Medicaid Claiming	203,440	-	-	203,440
207	SB 1149	47,500	-	-	47,500
210	ECIA Title I	588,065	258,364	338	329,363
211	Title IA ESSA	-	-	-	-
212	ECIA Title IIA	64,790	-	-	64,790
214	ECIA Title III	70,940	60,507	-	10,433
216	Title IVA Safe & Drug Free Schools	37,500	-	-	37,500
217	21st CCLC	573,345	138,535	21,807	412,998
218	Outdoor School	58,000	-	-	58,000
219	Title VIB REAP	42,000	-	-	42,000
221	Title 1C Migrant Ed	53,750	43,867	-	9,883
223	Children's Reading Foundation	3,201	-	-	3,201
224	IDEA	109,775	101,065	-	8,710
225	IDEA Enhancement Grant	3,125	-	-	3,125
230	CARES Act (ESSER I/CDL)	-	-	-	-
235	ESSER II Funds	167,675	368	41,043	126,264
236	ESSER III Funds	1,857,030	559,598	331,729	965,703
239	HS Success Grant	433,675	280,471	459	152,745
243	OR First Robotics Grant	20,000	-	-	20,000
250	Child Nutrition Fund	1,774,165	1,190,206	21,688	562,271
251	Farm to School Grant	45,000	23,240	760	21,000
255	Student Investment Acct (SIA)	1,274,875	555,462	128,800	590,612
258	Youth Transition Program Grant	133,045	102,701	4,701	25,644
259	Summer Academic Support Grant	205,925	-	-	205,925
261	Education Project Grant	19,000	-	-	19,000
267	OR Healthy Schools Grant	10,000	-	-	10,000
284	Daycare Center	140,500	-	1,655	138,845
285	MHES ASB	50,000	-	-	50,000
290	CBMS ASB	50,000	-	-	50,000
295	UHS ASB	235,000	-	-	235,000
299	Miscellaneous Grants	107,000	-	-	107,000
302	Debt Service	2,032,000	-	-	2,032,000
303	PERS UAL Debt Service	1,163,000	(0)	-	1,163,000
451	Capital Projects Fund	193,000	70,357	-	122,643
452	2016 GO Bond Capital Projects Fund	192,500	4,500	-	188,000
453	Construction Excise Tax	495,000	-	-	495,000
455	Capital Projects 2022 GO	51,110,000	588,150	23,283	50,498,567
	Total Expenditures	\$ 63,631,476	\$ 3,977,390	\$ 576,263	\$ 59,077,823

RECAP

Fund	Description	Beginning Balance	YTD Receipts	Expenditures	Ending Balance
203	CTE Career Pathways	\$ (4,369)	\$ 4,369	-	\$ 0
204	Umatilla Sports Complex	3,308	-	-	3,308
205	ORTOP	3,850	-	-	3,850
206	Medicaid Claiming	123,420	-	-	123,420
207	SB 1149	47,868	3,531	-	51,399
210	ECIA Title I	-	-	338	(338)
211	Title IA ESSA	(5,307)	-	-	(5,307)
212	ECIA Title IIA	-	-	-	-
214	ECIA Title III	-	-	-	-
216	Title IVA Safe & Drug Free Schools	(7,464)	5,498	-	(1,966)
217	21st CCLC	(740)	-	21,807	(22,547)
218	Outdoor School	(27,619)	-	-	(27,619)
219	Title VIB REAP	(18,340)	-	-	(18,340)
221	Title 1C Migrant Ed	-	-	-	-
223	Children's Reading Foundation	3,200	-	-	3,200
224	IDEA	-	-	-	-
225	IDEA Enhancement Grant	-	-	-	-
230	CARES Act (ESSER/CDL)	-	-	-	-
235	ESSER II Funds	(195)	-	41,043	(41,238)
236	ESSER III Funds	(5,879)	-	331,729	(337,608)
239	HS Success Grant	(8,295)	-	459	(8,754)
243	OR First Robotics Grant	-	-	-	-
250	Child Nutrition Fund	653,958	13,313	21,688	645,583
251	Farm to School Grant	(309)	-	760	(1,069)
255	Student Investment Acct (SIA)	394,711	-	128,800	265,911
258	Youth Transition Program Grant	(20,632)	54,225	4,701	28,893
259	Summer Academic Support Grant	-	-	-	-
261	Education Project Grant	18,661	62	-	18,723
267	OR Healthy Schools Grant	(18,001)	18,001	-	0
284	Daycare Center	79,513	-	1,655	77,858
285	MHES ASB	24,726	-	-	24,726
290	CBMS ASB	15,408	-	-	15,408
295	UHS ASB	169,879	-	-	169,879
299	Miscellaneous Grants	(12,504)	-	-	(12,504)
302	Debt Service	112,333	5,252	-	117,585
303	PERS UAL Debt Service	87,340	186,836	-	274,176
451	Capital Projects Fund	13,174	-	-	13,174
452	2016 GO Bond Capital Projects Fund	83,885	3	-	83,888
453	Construction Excise Tax	394,814	297,832	-	692,646
455	Capital Projects 2022 GO	47,125,645	-	23,283	47,102,362
	Total Resources	\$ 49,226,039	\$ 588,923	\$ 576,263	\$ 49,238,699

* Balances are UN-Audited.

UMATILLA SCHOOL DISTRICT 6R
 Monthly Revenue and Expenditure Summary

GENERAL FUND

2023-2024

ACCT #	SOURCE	BUDGET	Projected JULY	Projected AUG	Projected 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	4,700,000	-	-	-	-	3,700,000	655,000	75,000	40,000	95,000	20,000	10,000	80,000	4,675,000	(25,000)
1112	Prior Year Taxes	75,000	18,659	15,500	13,000	3,900	15,000	1,275	5,000	6,000	3,750	3,900	4,700	9,250	99,934	24,934
113-119	County Sales Tax-Pymt in Lieu	300	-	-	-	-	-	-	225	-	-	-	-	7,700	7,925	7,625
1500	Interest on Investments	125,000	25,649	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	25,000	300,649	175,649
1710	Admissions	2,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(2,000)
1920	Contributions	500	1,820	9,500	-	-	-	-	6,000	-	-	-	-	-	17,320	16,820
1941	Svc Oth Dist Within State	25,000	-	-	-	-	-	-	-	-	-	-	-	-	-	(25,000)
1990	Miscellaneous	35,000	5,473	5,000	200	7,500	225	17,500	275	32,550	1,800	3,500	18,000	-	92,023	57,023
2101	County School Funds	50,000	-	-	-	-	-	-	52,000	-	-	-	-	-	52,000	2,000
2199	Other Intermediate Sources	-	-	-	2,200	-	2,900	-	-	-	2,200	-	-	3,000	10,300	10,300
3101	State School Support	13,550,000	2,274,615	1,137,035	1,137,035	1,137,035	1,137,035	1,137,035	1,137,035	1,137,035	1,137,035	1,137,035	1,137,035	(7,710)	13,637,255	87,255
3103	Common School Fund	155,000	82,833	-	-	-	-	-	-	83,000	-	-	-	-	165,833	10,833
3299	Other Restricted Grants-in-Aid	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4500	Restricted Fed thru State	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4700	Federal Grants thru Other Agencies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4801	Federal Forest Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5000	Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	18,717,800	2,409,049	1,192,035	1,177,435	1,173,435	4,880,160	1,835,810	1,300,535	1,323,585	1,264,785	1,189,435	1,194,735	117,240	19,058,239	340,439
5400	Beginning Fund Balance	4,895,000	4,651,470	-	-	-	-	-	-	-	-	-	-	-	4,651,470	(243,530)
	Total Resources	23,612,800	7,060,519	1,192,035	1,177,435	1,173,435	4,880,160	1,835,810	1,300,535	1,323,585	1,264,785	1,189,435	1,194,735	117,240	23,709,709	96,909
REQUIREMENTS																
100	Salaries	10,739,915	174,632	185,000	775,000	800,000	800,000	800,000	800,000	800,000	800,000	800,000	850,000	1,800,000	9,384,632	1,355,283
200	Benefits	7,441,821	112,393	125,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	1,250,000	5,987,393	1,454,428
300	Purchased Services	2,990,464	98,066	215,000	75,000	110,000	175,000	175,000	300,000	90,000	300,000	165,000	65,000	350,000	2,118,066	872,398
400	Supplies & Materials	1,374,835	62,320	400,000	90,000	125,000	65,000	20,000	30,000	30,000	145,000	30,000	30,000	50,000	1,077,320	297,515
500	Capital Outlay	102,500	7,850	-	-	-	-	-	-	-	-	-	-	-	7,850	94,650
600	Other Objects	301,265	635	229,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	269,635	31,630
720	Transfers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
800	Contingency	662,000	-	-	-	-	-	-	-	-	-	-	-	-	-	662,000
	Total Expenditures	23,612,800	455,897	1,154,000	1,444,000	1,539,000	1,544,000	1,499,000	1,634,000	1,424,000	1,749,000	1,499,000	1,449,000	3,454,000	18,844,897	4,767,904
Monthly Fund Balance		0	6,604,622	38,035	(266,565)	(365,565)	3,336,160	336,810	(333,465)	(100,415)	(484,215)	(309,565)	(254,265)	(3,336,760)	4,864,813	
Accumulated Fund Balance		0	6,604,622	6,642,657	6,376,092	6,010,527	9,346,687	9,683,497	9,350,032	9,249,617	8,765,402	8,455,837	8,201,572	4,864,813	4,864,813	
% of Budgeted Resources			29.90%	5.05%	4.99%	4.97%	20.67%	7.77%	5.51%	5.61%	5.36%	5.04%	5.06%	0.50%	100.41%	
% of Budgeted Requirements			1.93%	4.89%	6.12%	6.52%	6.54%	6.35%	6.92%	6.03%	7.41%	6.35%	6.14%	14.63%	79.81%	

Umatilla School District 6R

Board Report

July-2023

	Vendor	Detail	Amount	Fund
1	Accu Shred	Shred Services	351.54	
2	Aichele Farms	Produce	760.00	251
3	Alliance Management & Co.	Bond Projects/ Preschool Replacement	17,500.00	236; 455
4	All-Safe Abatement Services	Asbestos Removal	3,954.00	236
5	Allstream	Long Distance	167.13	
6	Andymark, Inc.	Robotics Supplies	458.98	239
7	Banlin Construction, LLC	Preschool Project	318,859.28	236
8	Banner Bank for Petty Cash	Petty cash Rikkilynn	400.00	250
9	Bivins, Courtney	Mileage to EOU	106.90	210
10	Bound To Stay Books	Library Books	241.28	
11	Cardenas, Ramona	Mileage	30.26	
12	Carruth Compliance Consulting	Annual Fee	2,637.62	
13	Cascade Natural Gas Corp.	Utilities- Gas	12.41	
14	Centurylink	Maintenance/Telephone	1,196.14	
15	Character Strong LLC	Development Curriculum	999.00	
16	Chem-Aqua, Inc.	Water Treatment	333.89	
17	City Of Umatilla	Water/Refuse (June)	10,416.63	100;250
18	Coleman Oil Company	Gas/Diesel	511.04	
19	COSA	Registration	325.00	
20	Crown Paper & Janitorial	Janitor Supplies	3,912.25	
21	CRS Mini Storage	Annual STEAM Rent	704.00	217
22	Daily Journal of Commerce	SD ARCH SVCS	283.20	455
23	Daniel, Taunya	MILEAGE/TRAVEL/MEALS	1,095.36	255;236
24	Desert Spring Bottles	5 gallon bottle, RENT	64.10	
25	Dry Box Inc	RENTAL CONTAINERS	150.00	
26	Fink, Madison	Tuition reimbursement	2,200.00	
27	Frontline Technology	Annual renewal Absence & Substitute Management	7,749.73	
28	Funderburk, Corinne	Mileage/ Travel	118.68	255
29	Garrett Hemann Robertson	Legal Fees	1,377.00	
30	GN Northern, Inc.	Survey work on CTE project at CBMS	8,000.00	455
31	Hermiston Auto Parts, Inc.	Maintenance Repair	63.57	
32	Inland Development Corp.	Telecommunications	237.21	
33	Jiffy Lube Oil Express	Oil Changes	145.70	
34	Jimmy's Johns Portable	Porta Potty Rentals	120.18	
35	Johnson Controls Security	Annual Service	595.55	
36	Karan, Salesh	Summer Sch. Supplies	11.56	235
37	KIE Supply Corporation	Irrigation Supplies	313.79	
38	Lancaster, Alicia	Summer Sch. Supplies	19.31	235
39	Leaf Capital Funding LLC	Copier, Maintanance, insurance	3,444.60	
40	Mealtime	Annual Renewal	1,148.00	250
41	Missoula Children's Theater	Garden Residency	3,250.00	217
42	NW Regional Education SD	Background Checks	5.00	
43	NWEA	MAP Renewal	28,908.75	
44	Nygren, Holly	Mileage/ Travel/meals	956.35	255
45	OETC	Membership Renewal	150.00	
46	Old Republic Surety Group	Fidelity Bond	287.00	
47	Pacific Power	Electricity June-July	22,277.50	
48	Placencia, Bianca	Mileage to EOU	123.80	210
49	Powerschool Group, LLC	23/24 Renewal	17,327.80	
50	Remedia Publications	SPED Supplies	175.87	
51	Rogers Athletic Co.	Football Gear; lev sled pad	7,850.00	
52	Scenario Learning LLC	Employee Safe Schools	316.20	
53	School Specialty LLC	Disection Pans/supplies	62.58	
54	Shelcto Electric, Inc.	Electrical; Camera Installation	5,287.50	
55	Sipe, Heidi	Mileage/ Travel	942.45	
56	Stefani, Vincent	OSSOA Mileage	419.38	
57	TEQLEASE, INC	Audio Equipment	127,195.97	255
58	TK Elevator Corpotation	Annual inspections/Maintanace	1,120.23	
59	Twin Rivers Heating & Co	Equipment repair	190.00	250
60	Umatilla County CARE	CARE program fee	43,009.08	

	Vendor	Detail	Amount	Fund
61	Vargas Ortega, Adriana	YTP Summer Swell Mileage	533.97	258
62	Verizon Wireless	Telephone	663.10	100;235
63	Welch, Sara	Food	8.24	235
64	Wiley, Lucia	Mileage to EOU	106.90	210
65	Williams Strege, Stephanie	Summer Sch. Snacks	29.88	235
66	Wortman, Kristen	YTP Summer Swell Mileage	342.30	258
67	Young, Timothy	Mileage	344.53	
			TOTAL:	\$ 652,899.27

Fund 203-Career Pathways Grant	Fund 239 - Measure 98
Fund 204-Umatilla Sports Comp/Impr	Fund 243-Oregon FIRST Robotics Program
Fund 205-ORTOP	Fund 250-Food Service
Fund 206-Medicaid Administration	Fund 251-Farm to School
Fund 207-SB-1149	Fund 255-Student Investment Account
Fund 210-Title IA Improving Basic Pro	Fund 258-Youth Transition (YTP)
Fund 212-Title IIA-PTR Teachers/Princ	Fund 261-State Education Project (Lottery)
Fund 214-Limited English Prof. Studer	Fund 284-Daycare Center
Fund 216-Title IVA - Safe & Drug Free	Fund 285-Elementary A S B (MHES)
Fund 217-21st CCLC	Fund 290-Middle A S B (CBMS)
Fund 218 - Outdoor School Education	Fund 295-High A S B (UHS)
Fund 219-Title VIB - Rural Low Income	Fund 299-Miscellaneous
Fund 221-Title 1C Migrant	Fund 302-Debt Service - High School
Fund 223-Children's Reading Foundat	Fund 303-Debt Service - PERS UAL
Fund 224-I.D.E.A.	Fund 451-Capital Projects
Fund 225-Special Ed. I.D.E.A.	Fund 452-2016 GO Bond Capital Projects
Fund 235-ESSER II Funds	Fund 453-Construction Excise Tax
Fund 236-ESSER III Funds	Fund 455-2022 GO Bond Capital Projects

UMATILLA SCHOOL DISTRICT #6R

August 17, 2023

Superintendent's Recommendation

Recommendations for Hire:

Johana Sepulveda - MHES Dual Language Teacher - Johana is a recent grad from Eastern Oregon University with a BS in Anthropology/Sociology with a minor in Spanish.

JuanJuan Zhang: UHS Physical Science Teacher. She was trained as a physics teacher and taught in China prior to moving to the United States. She has taught both physics and math class in the United States. She is very excited for the opportunity to teach our students and looks forward to helping them learn science.

Kimberly Davis - CBMS Language Arts - Kimberly has a bachelors in education from Washington State University, as well as a masters in computer science and technology from Ashford University. She has had a variety of experiences working in education, including as a paraeducator, GED instructor, and middle school science teacher.

Trey Trevino - CBMS Roving Certified Sub - Trey has a bachelors in science from Eastern Oregon University. He worked as a roving classified sub last year, received an emergency sub license through TSPC to be able to cover for teachers when we had shortages, and spent a lot of time covering certified positions. We are happy to move him to full-time, certified coverage this year.

Jeff Caldwell - Special Education Certified Roving Sub. Jeff supported our team in this role last year as a mid-year hire (and thus, a temporary contract). We're happy to have him back in this role on a traditional probationary contract this year. He has exceptional patience and skill with our students and we appreciate his help last year, and in the future.

Resignation:

Dave Trott - CBMS Roving Certified Sub

Umatilla School District
Adopted Curriculum

Health (2018)

- High: Goodheart-Wilcox: Comprehensive Health 2018 (Grade 11)

Social Studies (2019)

- Elem: Embedded, no text
- Middle: Holt McDougall
- High: Houghton Mifflin Harcourt: American History: Reconstruction to Present (Grade 10)
- High: Houghton Mifflin Harcourt: World History (Grade 11)
- High: Houghton Mifflin Harcourt: Civics (Grade 12)
- High: Houghton Mifflin Harcourt: Global Geography (Grade 11-12)

English Language Arts (2022):

- McGraw Hill
 - Wonders (Grades K-2)
 - Wonders (Grades 3-5)
- McGraw Hill: StudySync (Grades 6-8)
- McGraw Hill: StudySync Core ELA & British Literature (Grade 9-12)

ESL (2022):

- Newcomers: Vista, Get Ready, levels 1-3, 4-6, 6-8 and 9-12
- National Geographic/Cengage K-12:
 - K-5 Reach Higher,
 - 6-8 Time Zones,
 - 9-12 Pathways

Math (2023):

- Elementary: [McGraw Hill Reveal](#)
- Middle School: [McGraw Hill Illustrative Math](#)
- Umatilla High: [Kendall Hunt Illustrative Math \(independent adoption\)](#)

Science (2017)

- Middle: Stem Scopes, Accelerated Learning, 2017
- High: McGraw Hill: Glencoe Physical Science 2017 (Grade 9)
- High: McGraw Hill: Glencoe Biology 2017 (Grade 10)
- High: McGraw Hill: Glencoe Chemistry 2017 (Grade 11-12)
- High: McGraw Hill: Glencoe Physics 2017 (Grade 11-12)
- High: National Geographic Learning/Cengage Learning Forensic Science 2016 (Grade 11-12)

Extra duty list 2023-2024			
UHS		CBMS	
Athletic/Activity Director:	Dan Durfey	Athletic Director:	Anthony Brown
Sept., Oct., Nov.		Sept., Oct., Nov.	
Head Football:	Kyle Sipe	Football Coach:	Jeff Collins
Asst. Football:	Steven Williams, Arrik Russell, Caden Sipe, Ian Coyle (All football pooled contracts)	Football Coach:	Trey Trevino John Williams: Depending on numbers: Timesheet
		Volleyball:	Salesh Karan
Head Volleyball:	Samantha Erz	Volleyball:	Tammy Wagner
Asst. Volleyball:	Blanca Ramirez	Volleyball:	Crystal Gomez: Depending on numbers: Timesheet
Head Cross-Country:	Cathy Gertson	November, December	
Asst. Cross Country:	Gena Cook	Basketball (B):	Trey Dohman
Head Soccer Coach (B):	Pedro Ortiz	Basketball (B):	Jeffrey Collins, Trey Trevino depending on numbers: Timesheet
Asst. Soccer Coach (B):	Enrique Leal	January, February	
Head Soccer Coach (G):	Oscar Contreras-Leal	Basketball (G):	Courtney Davis
Asst. Soccer Coach (G):	Megan Lorence	Basketball (G):	Crystal Gomez
Fall Cheer Coach:	Courtney (Trevino) .5 Corinne Funderburk.5	Basketball (G):	Oscar Contreras: Depending on numbers: Timesheet
		March, April, May	
December, January, February		Track:	Arrik Russell
Head Varsity Basketball (B):	Scott Bow	Track:	Trey Dohman, Trey Trevino and Jennifer Fuentes depending on numbers: Timesheet
Asst. Varsity Basketball (B):	Jon Garrett	10 or 12 Month	
JV Basketball (B):	Steven Williams	Pep Band:	Brandon Quam
Head JV2 Basketball:	Marco Munoz	Student Council:	Jeff Collins
Head Varsity Basketball (G):	Marisa Gonzalez	Junior Honor Society:	Nancy Swarat
JV Basketball (G):	David White		
Winter Cheer Coach:	Courtney (Trevino) Daniel.5 Corinne Funderburk .5	ALL DISTRICT	
Wrestling Coach:	Bob Lorence		
March, April, May		TAG	
Head Baseball:	Jon Garrett	Elementary School:	Valerie May
Asst. Baseball:	Blake Chewing	Middle School:	Ian Coyle
Head Track:	Cathy Gertson	High School:	Mary Buckallew
Asst. Track:	Jacob Foutz	Special Education Stipend.	
Asst. Track:	Nancy Ortiz	Middle School:	Anthony Pepitone
Head Tennis:	Eric Lougee	Middle School:	OPEN
Asst. Tennis:	Nicole Silver	Elementary School:	Chevella Williams
Head Softball Coach:	Erick Olson		
Assistant Softball Coach:	.5 OPEN, .5 Mykel Liebe (split contract)	Elementary School:	Melina Enkey
Golf Coach:	David White	Elementary School:	Wndy Ross
10 or 12 Month		High School:	Sam Morrow
Key Club:	Samantha Erz	High School:	Shari Humphrey
Yearbook Advisor:	Alexa Lougee		
FCCLA Advisor:	Holly Nygren	TSPC Bilingual Specialization	
Honor Society:	Nancy Swarat	Elementary School:	Jessica Garcia Quezada
Pep Band:	Brandon Quam	High School:	Eric Lougee
Technology Club Advisor:	Caden Sipe	High School:	Lupe Escovedo

		Dual Language	
		Kinder:	1st Grade
		Yoshi Escamilla	Margaret Gutierrez
		Jessica Garcia	Grace Martinez
		2nd Grade:	3rd Grade:
		Mykel Liebe	Rosy Madrigal
		Tessa Jaimez	Samantha Carrillo
		4th Grade	
		Johana Sepulveda	
		Marlina Serratos	

Umatilla School District Student Handbook



PREFACE

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement. Board policies are available at the Umatilla School District Office and the district's website: www.umatilla.k12.or.us.

Any information contained in this student handbook is subject to unilateral revision or elimination from time to time without notice.

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity available at the Umatilla School District on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language difference, sexual orientation, socio-economic status, height, weight, marital or familial status or disability. For Nondiscrimination concerns or questions, please contact Heidi Sipe at 541-922-6500 or sipeh@umatillasd.org.

This handbook is current as of August 17, 2023 and replaces all previous handbooks and remains current until re-publication.

Contents

ACCEPTABLE USE POLICY	
3	
ADMISSION	
3	
ALTERNATIVE EDUCATION PROGRAMS	
4	
ALTERNATIVE EDUCATION NOTIFICATION	
5	
ASBESTOS	
5	
ASSEMBLIES	
5	
ASSIGNMENT OF STUDENTS TO CLASSES	
6	
ASSIGNMENT OF STUDENTS TO SCHOOLS	
6	
ATTENDANCE	
6	
CLUBS AND ORGANIZATIONS	
9	
COMMUNICABLE DISEASES	
9	
COMPUTER USE	
9	
CONDUCT	
10	
CONFERENCES	
13	
COUNSELING	
13	
CYBERBULLYING	
14	
DAMAGE TO DISTRICT PROPERTY	
14	
DANCES/SOCIAL EVENTS	
14	

DISCIPLINE/DUE PROCESS	14
DISTRIBUTION OF MATERIAL	17
DRESS AND GROOMING	17
DRILLS - FIRE, EARTHQUAKE, SAFETY THREATS AND OTHER EMERGENCY DRILLS	18
DRUG, ALCOHOL AND TOBACCO PREVENTION PROGRAM	19
EMERGENCY MEDICAL TREATMENT	19
EMERGENCY SCHOOL CLOSING INFORMATION	19
EXTRACURRICULAR ACTIVITIES	20
FEES, FINES AND CHARGES	20
FIELD TRIPS	21
FLAG SALUTE	21
FUND RAISING	22
GANGS	22
HAZING/HARASSMENT/INTIMIDATION/BULLYING/CYBERBULLYING/MENACING/TEEN DATING VIOLENCE	23
HOMELESS STUDENTS	26
HOMEWORK	26
IMMUNIZATION AND VISION SCREENINGS	26
INFECTION CONTROL/HIV, HBV AND AIDS	27
INSURANCE	28
LOCAL WELLNESS	28

LOCKERS	
28	
LOST AND FOUND	
29	
LUNCH/BREAKFAST PROGRAM	
29	
MEDIA ACCESS TO STUDENTS	
29	
MEDICINE AT SCHOOL	
29	
PARENTAL INVOLVEMENT	
31	
PARENTAL RIGHTS	
31	
PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA	
32	
PHYSICAL EXAMINATIONS	
33	
POSTERS	
33	
PROGRAM EXEMPTIONS	
33	
PROMOTION, RETENTION AND GRADE LEVEL PLACEMENT OF STUDENTS	
33	
RELEASE OF STUDENTS FROM SCHOOL	
34	
REPORTS TO STUDENT AND PARENTS	
34	
SEARCHES	
34	
SPECIAL PROGRAMS	
35	
STUDENT/PARENT COMPLAINTS	
37	
STUDENT EDUCATION RECORDS	
41	
SUPERVISION OF STUDENTS	
44	
TALENTED AND GIFTED PROGRAM	
44	

TECHNOLOGY ACCESS BY STUDENTS

47

THREATS

47

TOBACCO-FREE ENVIRONMENT

47

TRANSFER OF STUDENTS

47

TRANSPORTATION OF STUDENTS

48

TRAVEL SERVICES

49

VISITORS

49

ACCEPTABLE USE POLICY

The Board recognizes that telecommunications, electronic information sources and networked services significantly alter the information landscape for schools by opening classrooms to a broader array of resources. Electronic information research skills are now fundamental to preparation of citizens and future employees during an Age of Information. The Board expects that staff will blend thoughtful use of such information throughout the curriculum and that the staff will provide guidance and instruction to students in the appropriate use of such resources. Staff will consult the guidelines for instructional materials contained in Board Policy II/IIA and will honor the goals for selection of instructional materials contained therein.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply (see Board Policy JG, JGDA/JGEA and JGE). The network is provided for students to conduct research and communicate with others. Access to network services will be provided to students who agree to act in a considerate and responsible manner.

The district's system will be used to provide statewide, national and global communications opportunities for staff-and students. The purpose of the district provided communication network shall be limited to "enhancing the delivery of education."

The superintendent will establish administrative regulations for the use of the district's system. The administrative regulations will be consistent with sound guidelines as may be provided by the education service district and/or the Oregon Department of Education.

Failure to abide by district policy and administrative regulations governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violations may result in discipline up to and including expulsion. Staff violations may also result in discipline up to and including dismissal. Fees, fines or other charges may also be imposed.

(District Policy IIGBA)

ADMISSION

A student seeking enrollment in the district for the first time must meet all academic, age, immunization, tuition and other eligibility prerequisites for admission as set forth in state law, Board policy and administrative regulations. Students and their parents should contact the office for admission requirements.

The district may deny regular school admission to a student who is expelled from another school district and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.

The district shall deny regular school admission to a student who is expelled from another school district for an offense that constitutes a violation of applicable state or federal weapons laws and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.

Alternative education services will not be provided to students expelled from another school district for violation of applicable state or federal weapons laws and who subsequently become a resident of the district.

ALTERNATIVE EDUCATION PROGRAMS

Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems; for students who have not met or who have exceeded all of Oregon's academic content standards; when necessary to meet a student's educational needs and interests; to assist students in achieving district and state academic content standards; or when a public or private alternative program is not otherwise readily available or accessible. Such programs consist of instruction or instruction combined with counseling and may be public or private. Private programs must be registered with the Oregon Department of Education. Home schooling shall not be used as an alternative education program placement.

The district will not provide alternative education programs for students expelled for violation of applicable state or federal weapons laws.

In-District Alternative Education Programs

Examples of alternative education program options are not limited to, but include:

1. Evening classes;
2. Tutorial instruction;
3. Small group instruction;
4. Professional technical programs;
5. Work experience;
6. Instructional activities provided by other accredited institutions;
7. Community service;
8. Independent study;
9. Expanded Options Program;
10. Others as approved by the district.

Parents may request additional in-district alternative education programs by submitting written requests to the principal.

Nondistrict Alternative Education Programs

1. Other school(s)/program(s);
2. Community college;
3. Others as approved by the district.

The district pays the alternative education program cost or an amount equal to 80 percent of the district's estimated current year's average per student cost, whichever is less, for placing students in nondistrict alternative education programs. The student's placement must have the prior approval of the district.

The district will not assume alternative education costs for any student not placed in an alternative program according to procedures established by the district and Oregon law.

If a parent receives an exemption on a semiannual basis to withdraw a student age 16 or 17 from school, the district has no obligation to pay for an alternative education program.

If a student is not successful in the alternative education program or the alternative education programs are not accepted by the student/and or parent, there is no obligation to propose or fund a second program.

ALTERNATIVE EDUCATION NOTIFICATION

Individual notification to students and parents regarding the availability of alternative education programs will be provided when a student is under consideration for an alternative placement by school administration.

Individual notification shall be hand-delivered or sent by certified mail. Parents shall receive individual notification prior to placement.

ASBESTOS

The district has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having its buildings inspected by accredited inspectors and the development of a management plan for the control of this substance. The management plan is available for public inspection in the district office. The maintenance director serves as the district's asbestos program manager and may be reached for additional information.

ASSEMBLIES

A student's conduct in assemblies must meet the same standard as in the classroom. A student who does not abide by the district's Student Code of Conduct during an assembly shall be subject to disciplinary action.

ASSIGNMENT OF STUDENTS TO CLASSES

Students are assigned to classes based on the individual needs of the student, staffing and scheduling considerations. Parent requests to place a student in a particular class may be submitted to the principal or a counselor prior to May 15th of the school year in question, or no later than six weeks prior to a semester break during a school year. Requests to change a student's assigned class at other times must be directed to the principal. Final decisions are the responsibility of the principal or designee.

ASSIGNMENT OF STUDENTS TO SCHOOLS

Students are required to attend the school in the attendance area in which they reside, unless as otherwise provided by state and federal law. Exceptions may be allowed in certain circumstances. Contact the school office or counselor for additional information.

While parents have the option of placing their students in a private school or obtaining additional services (such as tutoring) from a private individual or organization, the district is not obligated to cover resulting tuition or costs. If a parent wishes the district to consider a publicly-funded private placement or private services, he/she must give the district notice and opportunity to propose other options available within the public school system before the private placement or services are obtained.

A parent(s) of any student receiving regular education, Section 504 of the Rehabilitation Act of 1973 or Individuals with Disabilities Education (IDEA) services must provide notice to the district at the last individualized education program (IEP) meeting prior to obtaining private services or in writing at least 10 business days prior to obtaining such services. The notice must include the parent's intent to obtain private services, the parent's rejection of the educational program offered by the district and the parent's request that the private services be funded by the district. Failure to meet these notice requirements may result in a denial of any subsequent reimbursement request.

ATTENDANCE

All students between the ages of 7 and 18, who have not completed grade 12, are required to attend school regularly unless otherwise exempted by law. Staff will monitor and report violations of the state compulsory attendance law. All students five or six years of age who have been enrolled in a public school are required to attend regularly.

Any parent who fails to send a student to school within three days of notification by the district that their student is not complying with compulsory attendance requirements may be issued a citation by the district for the student's failure to attend school. Failure to send a student to school is a Class C violation of law and is punishable by a court imposed fine, as provided by ORS 339.925.

The district will notify the parent in writing that, in accordance with law, the principal will schedule a conference with the non-attending student and his/her parent(s) to discuss attendance requirements. The written notice will include the following:

1. The superintendent or the designee has the authority to enforce the provisions of the compulsory attendance laws;
2. Failure to send a student to school is a Class C violation;
3. A citation may be issued by the district;
4. A conference with the parent and student is required.

The written notification will be in the native language of the parent.

Additionally, a parent or guardian, or other person lawfully charged with the care or custody of a student under 15 years of age, may, under ORS 163.577 (1)(c), be found by the courts to have committed the offense of failing to supervise a child who has not attended school as required. Failing to supervise a child is a Class A violation. Violations, as determined by the court, may be punishable by a requirement to complete a parent effectiveness program approved by the court and/or a fine.

Absence and Excuses

When returning to school after an absence, a student must bring a note signed by the parent that describes the reason for the absence. Absence from school or class will be excused under the following circumstances:

1. Illness of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Field trips and school-approved activities;
5. Medical or dental appointments. Confirmation of appointments may be required;
6. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Each school shall notify parents/guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent/guardian. If the parent/guardian cannot be notified by the above methods, a message shall be left, if possible.

Students may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal, religious or ethnic considerations.

A student who must leave school during the day must bring a note from his/her parent. A student who becomes ill during the school day should, with the teacher's permission, report to the main office. The main office will decide whether or not the student should be sent home and will notify the student's parent, as appropriate.

A student who has been absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. Parents should contact the office to arrange for the collection of homework assignments for a student who will be absent several days. Failure to make up assigned work within a reasonable amount of time as allowed by the teacher will result in a grade of zero for the assignment.

Absenteeism will not be used as a sole criterion for the reduction of grades. A student who is absent from school for any reason not related to a pre-approved school activity will not be allowed to participate in school-related activities on that day or evening.

Exemptions from Compulsory Attendance

The school may grant an exemption from compulsory attendance to the parent of a student who is 16 or 17 years of age or an emancipated minor provided the student is:

1. Employed full-time;

2. Employed part-time and enrolled in school part-time;
3. Enrolled in a community college or other state-registered alternative education program.

All such request must be submitted in writing to the principal and include documentation of the student's employment by the employer, or enrollment status by the school. The school requires notification should the student's employment or enrollment status be terminated.

Requests will be considered only following a conference with the student and parent or emancipated student and a review of credits earned for graduation, grades, disability, if applicable, standardized assessment results, teacher evaluations, counselor appraisal, immediate plans, short-range and career goals and any other pertinent information.

Approved exemptions will be in writing and include information on alternative education programs of instruction or instruction combined with counseling that may be available.

Exemptions will be granted for a limited time only, must be renewed on a semi-annual basis and will be reviewed by the school no later than the second week of each semester.

Parents will be notified of the need to reapply for an exemption no later than the second week of each semester or return the student to school until a high school diploma or GED is earned or until the student reaches age 18.

Truancy

A student who is absent from school or from any class without permission will be considered truant and will be subject to disciplinary action including detention, suspension, expulsion, ineligibility to participate in athletics or other activities and/or loss of driving privileges.

CLUBS AND ORGANIZATIONS

Student clubs and performing groups such as the band, choir, rally, dance, drama and athletic teams may establish rules of conduct – and consequences for misconduct – that are stricter than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization.

COMMUNICABLE DISEASES

Parents of a student with a communicable or contagious disease are asked to telephone the main office so that other students who have been exposed to the disease can be alerted. A student with certain school restrictable diseases is not allowed to come to school while the disease is contagious. This restriction is removed by the written statement of the local health officer or a

licensed physician (with the concurrence of the local health officer) that the disease is no longer communicable to others in the school setting. For those diseases indicated by an asterisk (*) below, the restriction may be removed by a school nurse. For head lice, indicated by a double asterisk (**) below, the restriction may be removed after the parent provides a signed statement that a recognized treatment has been initiated. These diseases include chicken pox*, cholera, diphtheria, measles, meningitis, mumps*, lice infestations**, whooping cough, plague, rubella, scabies*, staph infections*, strep infections*, tuberculosis and pandemic flu. Parents with questions should contact the school office.

COMPUTER USE

Students may be permitted to use the district's electronic communications system only to conduct business related to the management or instructional needs of the district or to conduct research related to education consistent with the district's mission or goals. Personal use of district computers, including e-mail access, is strictly prohibited. The district's electronic communications system meets the following federal Children's Internet Protection Act (CIPA) requirements:

1. Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography or with respect to the use of the computers by students, harmful to students;
2. Educating minors about appropriate online behaviors, including cyberbullying awareness and response, and interacting with other individuals on social networking sites and in chat rooms;
3. The online activities of students are monitored;
4. Access by students to inappropriate matter on the Internet and World Wide Web is denied;
5. Procedures are in place to help ensure the safety and security of students when using e-mail, chat rooms and other forms of direct electronic communications;
6. Unauthorized access, including so-called "hacking" and other unlawful activities by students online is prohibited;
7. Unauthorized disclosure, use and dissemination of personal information regarding students is prohibited;
8. Measures designed to restrict students' access to materials harmful to students have been installed.

The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted received or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited.

To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications.

Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring. By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system.

Students who violate Board policy, administrative regulations, including general system user prohibitions, shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges. Violations of law will be reported to law enforcement officials.

CONDUCT

Students are responsible for conducting themselves properly, in accordance with the policies of the district and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.

Student Code of Conduct

The district has authority and control over a student at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in district-provided transportation.

Off campus conduct and outside of school time conduct that violates the district's Student Code of Conduct may also be the basis for discipline up to expulsion if it has the potential to disrupt or impact the safe and efficient operation of the school or interfere with the rights of others.

Students will be subject to discipline including detention, suspension, expulsion, denial and/or loss of awards and privileges and/or referral to law enforcement officials for the following, including but not limited to:

1. Assault;
2. Hazing, harassment, intimidation, bullying, menacing or teen dating violence
3. Coercion;

4. Violent behavior or threats of violence or harm
5. Disorderly conduct, false threats and other activity causing disruption of the school environment;
6. Bringing, possessing, concealing or using a weapon*;
7. Vandalism, malicious mischief and theft, including willful damage or injury to district property; or to private property on district premises or at district-sponsored activities;
8. Sexual harassment as prohibited by Board policy JBA/GBN - Sexual Harassment and accompanying administrative regulation;
9. Use of tobacco**, alcohol** or drugs**, including drug paraphernalia;
10. Use or display of profane or obscene language;
11. Disruption of the school environment;
12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of district transportation rules;
14. Violation of law, Board policy, administrative regulation, school or classroom rules.

* Under state and federal law, expulsion from school is required for a period of not less than one year for any student who is determined to have brought, possessed, concealed or used a firearm on school property or at a school sponsored activity. The superintendent may modify the expulsion requirement for a student on a case-by-case basis. Additionally, in accordance with Oregon law, any person who intentionally possesses a firearm, unless the person possesses a valid license under ORS 166.291 and 166.292, or other dangerous weapon in or on district property or recklessly discharges a firearm in school is subject to criminal prosecution, a maximum five years imprisonment, \$125,000 fine and forfeiture of firearm and/or other dangerous weapon or both. Any person 13 to 17 years of age convicted of intentionally possessing a firearm in a public building is subject to denial of driving privileges for 90 days.

** In accordance with Oregon law, any person under age 18 possessing a tobacco product commits a Class D violation and is subject to a court-imposed fine, as provided by ORS 167.400. Any person who distributes, sells or causes to be sold, tobacco in any form or a tobacco-burning device, to a person under 18 years of age commits a Class A violation and is subject to a fine, as provided by ORS 163.575. An unlawful drug is any drug not prescribed by a licensed medical practitioner. Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.999.

“Dangerous weapon” is defined by Oregon law as any weapon, device, instrument, material or substance which, under the circumstance in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or serious physical injury.

“Deadly weapon” is defined as any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury.

“Firearm” is defined by federal law as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. This includes the frame or receiver of any such weapon or firearm, muffler or silencer, or any destructive device.

“Destructive device” is defined as any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into a destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone” as defined by federal law means, in or on school grounds or within 1,000 feet of school grounds.

Student Rights and Responsibilities

Among these student rights and responsibilities are the following:

1. Civil rights – including the right to equal educational opportunity and freedom from discrimination, the responsibility not to discriminate against others;
2. The right to attend free public schools, the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;
4. The right to free inquiry and expression, the responsibility to observe reasonable rules regarding these rights;
5. The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;
6. The right to privacy, which includes privacy in respect to the student’s education records;
7. The right to know the behavior standards expected, the responsibility to know the consequences of misbehavior.

CONFERENCES

Regular conferences are schedule annually in the fall and spring to review student progress.

Students and parents may also expect teachers to request a conference: (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student is not maintaining behavior expectations; or (3) in any other case the teacher considers necessary.

The district encourages a student or parent in need of additional information or with questions or concerns to confer with the appropriate teacher, counselor or principal. A parent who wishes to confer with a teacher may call the office for an appointment before or after school, during the teacher's preparation period or request that the teacher call the parent to arrange a mutually convenient time.

COUNSELING

Academic Counseling

Students are encouraged to talk with a district counselor, teachers and building administrators in order to learn about the curriculum, course offerings and graduation requirements. All students in grades 9-12 and their parents shall be notified annually about the recommended courses for students. Students who are interested in attending a college, university or training school, or pursuing some other advanced education, should work closely with their counselor so that they may take the courses that will best prepare them for further work. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

Personal Counseling

A counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, academic, drug, alcohol or tobacco dependency. The counselor may also make available information about community resources to address personal concerns. Outside community counseling supports are also available via referral from the school counselor.

CYBERBULLYING

The district prohibits any form of harassment, intimidation or bullying, through electronic means, which is known as cyberbullying. A student may be subject to discipline, up to and including expulsion, for a violation. A student may also be referred to law enforcement for a violation. Students or volunteers may report cyberbullying anonymously. Remedial action shall not be based solely on an anonymous report.

DAMAGE TO DISTRICT PROPERTY

A student who is found to have damaged district property will be held responsible for the reasonable cost of repairing or replacing that property. If the cost is \$50 or more, the district will notify the student and parent. The district will notify students and parents of all such charges. If the amount due is not paid within 10 calendar days of receipt of the district's notice, the amount will become a debt owed and certain penalties and/or restrictions may be imposed. See Fees, Fines and Charges.

DANCES/SOCIAL EVENTS

The rules of good conduct and grooming shall be observed for school dances and social events. Students who are not enrolled in the school are not allowed school dances and social events. A student attending a dance or social event may be asked to sign out when leaving before the end of the activity. Anyone leaving before the official end of the activity will not be readmitted.

DISCIPLINE/DUE PROCESS

A student who violates the Student Code of Conduct shall be subject to disciplinary action.

A student's due process rights will be observed in all such instances, including the right to appeal the discipline decisions of staff and administrators.

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

Student disciplinary sanctions will offer corrective counseling and sanctions that are age appropriate, and to the extent practicable, that uses approaches that are shown through research to be effective.

Disciplinary measures are applied, without bias, depending on the nature of the offense. The age and past pattern of behavior of a student will be considered prior to any suspension or expulsion.

In addition, when a student commits substance abuse, drug or drug paraphernalia, alcohol- and/or tobacco-related offenses or any other criminal act, he/she may also be referred to law enforcement officials. Violations of the district's weapons policy, as required by law, shall be reported to law enforcement.

Detention

A student may be detained outside of school hours on one or more days if the student violates the Student Code of Conduct. The detention shall not begin, however, until the student's parents have been notified of the reason for the detention and can make arrangements for the student's transportation on the day(s) of the detention.

Discipline of Students with Disabilities

When a student being served by an individualized education program (IEP) engages in conduct which would warrant suspension of more than 10 days or expulsion for a nondisabled student, the student's parents will be notified immediately (within 24 hours) of the circumstances of the misbehavior and the time and location of the student's IEP team meeting addressing the infraction and its relationship to the disability.

The IEP team will determine whether the misconduct is a manifestation of the student's disability. Should the IEP team conclude the misconduct has no relationship to the student's disability, the student may be disciplined in the same manner as would other students.

If the IEP team concludes the misconduct is a consequence of the student's disability, the team may review and revise the student's IEP and determine whether a change in placement is needed. The district may not suspend for more than 10 days or expel a student with a disability or terminate educational services for any behavior which is a manifestation of the disability.

A student may be removed from the current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than

45 calendar days in a school year for a drug or weapon violation as provided in district procedures. Additionally, the district may request an expedited due process hearing to obtain a hearing officer's order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.

Expulsion

Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective; or c) when required by law.

No student may be expelled without a hearing unless the student's parent or the student, if 18 years of age, waives the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

An expulsion shall not extend beyond one calendar year.

The district will provide appropriate expulsion notification including expulsion hearing procedures, student and parent rights and alternative education provisions as required by law. See alternative education programs and alternative education notice in this handbook.

Suspension

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended for up to and including 10 school days. A student may be suspended for one or more of the following reasons: a) willful violation of Board policies, administrative regulations or school rules; b) willful conduct which materially and substantially disrupts the rights of others to an education; c) willful conduct which endangers the student, other students or staff members; or d) willful conduct which endangers district property.

The district may require a student to attend school during nonschool hours as an alternative to suspension.

An opportunity for the student to present his/her view of the alleged misconduct will be given. Each suspension will include a specification of the reasons for the suspension, the length of the suspension, a plan for readmission and an opportunity to appeal the decision.

Every reasonable and prompt effort will be made to notify the parents of a suspended student.

While under suspension, a student may not attend after-school activities and athletic events, be present on district property nor participate in activities directed or sponsored by the district.

School work missed by a student while on suspension may be made up upon the student's return to school if the work missed reflects achievement over a greater period of time than the length of the suspension. For example, a student will be allowed to make up final, mid-term and unit examinations without an academic penalty.

DISTRIBUTION OF MATERIAL

All aspects of K-8 school-sponsored publications, including web pages, newspapers and/or yearbooks, are completely under the supervision of the teacher and principal. Students may be required to submit such publications to the administration for approval. Generally, high school student journalists have the right to exercise freedom of speech and of the press in school sponsored media. School sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions pursuant to state and federal law.

Written materials, handbills, photographs, pictures, petitions, films, tapes or other visual or auditory materials may not be sold, circulated or distributed on district property by a student or a nonstudent without the approval of the administration.

Materials not under the editorial control of the district may be subject to administrative review, restricted or prohibited, based on legitimate educational concerns. Such concerns include whether the material is defamatory; age appropriate to the grade level and/or maturity of the reading audience; poorly written, inadequately researched, is biased or prejudiced; not factual; or not free of racial, ethnic, religious or sexual bias. Materials include advertising that is in conflict with public school laws, rules and/or Board policy, deemed inappropriate for students or may be reasonably perceived by the public to bear the sanction for approval of the district.

The district may designate the time, place and manner for distribution.

If material is not approved within 24 hours of the time that it was submitted, it must be considered disapproved. Disapprovals may be appealed by submitting the disapproved materials to the superintendent; material not approved by the superintendent within three days is considered disapproved. This disapproval may be appealed to the Board at its next regular meeting when the individual shall have a reasonable period of time to present his/her viewpoint.

DRESS AND GROOMING

The district's dress code is established to promote appropriate grooming and hygiene, prevent disruption and avoid safety hazards.

Students who represent the school in a voluntary activity may be required to meet additional dress and grooming standards approved by the principal and may be denied the opportunity to participate if those standards are not met.

Specific Guidelines for Dress:

1. Students, both boys and girls, are not permitted to wear hats or caps at school. Caps for warmth in the winter and for medical reasons (with a doctor's note) will be allowed. Sweatshirt hoods are not allowed to be worn inside of the building.
2. Students, both boys and girls, are not permitted to wear bandanas at school. Girls' scarves may be worn if they match school appropriate clothing, colors, and styles.
3. Shoes must be worn at all times. All shoes are to be suitable for P.E. and recess.
4. On any wearing apparel there shall be no obscene or disruptive patches, designs or printed material.
5. Undergarments (excluding bra straps) should not show at any time. Shirts must be no more than 2" above the waistband.
6. Shorts, dresses, and skirts of mid-thigh length and sweats in good condition are allowed. Belts must be in all belt loops of pants with no ends hanging. Skirts, or pants or shorts with rips, shorter than mid-thigh need to have leggings or shorts underneath.
7. The wearing of sunglasses will not be permitted in buildings unless a note is on file from an appropriate medical person.
8. No clothing which represents gang affiliation signals or other words or graphics deemed inappropriate by the administration. No more than three points of any one color should be worn. Shirts condoning for supporting violence or drugs of any kind are not permitted.

9. No shoes with built in skates will be permitted at school.
10. No attached chains to clothing
11. Oversized pants that do not fit at the waist needs to have a proper belt.

DRILLS - FIRE, EARTHQUAKE, SAFETY THREATS AND OTHER EMERGENCY DRILLS

Instruction on fire, earthquake, safety threats dangers and drills for students shall be conducted for at least 30 minutes each school month.

At least one fire drill will be conducted each month for students in grades K-12.

At least two drills on earthquakes and two drills for safety threats for students will be conducted each year for students in grades K-12.

A map/diagram of the fire escape route to be followed is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly and in an orderly fashion.

DRUG, ALCOHOL AND TOBACCO PREVENTION PROGRAM

The possession, selling and/or use of illegal and harmful drugs, alcohol and tobacco are strictly prohibited. This includes substance abuse and drug paraphernalia. This prohibition applies during the regular school day and/or at any district-related activity, regardless of time or location and while being transported on district-provided transportation. Student in violation of the district's drug, alcohol and tobacco policy will be subject to disciplinary action and referral to law enforcement officials, as appropriate, in accordance with the Student Code of Conduct.

Since drug, alcohol and tobacco use is illegal for students and interferes with both effective learning and the healthy development of students, the district has a fundamental and ethical obligation to prevent drug, alcohol and tobacco use and to maintain a drug-free educational environment.

An aggressive intervention program to eliminate drug, alcohol and tobacco use has been implemented throughout the district. As part of this program, an age-appropriate drug, alcohol and tobacco prevention curriculum will be taught annually to all students.

The program also includes staff training in district procedures for the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically and/or legally as a result of illegal drug, alcohol and tobacco use.

The district's drug, alcohol and tobacco prevention program will be reviewed and updated annually. Parents are encouraged to contact the counseling office for information on district and community resources available to assist students in need.

EMERGENCY MEDICAL TREATMENT

A student who becomes ill or is injured at school must notify his/her teacher or another staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify parents according to information provided on emergency forms and submitted by parents to the school. Parents are encouraged to update this information as often as necessary.

If the student is too ill to remain in school, the student will be released to the student's parents or to another person as directed by parents on the student's emergency form.

School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's parents whenever the student has been transported for treatment.

EMERGENCY SCHOOL CLOSING INFORMATION

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules, as are appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools and early dismissal of students.

EXTRACURRICULAR ACTIVITIES

All students, regardless of their ability levels, are encouraged to take part in extracurricular activities and the many worthwhile learning experiences that involvement in student government, student clubs, organizations, athletics and other activities has to offer.

Interested students should contact the office for additional information.

FEES, FINES AND CHARGES

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers and notebooks and may be required to pay certain other fees or deposits, including:

1. Club dues;
2. Security deposits;
3. Materials for a class project the student will keep in excess of minimum course requirements and at the option of the student;
4. Personal physical education and athletic equipment and apparel;
5. Voluntary purchases of pictures, publications, class rings, graduation announcements, etc.;

6. Student accident insurance and insurance on school-owned instruments;
7. Instrumental rental and uniform maintenance;
8. Student identification cards;
9. Fees for damaged library books and school-owned equipment;
10. Lock or locker deposits;
11. Fees for use of towels provided by the district for P.E. classes or athletics;
12. Field trips considered optional to the district's regular school program;
13. Admission fees for certain extracurricular activities;
14. Participation fees or "pay to play" for involvement in activities.

Any required fee or deposit may be waived if the student and parent are unable to pay. Application for such a waiver may be made to the principal.

The district may impose certain restrictions and/or penalties until fees, fines or damages are paid. All such restrictions and/or penalties shall end upon payment of amount owed. Fees, fines and charges owed to the district may be waived at the discretion of the superintendent or designee if:

1. The district determines that the parent of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The creation of the notice of the debt owned would cost more than the potential total debt collected relating to the notice;
4. There are mitigating circumstances as determined by the superintendent or designee that preclude the collection of the debt.

A written notice will be provided to the student and his/her parent(s) of the district's intent to collect fees, fines and damages owed. Notice will include the reason the student owes money to the district, and itemization of the fees, fines or damages owed and the right of the parent to request a hearing. The district may pursue possible restrictions and/or penalties through a private collection agency or other method available to the district.

Debts not paid within 10 calendar days of the district's notice to the student and parent will result in possible restrictions and/or penalties, until the debt is paid and possible referral of the debt to a private collection agency or other methods available to the district. A request to waive the student's debt must be submitted in writing to the superintendent or designee. Such requests must be received no later than 10 calendar days following the district's notice.

FIELD TRIPS

Field trips may be scheduled for educational, cultural or other extracurricular purposes. All students are considered to be “in school” while participating in district-sponsored field trips. This means students are subject to the school’s student conduct rules, applicable Board policy and such other rules as may be deemed appropriate by the field trip supervisor.

FLAG SALUTE

Students will be provided an opportunity to salute the United States flag at least once a week by reciting The Pledge of Allegiance.

Individual students who do not participate in the salute must maintain a respectful silence during the salute.

FUND RAISING

Student organizations, clubs or classes, athletic teams, outside organizations and/or parent groups may occasionally be permitted to conduct fund-raising drives. An application for permission must be made to the principal at least 10 days before the event.

All funds raised or collected by or for school-approved student groups will be receipted, deposited and accounted for in accordance with Oregon law and applicable district policy and procedures. All such funds will be expended for the purpose of supporting the school’s extracurricular activities program. The principal and/or activities director is responsible for administering student activity funds. The student body business manager or treasurer serves as the student government representative in administration of student activity funds.

GANGS

The presence of gangs and the violent activities and drug abuse that often accompany gang involvement can cause a substantial disruption of school, district activities and a student’s ability to meet curriculum and attendance requirements.

A gang is defined as any group that identifies itself through the use of a name, unique appearance or language, including hand signs, the claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity.

In an effort to reduce gang involvement, the district encourages students to become involved with district-sponsored clubs, organizations and athletics and to discuss with staff and district officials the negative consequences of gang involvement and to seek the assistance of counselors for additional guidance and district and community resources that offer support to students and alternatives to gang involvement.

No student on or about district property or at any district activity shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge or any other such symbol evidencing gang membership or affiliation. No student shall use any speech, either verbal or nonverbal (gestures, handshakes, signs, etc.) signifying gang membership or affiliation. No student shall solicit other students for membership in any gangs nor commit any other illegal act or other violation of district policies.

Students in violation of the district's gang policy will be subject to discipline in accordance with the district's Student Code of Conduct.

HAZING/HARASSMENT/INTIMIDATION/BULLYING/CYBERBULLYING/MENACING/TEEN DATING VIOLENCE

Umatilla School District offers anonymous reporting for student safety concerns through *Safe Oregon*, a tip reporting service that allows students, staff, and parents to submit safety concerns to our administration four different ways:

1. **Phone:** 844-472-3367
2. **Text:** 844-472-3367
3. **Email:** tip@safeoregon.com
4. **Web** <https://www.safeoregon.com/>

Any individual can easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about through Safe Oregon. Every tip Safe Oregon receives about our district is immediately logged in the system and our administration is notified so that they can investigate and take appropriate action. Tips may also be submitted anonymously.

Hazing, harassment, intimidation or bullying, menacing, cyberbullying or teen dating violence, by students, staff or third parties toward students is strictly prohibited and shall not be tolerated in the district. Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property or for the use of threats, bullying, intimidation, harassment or coercion.

Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal.

Third parties 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 Board.

Individuals may also be referred to law enforcement officials. Staff will be reported to Teacher Standards and Practices Commission.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored or grade level attainment, i.e., forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article, assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, that may be based on but not limited to, the protected class of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, national origin, marital status, familial status, source of income or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully. Students and staff will refrain from using personal electronic devices or district property and/or equipment to violate this policy.

“Menacing” includes, but is not limited to, any act intended to place a student in fear of imminent serious physical injury.

“Retaliation” means hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying or retaliation.

The building principal or superintendent will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the superintendent who has overall responsibility for all investigations. Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated or bullied, menaced, a victim of teen dating violence and acts of being cyberbullied in violation of this policy is encouraged to immediately report his/her concerns to the superintendent who has overall responsibility for all investigations. This report may be made anonymously. A student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

The district shall incorporate age-appropriate education about teen dating violence into new or existing training programs for students in grades 7 through 12.

All complaints will be promptly investigated in accordance with the following procedures:

Step 1: Any hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence information (complaints, rumors, etc.) shall be presented to the building principal. Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair. Information may be presented anonymously. All such information will be reduced to writing and will include the specific nature of the office and corresponding dates.

Step 2: The district official receiving the complaint shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint will be reduced to writing. The district official(s) conducting the investigation shall notify the complainant and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the complainant, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3: If the complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant's appeal within 10 working days.

Step 4: If the complainant is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the complaint. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights.

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence complaints and documentation will be maintained as a confidential file in the district office.

HOMELESS STUDENTS

The district provides full and equal opportunity to students in homeless situations as required by law, including immediate enrollment. School records, medical records, proof of residence or other documents will not be required as a condition for admission. A student is permitted to remain in his/her school of origin for the duration of his/her homelessness or until the end of any academic year in which he/she moves to permanent housing.

Transportation to the student's school of origin will be provided, at the request of the parent, or in the case of an unaccompanied student, at the request of the district's liaison for homeless students. For additional information concerning the rights of students and parents of students in homeless situations or assistance in accessing transportation services, the district's liaison for homeless students.

HOMEWORK

Homework is assigned to provide students an opportunity to practice independently what has been presented in class, to improve the learning processes, to aid in the mastery of skills and to

create and stimulate interest. Whatever the task, the experience is intended to be complementary to the classroom process.

IMMUNIZATION AND VISION SCREENINGS

A student must be fully immunized against certain diseases or must present a certificate or statement that, for medical or religious reasons, the student should not be immunized. Proof of immunization may be personal records from a licensed physician or public health clinic.

Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as he/she has met immunization requirements. Parents will be notified of the reason for this exclusion. A hearing will be afforded upon request.

The parents of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that:

1. The student has received a vision screening or eye examination; and
2. Any further examination, treatments or assistance necessary.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parents or guardian of the student.

INFECTION CONTROL/HIV, HBV AND AIDS

Although HIV, AIDS and HBV* are serious illnesses, the risk of contracting the disease in school is extremely low and generally limited to situations where nonintact skin or mouth, eye or other mucous membranes would be exposed to blood or any body fluids contaminated with blood from an infected person.

Since any risk is serious, however, the district requires that staff and students approach infection control using standard precautions. That is, each student and staff member is to assume all direct contact with human blood and body fluids is regarded as known to be infectious for HIV, AIDS, HBV and/or other infectious diseases.

HIV, HBV, AIDS – Students

A student infected with HIV1, HBV or AIDS is entitled to remain in a regular classroom setting and eligible for all rights, privileges and services as provided by law and Board policy. The

district recognizes that a student (parent) has no obligation to report an HIV, HBV or AIDS condition diagnosis to the district.

If the district is informed, the district is also prohibited by law from releasing information unless the infected person or parent gives permission for such release.

If a student (parent) wishes to divulge such information and continues attending school, the district will meet with the infected individual or representative to develop appropriate procedures.

Individuals with questions regarding these requirements of law or district procedures should contact the superintendent.

Human Sexuality, AIDS/HIV and Sexually Transmitted Disease Instruction

An age-appropriate plan of instruction about Human Sexuality, AIDS, HIV and Sexually Transmitted Diseases has been included as an integral part of the district's health curriculum. Any parent may request that his/her student be excused from that portion of the instructional program required by Oregon law by contacting the principal for additional information and procedures.

INSURANCE

At the beginning of the school year, the district will make available to students and parents a low-cost student accident insurance program. Parents are responsible for paying premiums (if coverage is desired) and for submitting claims through the district office. The district shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury.

Before participating in a school-sponsored trip outside the district or in school-sponsored athletics, students and parents must have: (1) purchased the student accident insurance; (2) shown proof of insurance; or (3) signed a form rejecting the insurance offer.

LOCAL WELLNESS and FAMILY HEALTH ASSOCIATES PARTNERSHIP

Students may be encouraged or required to participate in physical activity, or receive instruction on nutrition or maintaining healthy lifestyles. We have a partnership with Family Health Associates to allow for health services for students. Students who participate in this program are eligible for well-child checks as well as during school day medical appointments with transportation included if necessary. Enrollment is free and voluntary.

LOCKERS

Lockers and other district storage areas provided for student use remain under the jurisdiction of the district even when assigned to an individual student. The district reserves the right to inspect all lockers. A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Valuables should never be stored in the student's locker. Lockers may be routinely inspected without prior notice to ensure no item which is prohibited on district premises is present; maintenance of proper sanitation, mechanical condition and safety; and to reclaim district property including instructional materials.

LOST AND FOUND

Any articles found in the school or on district grounds should be turned in to the school office. Unclaimed articles will be disposed of at the end of the school year.

Loss or suspected theft of personal or district property should be reported to the school office.

LUNCH/BREAKFAST PROGRAM

The district participates in the National School Lunch, School Breakfast, and Commodity Programs and offers free and reduced-price meals based on a student's financial need.

Additional information can be obtained in the office. Breakfast and lunch is free to all students in Umatilla School District.

MEDIA ACCESS TO STUDENTS

Media representatives may interview and photograph students involved in instructional programs and school activities, including athletic events. Information obtained directly from students does not require parental approval prior to publication. Parents who do not want their student interviewed or photographed should direct their student accordingly. District employees may release student information only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

MEDICINE AT SCHOOL

Students may be permitted to take prescription or nonprescription medication at school or at school-sponsored activities on a temporary or regular basis, when necessary.

District-Administered Medication

Requests for the district to administer medication shall be made by the parent in writing and shall include permission from the parent.

Written instructions of the physician are required for all requests to administer prescription medication. Such instructions must include the following information: name of the student, name of the medication, dosage, method of administration, frequency of administration and any other special instructions. A prescription label prepared by a pharmacist at the direction of a physician, physician assistant or nurse practitioner meets the requirements for written instructions from the physician, if the information above is included.

Written instructions, with permission of the parent, which include the information above are required for all requests to administer nonprescription medication.

All medication to be administered by the district is to be brought to school by the parent in its original container. Medication not picked up by the parent within five school days of the end of the medication period or at the end of the school year, whichever occurs first, will be disposed of by the district.

In situations when a licensed health care professional is not immediately available, designated trained staff may administer to students, by means of injection, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law (OAR 851-047-0030).

A process shall be established by which, upon parent written request, a backup prescribed autoinjectable epinephrine be kept at a reasonable, secured location in the student's classroom.

Premeasured Doses of Epinephrine

A premeasured dose of epinephrine may be administered by trained, designated district staff to any student or other individual on school premises who the personnel believe, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

Self-Medication

Students in grades K-12 are permitted to self-medicate prescription and nonprescription medication upon written request and permission of the parent and principal permission, subject to age-appropriate guidelines. In the case of prescription medication, permission from the physician or other licensed health care provider is also required. Such permission may be indicated on the prescription label. An instruction for a student to self-medicate with a prescription or nonprescription medication during school hours will include an assurance the student has been instructed in the correct and responsible use of the medication from the prescribing physician.

Other students who must carry medication may also be permitted to self-medicate when the necessary permission form and written instructions have been submitted.

All medication must be kept in its appropriately-labeled, original container. The student's name is to be affixed to nonprescription medication.

Students may have in their possession only the amount of medication needed for that school day. Except for manufacturer's packaging that contains multiple dosage, the student may carry one package. Sharing or borrowing nonprescription or prescription medication of any kind is strictly prohibited.

Permission to self-medicate may be revoked if the student is found to be in violation of these requirements. Students may also be subject to disciplinary action.

Contact the school office for additional information and forms.

PARENTAL INVOLVEMENT

Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, the districts asks parents to:

1. Encourage their students to put a high priority on their education and to commit themselves to making the most of the educational opportunities the district provides;
2. Keep informed on district activities and issues;
3. Become a district volunteer. For further information contact the district office.
4. Participate in district parent organizations. The activities are varied, ranging from graduation activities to the building's site council, with its emphasis on instructional improvement.

PARENTAL RIGHTS

Parents of students may inspect any survey created by a third party before the survey is administered or distributed by the school to students. Parents may also inspect any survey administered or distributed by the district or school containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;

6. Legally-recognized privileged or analogous relationships such as those of lawyers, physicians or ministers;
7. Religious practices, affiliations or beliefs of the student or the student's parents;
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

A student's personal information (name, address, telephone number, social security number) will not be collected, disclosed or used for the purpose of marketing or for selling that information without prior notification, an opportunity to inspect any instrument used to collect such information and permission of the student's parent(s) or the student, if age 18 or older.

Instructional materials used as part of the school's curriculum may also be reviewed by the student's parent(s).

Requests to review materials or to excuse students from participation in these activities, including any nonemergency, invasive physical examination or screenings administered by the school and not otherwise permitted or required by state law should be directed to the office during regular school hours.

PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA

Students may possess personal electronic devices in district facilities during the school day only as authorized by teachers or administration. A "personal electronic device" is a device that is capable of electronically communicating, sending, receiving, storing, recording and/or displaying information and data.

Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

Students permitted to possess a personal electronic device are prohibited from having the device on active mode during class time. Unless otherwise instructed, students must keep personal electronic devices in their lockers in silent mode. Personal electronic devices brought to school may be used for appropriate/approved classroom or instructional related activities. Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in sponsored activities, unless expressly authorized in advance by the district administrator.

The district will not be liable for personal electronic devices brought to district property and public charter school-sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using public charter school equipment.

Students found in violation of the personal electronic device use and possession prohibitions of Board policy and rules as established by the administrator will be subject to disciplinary action. The device may be confiscated and will be released to the student's parents.

The taking, disseminating, transferring or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic, lewd or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution and lifetime inclusion on sexual offender registries.

PHYSICAL EXAMINATIONS

Students in grades 7 through 12 must have a physical examination performed by a physician prior to practice and competition in athletics and shall additionally have a physical examination once every two years and after either a significant illness or a major surgery prior to further participation. The District partnership with Family Health Associates supports these examinations for students. To register, please contact the school office.

The physical examination is the responsibility of the parent/student and is to be paid for by the parent/student.

Record of the examination must be submitted to the district and will be kept on file and reviewed by the coach prior to the start of any sports season.

Students shall not participate without a completed school sports pre-participation examination form on file with the district.

POSTERS

Signs, banners or posters that a student wishes to display must first be approved by the principal. Signs, banners or posters displayed without authorization will be removed. Any student who posts printed material without prior approval shall be subject to disciplinary action.

PROGRAM EXEMPTIONS

Students may be excused from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district.

An alternative program or learning activity for credit may be provided.

All such requests should be directed to the principal by the parent in writing and include the reason for the request.

PROMOTION, RETENTION AND GRADE LEVEL PLACEMENT OF STUDENTS

A student shall be promoted from one grade to the next on the basis of academic, social and emotional development.

Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student involved.

A decision to retain a student will be made only after prior notification and explanation to the student's parents. The final decision will rest with school authorities. Students will be placed in the grade level or course best suited to meet their needs, based on the district's evaluation of the student's transcript and/or other documentation, assessment, portfolio/work sample evidence, etc., as may be required by the district.

If the student is unable to provide appropriate documentation, the building principal or designee will make the grade level or course determination placement based on district-administered assessment(s) as deemed appropriate.

RELEASE OF STUDENTS FROM SCHOOL

A student shall not be released from school at times other than regular dismissal hours except with the principal's permission or according to school sign-out procedures. The main office staff will determine that permission has been granted before allowing the student to leave. A student will not be released to any person without the approval of his/her parent or as otherwise provided by law.

REPORTS TO STUDENT AND PARENTS

Written reports of student grades shall be issued to parents 4 times per year informing parents of their student's progress toward achieving the academic content standards. Parents will receive reports on their student's absences. Letter grades will be used. Grades will be based on many factors including assignments, both oral and written; demonstrated proficiency towards content standards; special assignments; research activities and other identified criteria.

SEARCHES

Searches

District officials may search the student, his/her personal property and property assigned by the district for the student's use at any time on district property or when the student is under the jurisdiction of the school. Such searches will be conducted only when there is reasonable suspicion based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school.

Searches shall be “reasonable in scope”, that is, the measures used are reasonably related to the objectives of the search, the unique features of the official’s responsibilities and the area(s) which could contain the item(s) sought and will not be excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction. Strip searches are prohibited by the district.

District officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.

District officials may also search when they have reasonable information that emergency/dangerous circumstances exist.

District-owned storage areas assigned for student use, such as lockers and desks, may be routinely inspected at any time. Students have no expectation of privacy regarding these items/areas. Such inspections may be conducted to ensure maintenance of proper sanitation, to check mechanical conditions and safety and to reclaim overdue library books, texts or other instructional materials, property or equipment belonging to the district. The student will generally be permitted to be present during the inspection.

Items found which are evidence of a violation of law, policy, regulation, school rule, or the Student Code of Conduct may be seized and turned over to law enforcement or returned to the rightful owner, as appropriate.

Questioning

Should law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the principal or designee will be present, when possible. An effort will be made to notify the parent of the situation.

Parents are advised that when an Oregon Department of Human Services or a law enforcement official is questioning a child whom the investigating agent believes may have been a victim of abuse of a child, the investigator may exclude district personnel from the investigation and may prohibit personnel from contacting parents.

SPECIAL PROGRAMS

English Language Learners

The school provides special programs for bilingual English language learning students. A student or parent with questions about these programs should contact the building administrator.

In conjunction with the school’s language instruction educational program for limited English proficient and immigrant students, parents of limited English students identified for participation, or participating, in such a program will be informed of:

1. The reasons for the identification of their student as limited English proficient and in need of placement in a language instruction educational program;
2. The student's level of English proficiency, how such level was assessed and the status of the student's academic achievement;
3. The methods of instruction used in the program, in which their student is or will be participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. How the program, in which their student is or will be participating, will meet the educational strengths and needs of their students;
5. How such program will specifically help their student learn English, and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. The specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for limited English proficient students, and the expected rate of graduation from secondary school for such programs;
7. In the case of a student with a disability, how such program meets the objectives of the individualized education program (IEP) of the student;
8. Parental rights that include written guidance:
 - a. Detailing the right to have their student immediately removed from such program upon their request;
 - b. Detailing the options that parents have to decline to enroll their student in such program or to choose another program or method of instruction, if available;
 - c. Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district.

Students with Disabilities

The school provides programs and services for students with disabilities. A student or parent with questions should contact the special education director.

Title I Services

The school provides special services for disadvantaged learners. Parents of eligible students are encouraged to become involved in the organized, ongoing planning, review and improvement of the school's Title I program efforts. Notification will be provided of meetings held to inform

parents of participating students of the school's participation in and requirements of Title I. Students or parents with questions should contact a building administrator or counselor.

The school will also provide parents, upon request, information regarding the professional qualification of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria of the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications.

Additionally, the school will provide parents with:

1. Information on the level of achievement of the parent's student in each of the state academic assessments as required by law; and
2. Timely notice any time that the parent's student has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified, as required by law.

STUDENT/PARENT COMPLAINTS

District Personnel Complaints

A student or parent who has a complaint concerning a classroom/teacher issue should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with the principal can be requested with five calendar days. If the outcome of this conference is not satisfactory, the student or parent may file a written, signed complaint with the superintendent, within 15 calendar days, who will investigate the complaint and render a decision. If the complainant is dissatisfied with the decision of the superintendent, he/she may appeal to the Board in care of the superintendent with 10 calendar days following receipt of the superintendent's decision. The superintendent will provide the complainant with necessary Board appeal procedures. Board decisions are final.

Discrimination on the Basis of Sex Complaints

A student and/or parent with a complaint regarding possible discrimination of a student on the basis of sex should contact the building principal.

Education Standards Complaints

Any resident of the district or parent of a student attending district schools may make an appeal or complaint alleging violation of the district's compliance with an educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved.

If the complainant wishes to pursue the matter further, he/she will be provided, upon request, a copy of all applicable district complaint procedures.

After exhausting local procedures or if the district has not resolved the complaint with 90 days of the initial filing of a written complaint with the district (whichever occurs first), any complainant may make a direct appeal to the State Superintendent of Public Instruction.

Instructional Materials Complaints

Complaints by students or parents about instructional materials should be directed to the principal. Should the student or parent, following initial efforts at informal resolution of the complaint, desire to file a formal complaint, a "Reconsideration Request Form for Re-evaluation of Instructional Materials" may be requested from the school office. The principal will be available to assist in the completion of such forms as requested.

All Reconsideration Request Forms must be signed by the complainant and filed with the superintendent.

A reconsideration committee, comprised in accordance with Board policy, will review the material and forward a recommendation to the superintendent for appropriate action and notification to the complainant. A copy of the committee's recommendation and justification will be forwarded to the complainant together with the superintendent's written decision.

The complainant may appeal the superintendent's decision to the Board, whose decision will be final.

Placement/Enrollment of Homeless Students Complaints

In the event a dispute arises over school selection or enrollment of a student in a homeless situation, the student will be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. The student/parent may appeal the school's written decision in accordance with established district procedures. Additional information may be obtained by contacting the district's liaison for students in homeless situations.

Staff Sexual Conduct with Students

Sexual conduct by district/school employees as defined by Oregon law will not be tolerated. All district employees are subject to this policy.

“Sexual conduct” as defined by Oregon law is any verbal or physical or other conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and district Board policy JHFE and JHFE-AR – Reporting of Suspected Abuse of a Child.

The district will post in each school building the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the superintendent will follow upon receipt of a report. In the event the designated person is the suspected perpetrator, the superintendent shall receive the report. When the superintendent takes action on the report, the person who initiated the report must be notified.

The district will provide annual training to district employees, parents and student regarding the prevention and identification of sexual conduct.

Students with Disabilities Complaints

A complaint or concern regarding the identification, evaluation or placement of a student with disabilities or the accessibility of the district’s services, activities or programs to a student, should be directed to the special education director.

Students with Sexual Harassment Complaints

Sexual harassment of or by staff, students, Board members, school volunteers, parents, school visitors, service contractors or others engaged in district business is strictly prohibited in the district. District includes district facilities, district premises and nondistrict property if the student or employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the control of the district or where the employee is engaged in district business.

Sexual harassment of students means unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student’s educational performance or with an employee’s ability to perform his/her job; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not

be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subject to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students or staff.

Principals, the compliance officer and the superintendent have responsibility for investigations concerning sexual harassment. All complaints and other reported incidents shall be investigated. The investigator shall be a neutral party having had no involvement in the complaint presented.

Step 1: Any sexual harassment information (complaints, rumors, etc.) shall be presented to the principal, compliance officer or superintendent. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

Step 2: The district official receiving the information or complaint shall promptly initiate an investigation. He/She will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The district official(s) conducting the investigation shall notify the complainant in writing when the investigation is concluded. The parties will have an opportunity to submit evidence and a list of witnesses.

A copy of the notification letter, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3: If a complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step 4: If a complainant is not satisfied with the decision at Step 3, he/she may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries. Direct complaints related to educational programs and services may be made to the Regional Civil

Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099. Additional information regarding filing of a complaint may be obtained through the principal, compliance officer or superintendent.

Changes to the above procedure may be made if an administrator is named in the complaint or reported incident.

Confidentiality will be maintained. The educational assignments or study environment of the student shall not be adversely affected as a result of the good faith reporting of sexual harassment.

Students or parents with complaints not covered by this student handbook should contact the principal.

STUDENT EDUCATION RECORDS

The information contained below shall serve as the district's annual notice to parents of minors and eligible students (if 18 years of age or older) of their rights, the location and district official responsible for education records. Notice will also be provided to parents of minor students who have a primary or home language other than English.

Education records are those records related to a student maintained by the district. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent and eligible student notice and consent will comply with all state and federal laws.

Personally identifiable information shall not be disclosed without parent or eligible student authorization or as otherwise provided by Board policy and law.

Permanent records are maintained in a minimum one-hour fire-safe place in the district office by the principal. Permanent records shall include:

1. Full legal name of student;
2. Name and address of educational agency or institution;
3. Student birth date and place of birth;
4. Name of parent/guardian;
5. Date of entry into school;
6. Name of school previously attended;
7. Course of study and marks received;

8. Data documenting a student's progress toward the achievement of state standards and must include a student's Oregon State Assessment results;
9. Credits earned;
10. Attendance;
11. Date of withdrawal from school;
12. Other information, i.e., psychological test information, anecdotal records, records of conversations, discipline records, IEP's, etc.

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

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

Access/Release of Education Records

By law, both parents, whether married, separated or divorced, have access to the records of a student who is under 18 years of age, unless the district is provided evidence that there is a court order, state statute or legally-binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

Parents of a minor, or an eligible student (if 18 years of age or older), inspect and review education records during regular district hours.

Provision for Hearing to Challenge Content of Education Records

Parents of a minor, or eligible student (if 18 years of age or older), may inspect and review the student's education records and request a correction if the records are inaccurate, misleading or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the contents of the records, the requester has the right to a hearing as follows:

1. Parents shall make request for hearing in which the objections are specified in writing to the principal;
2. The principal shall establish a date and location for the hearing agreeable to both parties;
3. The hearings panel shall consist of the following:

- a. The principal or designated representative;
 - b. A member chosen by the eligible student or student's parent(s); and
 - c. A disinterested, qualified third party appointed by the superintendent.
4. The hearing shall be private. Persons other than the student, parents or guardians, witnesses and counsel shall not be admitted.

An individual who does not have a direct interest in the outcome of the hearing shall preside over the panel. He/She shall hear evidence from the staff and from the parents to determine the point or points of disagreement regarding the education records. The panel shall make a determination after hearing the evidence and determine what steps, if any, are to be taken to correct the education record. Such actions are to be made in writing to the parents.

If, after such hearing is held as described above, the parents are not satisfied with the recommended action, the parents may appeal to the Board where the action of the hearings panel may be reviewed and affirmed, reversed or modified. Procedure for appeal beyond the local Board follows the prescribed actions as set forth in federal regulations. The parent or eligible student may file a complaint with the Federal Family Compliance Office, United States Department of Education regarding an alleged violation of the Family Educational Rights and Privacy Act. File complaints with the Family Policy Compliance Office, U.S. Department of Education, Washington D.C., 20202.

A copy of the district's education records policy and administrative regulation may be obtained by contacting the office.

Requests for Education Records

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

Social Security Number

The provision of the student's social security number is voluntary and will be included as part of the student's permanent record only as provided by the eligible student or parent. The district will notify the eligible student or parent as to the purposes a social security number will be used. At no point will a student's social security number or student identification number be considered directory information.

Student Restraint and Seclusion

The use of physical restraint and/or seclusion is permitted only as a part of a behavior support plan when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to self or others.

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student.

In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee, or volunteer as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint/seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others.

Any student being restrained or secluded within the district whether an emergency or as part of a plan shall be constantly monitored by staff for the duration of the intervention.

Parents will be notified if their student has been restrained or secluded as described above.

Transfer of Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to a particular student to the new educational agency when a request to transfer such records is made to the district. The transfer shall be made no later than 10 days after receipt of the request.

The district shall retain a copy of the education records that are to be transferred in accordance with applicable Oregon Administrative Rules.

Student report cards, records of diplomas may be withheld for nonpayment of fines or fees. See Fees, Fines and Charges. Records requested by another school district to determine the student's progress may not be withheld.

SUBPOENA, COURT APPEARANCES AND JURY DUTY

Staff may be subpoenaed in relation to their professional duties. If a subpoena is delivered during the school day, the office will request that the staff member come to the main office to accept said subpoena to minimize instructional disruption. If staff need coverage to accept the subpoena, coverage will be provided upon request. The District will provide a consultation with the district's attorney and the superintendent for any staff subpoenaed at employee request.

Employees selected for Jury Duty should consult Board policy

SUPERVISION OF STUDENTS

Adult supervision is provided to students during regular school hours, while traveling on district-provided vehicles to and from school and while engaged in district-sponsored activities.

TALENTED AND GIFTED PROGRAM

Identification of Talented and Gifted Students

The district serves academically talented and gifted students in grades K-12, including talented and gifted (TAG) student from such special populations as ethnic minorities, the economically disadvantaged, the culturally different, the underachieving gifted and students with disabilities. Students will be identified based on:

1. Behavioral, learning and/or performance information;
2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students;
3. A nationally standardized academic achievement test for assistance in identifying academically talented students or Smarter Balanced or other state adopted assessments.

Identified student shall score at or above the 97th percentile on one of these tests. Only students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.

Appeals

Parents may appeal the identification process services and/or placement of their student in the district's TAG program as follows:

Informal Process:

1. The parent(s) will contact the district TAG coordinator/teacher to request reconsideration;
2. The coordinator/teacher will confer with the parent(s) and may include any additional appropriate persons, e.g., principal, counselor, teacher, etc. At this time, information pertinent to the selection or placement or services will be shared;
3. If an agreement cannot be reached, the parent(s) may initiate the Formal Process.

Formal Process:

1. Parent(s) shall submit a written request for reconsideration of the identification/placement to the program supervisor;

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;
3. The TAG coordinator and other appropriate administrator shall review the student's file and earlier decisions within 10 working days of the original request. Additional data may be gathered to support or change the earlier decision;
4. Parent(s) may be provided an opportunity to review school/district data and present additional evidence;
5. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;
6. A decision will be made within 20 working days after receipt of the written request for reconsideration. The parents shall be notified of the decision in writing and the decision shall be forwarded to the superintendent;
7. The decision may be appealed to the Board;
8. If the parent(s) is still dissatisfied, he/she has access of appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR). The district shall provide a copy of the appropriate OAR upon request.

Programs and Services

The district's TAG program and service options will be developed and based on the individual needs of the student.

Programs and Services Complaints

Individuals with complaints regarding the appropriateness of programs or services provided for TAG students should complete the TAG Standards Complaint form available through the school office. All complaints will be reported to the superintendent who will arrange for a review committee to meet within two school days of receiving the written complaint to review all pertinent information.

A recommendation will be submitted to the superintendent within 10 school days of receiving the original complaint. The superintendent will report the recommendation to the Board whose decision will be final.

The complainant may file an appeal with the State Superintendent of Public Instruction if dissatisfied with the decision of the Board or 90 or more days have elapsed since the original filing of a written complaint alleging a violation of standards with the district. An appropriate copy of the OAR will be provided upon request.

TECHNOLOGY ACCESS BY STUDENTS

All students will have access to computers and the Internet as part of their educational experience. Detailed policies regarding the rights and responsibilities of the students while accessing the Internet are available upon request. All students and staff are expected to follow the district's Acceptable User Policy. Student internet records may be monitored.

Students will be provided access unless parents specifically request in writing that the student be denied that access.

THREATS

Student conduct that tends to threaten or intimidate and disrupt the educational environment, whether on or off school property, will not be tolerated. The district prohibits student violence or threats of violence in any form. A student may not verbally or physically threaten or intimidate another student, staff member, or third parties on school property. A student also may not use electronic equipment belonging to the student or the school to threaten, harass or intimidate another. Additionally, false threats, including false threats to school property, will not be tolerated.

Students in violation of the district's threats policy will be subject to discipline under the Student Code of Conduct and may be subject to civil or criminal liability.

TOBACCO-FREE ENVIRONMENT

Student possession, use, sale, including any smoking device is strictly prohibited. Any form of promotion or advertisement related to tobacco is also strictly prohibited. For the purposes of this policy, "tobacco" is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, known as smokeless, dip, chew, snuff, in any form[, nicotine or nicotine delivering device, chemicals or devices that produce the physical effect of nicotine substances or any other tobacco substitute (e.g., e-cigarettes). This does not include FDA approved nicotine replacement therapy products used for the purpose of cessation.

TRANSFER OF STUDENTS

Parents may request a transfer of their student to another school in the district in the event the school the student is attending is identified as persistently dangerous; the student has been a victim of a violent criminal offense in or on the grounds of the school the student attends. The transfer must be to a safe school. Additionally, requests to transfer to another school in the district for other reasons or to a school outside the district may be approved in certain circumstances. Contact a building administrator or a counselor for additional information.

TRANSPORTATION OF STUDENTS

A student being transported on district-provided transportation is required to comply with the Student Code of Conduct. Any student who fails to comply with the student code of conduct may be denied transportation services and shall be subject to disciplinary action.

Transportation Rules

The following rules shall apply to student conduct on district transportation:

1. Students being transported are under the authority of the bus driver;
2. Fighting, wrestling or boisterous activity is prohibited on the bus;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening;
5. Students will not bring firearms, weapons or other potentially hazardous materials on the bus;
6. Students will not bring animals, except approved assistance guide animals, on the bus;
7. Students will remain seated while bus is in motion;
8. Students may be assigned seats by the bus driver;
9. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;
10. Students will not extend their hands, arms or heads through bus windows;
11. Students will have written permission to leave the bus other than for home or school;
12. Students will converse in normal tones; loud or vulgar language is prohibited;
13. Students will not open or close windows without permission of the driver;
14. Students will keep the bus clean and must refrain from damaging it;
15. Students will be courteous to the driver, fellow students and passersby;
16. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

Disciplinary Procedures for Violations of Transportation Rules

The following procedures shall be followed when a discipline concern arises on a vehicle serving a regular route or an extracurricular activity:

1. First Citation - Warning*: The driver verbally restates behavior expectations and issues a warning citation*. The driver may assign the student to a particular seat.
2. Second Citation*: The student is suspended from the bus for three (3) days.
3. Third Citation* of the year: The student receives a 5- to 10-day suspension and will not be able to ride the bus until a conference, arranged by the transportation contractor, has been held with the student, the parent, the bus driver, the transportation contractor and the principal. Further violations of bus regulations will be considered a severe violation.
4. Severe Violations: Any severe violation may result in the immediate suspension of the student for a minimum of 10 days, and up to a 1-year expulsion. There will be a hearing at this time, arranged by the transportation contractor, involving the student, the bus driver, the transportation contractor, the parent and the principal.
5. In all instances, the appeal process may be used if the student and/or parent desires.

* All citations must be signed by the parents, [the transportation supervisor], the bus driver and the principal before the student will be allowed to ride the bus again.

TRAVEL SERVICES

The solicitation and sale of travel services by any person or group that contracts for, sells, provides, furnishes, arranges or advertises travel services is prohibited on school property.

Any district-approved seller of travel must meet the district's criteria for such vendors.

VISITORS

Parents and other visitors are encouraged to visit district schools. To ensure the safety and welfare of students, that school work is not disrupted and that visitors are properly directed to the areas in which they are interested, all visitors must report to the office upon entering school property. Photo ID of visitors may be requested. In the absence of photo ID, a visitor may be denied access to the district facility. The principal will approve requests to visit, as appropriate. Students will not be permitted to bring visitors to school without prior approval of the principal.

McNary Heights Elementary
Student – Parent – Handbook Supplement
2023-2024



You Are Safe • You Belong •

You Matter

Tú Estás Seguro Aquí • Tú Perteneces • Tú Eres Importante

McNary Heights Elementary School
120 Columbia Blvd Umatilla, OR 97882
Phone: (541) 922-6650
Fax: (541) 922-6699

McNary Heights Staff

Nicole CoylePrincipal

Tim YoungAssistant Principal

Taunya DanielDirector of Elementary Programs

Erin IvesonOffice Manager

Isabel CruzAttendance Secretary

Sandra PachecoAttendance Secretary

Michelle Summerlin Kindergarten

Yoshira Escamilla Kindergarten

Lauryn Britt Kindergarten

Jessica Garcia Quezada Kindergarten

Ann Johnson Kindergarten

Margaret GutierrezGrade 1

Mary IovinoGrade 1

Grace MartinezGrade 1

Madison FinckGrade 1

Candice CastroGrade 1

Mykel LiebeGrade 2

Karen ShellerGrade 2

Molly HottmanGrade 2

Jennifer FuentesGrade 2

Tessa JaimezGrade 2

Samantha CarrilloGrade 3

Valerie MayGrade 3

Sarah SilvaniGrade 3

Rosy MadrigalGrade 3

Coco Gall Grade 3

Tammy GattisGrade 4

Marlina SerratosGrade 4

Johana SepulvedaGrade 4

Allegra GustGrade 4

Nancy

Ortiz-Ochoa.....

..... Grade 4

John WilliamsGrade 5

Anay MendozaGrade 5

Christine EstrellaGrade 5

Courtney KeelerGrade 5

Maggie Jepsen Music

Brandt LindPhysical Education

Tricia LorenceK-1 PE

Melina EnkeySpecial Education

Wendy RossSpecial Education

Chevelle WilliamsSpecial Education

BreAnna Traver Title 1 Reading

Sarah Blake Counselor

Logan SinorBehavior Support

Ebony

Wilson.....

.....Behavior Support

David Lougee Migrant/ESL Director

Becca GuenthnerESL

Gloria Chase ESL

Nathan Lind ESL

Shelly LougeeESL

Stephanie Williams-Strege After School Director

Joyce HenrySpeech-Language Pathologist

Melanie Johnston Instructional Coach

Teresa

Russell.....

.....Classified Instructional Coach

Karen DeVore Roving Sub (Certified)

Sara Welch Roving Sub (Certified)

Meghan Ang Roving Sub (Certified)

Christi Pankratz Roving Sub (Classified/Certified)

Nicole Gall Roving Sub (Classified/Certified)

CLASSIFIED STAFF

Midge Harris Speech Assistant

Stefanie

Blake.....

.....After School Site Coordinator

Maria Sanchez/Ashlee White Community Outreach

Joanne Lind Data Specialist

Danette Prindle and Katie McMillan Library Assistant

Rex Pottorff Maintenance

Joni DeBoise, Lexus Hughs, Sydney Julio, Victor Campos, Ramona Cardenas Custodians

Nan Schock, Mayra Bedolla Guerrero, Graciella Murillo Kitchen

Cecilia Cardenas, Jenifer Ortiz, Carrie Holmes, Beatrice Monreal, Martha Ortega, Kaeli Osorio, Alondra Bedolla, Alicia Lancaster, Sonia Monreal, Melissa Guthrie Kayli Johnson, Angie Campos, Jiseell Lopez, Melany Ortiz-Cortez, Kaylee Nava, Lucia Wiley, Diana Nava, , April Martindale, Maritza Torres, Crystal Garcia, , Courtney Bivins, Emily Williams, Jasmine Cardenas, Odalys Garcia, Briana Perez, Madison McClannahan, Sarina Herrera, Jaycee Iveson, Kelly Holm, Michael Garza, Juana De La Cruz, Stefanie Blake, Angela Smith, Anne Tankersely, Claudia Jimenez, Jose Arellano, Nadia Canche, Melisa Sardella, Ashton McCullough, Vicky Veliz, Thalia Trujillo, Harley Rogers, Austin Klucas, Rhiannon Imel.....Para Professionals

McNary Heights School Hours

School hours are 8:15 am-3:25 pm Monday –Thursday and 8:15 am -12:10 pm on Fridays. Supervision begins at 8:00 am on the playground.

Students are not to arrive at school before 8:00 am. The first bell rings at 8:15 am to line up. Class begins for all students at 8:20 am. Free

breakfast is served in the classroom to all enrolled students. Once students arrive at school, they are not to leave without first obtaining permission from the administration or being signed out by their parents. Please remember that instructional time goes right up until students are dismissed at 3:25. Please refrain from picking up your students early as they will miss out on important educational instruction. Please contact the office **before** 2:45pm Monday –Thursday and 11:30 am Friday with messages for students. This allows the office enough time to deliver the messages before the end of the school day.

In the event of school programs prior to 8:00am or after 5:00pm, parents are responsible for the supervision of their child. These events include, Title Reading & Math Nights, Conferences, Christmas Concerts, etc. In the event these hours are changed, parents will be notified by phone, bulletin and text/email and social media.

Picking Up Students During School Hours: Students will not be allowed to be picked up without positive identification of parent or guardian. A release form must be checked out from a school sponsored activity. This must be completed prior to the start of the activity. The release form is available in the school office. If the custody of a student changes through the school year, the office must be informed. Students will be released only to the guardian of record. Teachers will not allow a child to leave without office approval. If you must pick up a student before the end of the school day, you must come into the office and sign them out in person.

Leaving School: Students are expected to go directly home after school is dismissed. No after school supervision is provided except for extended day programs (STEAM), of which children need to be registered for, and other teacher directed activities that have prior permission from the family.

Snow Closures and Delays: Closures and delays will be announced via automated phone message and also posted on the Facebook App. Please be sure your contact information is up-to-date with the office.

McNary Heights Discipline

The McNary Heights Elementary School staff is dedicated to the development and maintenance of the best possible learning environment and community for our students and staff. MHES has adopted Positive Discipline practices and have been shifting our focus in this direction. Positive Discipline weaves the teaching of social-emotional skills and character development into our daily routine, helping to build the sense of community in our school culture and beyond. Our discipline program is focused on teaching and learning, while holding students accountable for their behavior. Mistakes are an opportunity for students to learn, and when possible, solutions and logical consequences will be used. We want students to be helpful, not hurtful. This does not mean eliminating consequences for serious or dangerous behavior. Orderliness in any school situation will be the result of self-control, self-awareness, fostering a strong sense of community and successful positive discipline.

In order to use and benefit from school wide facilities each child should observe all of the school guidelines and respect the rights and properties of others. This will help us provide a safe learning environment and community for all students.

Responses to misbehaviors (not in any specific order):

- (a) Connect and correct.
- (b) Restating the rule that was broken. Clarify how the behavior did not meet expectations.
- (c) Use of calming corner/basket
- (b) Practicing correct behavior.
- (c) Notifying classroom teacher of the misbehavior.
- (d) Notifying parent/guardian of the misbehavior.
- (e) Referral to the office and call home to parent.
- (f) Loss of recess.
- (g) Lunch detention.
- (h) Parent meeting at school regarding student behavior.
- (i) Behavior plan.
- (j) Skill building with behavior support counselor
- (k) Suspension from the classroom either in school or out of school.
- (l) Expulsion from school.
- (m) Change in student schedule.

Students' name and list of misbehaviors, as well as interventions used, will be turned in to the office based on the monitoring by the classroom teacher (e.g. several misbehaviors (minors) on the same rule/guideline will become a major infraction that will be dealt with by the administration).

Major infractions (dangerous, violent, or major level behaviors) will be dealt with by the administration immediately.

McNary Heights Elementary School Discipline Matrix (Grades K-5)

- **All students are expected to be safe, respectful and responsible to people and property.**
- Bullying behavior will not be tolerated. Bullying behavior is being mean on purpose in a repeated way, and/or there is a difference in power (size, strength, social standing).
- The discipline matrix has been designed to provide discipline guidelines for teachers and administrators. The guidelines will be used to help determine appropriate consequences for major offenses. The Matrix provides progressive disciplinary actions to address multiple behaviors.

- The purpose of this matrix is to ensure that MHES has a safe, respectful and responsible environment for students and staff, in which learning is not disrupted. Each teacher provides students with a clear set of classroom rules and expectations, the Mustang Manners, which are implemented school wide. Teachers will follow the referral process and administer consequences and/or interventions for minor offenses that occur in the classroom. A discipline referral will result if students do not correct the classroom misbehavior. The matrix contains consequences that may be administered if classroom behavior is not corrected and continues to be an issue or if more serious violations occur. The actions below serve as a guideline. The principals may modify disciplinary action at their discretion, but the matrix serves to provide consistent and equitable discipline.

Repeated Classroom Minor					
Behaviors		1 st Offense	2 nd Offense	3 rd Offense	Severe or Chronic
<ul style="list-style-type: none"> Classroom disruption Defiance Disrespect Insubordination (noncompliance) Property misuse Inappropriate language Lying Physical contact (minor) 		<ul style="list-style-type: none"> Parent Contact (and) Restricted Activity (or) Lunch Detentions (or) 1/2 day In School suspension 	<ul style="list-style-type: none"> Parent Contact (and) Restricted Activity (or) Lunch Detentions (or) 1 day In School suspension 	<ul style="list-style-type: none"> Parent Contact (and) Restricted Activity (or) Lunch Detentions (or) 1-3 day In School suspension 	<ul style="list-style-type: none"> Parent Meeting (and) OSS (Out of school Suspension) (and/or) Risk Screening (and/or) Refer to outside services
Major Offenses					
Behavior		1 st Offense	2 nd Offense	3 rd Offense	Severe or Chronic
<ul style="list-style-type: none"> Harassment/Bullying 		<ul style="list-style-type: none"> Parent Contact (and) Restricted Activity (or) Lunch Detentions (or) 1/2 day In School suspension 	<ul style="list-style-type: none"> Parent Contact (and) Restricted Activity (or) Lunch Detentions (or) 1 day In School suspension 	<ul style="list-style-type: none"> Parent Contact (and) Restricted Activity (or) 1-3 day In School suspension 	<ul style="list-style-type: none"> Parent Meeting (and) OSS (Out of school Suspension) (and/or) Risk Screening (and/or) Refer to outside services
<ul style="list-style-type: none"> Inappropriate Use of Technology/Electronics 		<ul style="list-style-type: none"> Parent Contact (and) Restricted Activity (or) Lunch Detentions 	<ul style="list-style-type: none"> Parent Contact (and) Restricted Activity (or) Lunch Detentions 	<ul style="list-style-type: none"> Parent Contact (and) Restricted Activity (or) 	<ul style="list-style-type: none"> Parent Meeting (and) OSS (Out of school Suspension) (and/or)

	<ul style="list-style-type: none"> (or) • 1/2 day In School suspension 	<ul style="list-style-type: none"> (or) • 1 day In School suspension 	<ul style="list-style-type: none"> • 1-3 day In School suspension 	<ul style="list-style-type: none"> • Risk Screening (and/or) • Refer to outside services
<ul style="list-style-type: none"> • Leaving School Grounds 	<ul style="list-style-type: none"> • Parent Contact (and) • Restricted Activity (or) • Lunch Detentions (or) • 1/2 day In School suspension 	<ul style="list-style-type: none"> • Parent Contact (and) • Restricted Activity (or) • Lunch Detentions (or) • 1 day In School suspension 	<ul style="list-style-type: none"> • Parent Contact (and) • Restricted Activity (or) • 1-3 day In School suspension 	<ul style="list-style-type: none"> • Parent Meeting (and) • OSS (Out of school Suspension) (and/or) • Risk Screening (and/or) • Refer to outside services
<ul style="list-style-type: none"> • Abusive or Inappropriate Language 	<ul style="list-style-type: none"> • Parent Contact (and) • Restricted Activity (or) • Lunch Detentions (or) • 1/2 day In School suspension 	<ul style="list-style-type: none"> • Parent Contact (and) • Restricted Activity (or) • Lunch Detentions (or) • 1 day In School suspension 	<ul style="list-style-type: none"> • Parent Contact (and) • Restricted Activity (or) • 1-3 day In School suspension 	<ul style="list-style-type: none"> • Parent Meeting (and) • OSS (Out of school Suspension) (and/or) • Risk Screening (and/or) • Refer to outside services
<ul style="list-style-type: none"> • Fighting/Physical Aggression 	<ul style="list-style-type: none"> • Parent Contact (and) • Restricted Activity (or) • Lunch Detentions (or) • 1/2 day In School suspension 	<ul style="list-style-type: none"> • Parent Contact (and) • Restricted Activity (or) • Lunch Detentions (or) • 1 day In School suspension 	<ul style="list-style-type: none"> • Parent Contact (and) • Restricted Activity (or) • 1-3 day In School suspension 	<ul style="list-style-type: none"> • Parent Meeting (and) • OSS (Out of school Suspension) (and/or) • Risk Screening (and/or) • Refer to outside services
	<ul style="list-style-type: none"> • Parent Contact (and) 	<ul style="list-style-type: none"> • Parent Contact (and) 	<ul style="list-style-type: none"> • Parent Contact (and) 	<ul style="list-style-type: none"> • Parent Meeting (and)

<ul style="list-style-type: none"> Assault 		<ul style="list-style-type: none"> Restricted Activity (or) Lunch Detentions (or) 1/2 day In School suspension 	<ul style="list-style-type: none"> Restricted Activity (or) Lunch Detentions (or) 1 day In School suspension 	<ul style="list-style-type: none"> Restricted Activity (or) 1-3 day In School suspension 	<ul style="list-style-type: none"> OSS (Out of school Suspension) (and/or) Risk Screening (and/or) Refer to outside services 			
<ul style="list-style-type: none"> Stealing 	(and)	<ul style="list-style-type: none"> Parent Contact Restricted Activity (or) Lunch Detentions (or) 1/2 day In School suspension 	(and)	<ul style="list-style-type: none"> Parent Contact Restricted Activity (or) Lunch Detentions (or) ½ or 1 day In School suspension 	(and)	<ul style="list-style-type: none"> Parent Contact Restricted Activity (or) 1-3 day In School suspension 	(and)	<ul style="list-style-type: none"> Parent Meeting OSS (Out of school Suspension) (and/or) Risk Screening (and/or) Refer to outside services
<ul style="list-style-type: none"> Threatening/Intimidation 	(and)	<ul style="list-style-type: none"> Parent Contact Restricted Activity (or) Lunch Detentions (or) 1/2 day In School suspension 	(and)	<ul style="list-style-type: none"> Parent Contact Restricted Activity (or) Lunch Detentions (or) 1 day In School suspension 	(and)	<ul style="list-style-type: none"> Parent Contact Restricted Activity (or) 1-3 day In School suspension 	(and)	<ul style="list-style-type: none"> Parent Meeting OSS (Out of school Suspension) (and/or) Risk Screening (and/or) Refer to outside services
<ul style="list-style-type: none"> Property Misuse 		<ul style="list-style-type: none"> Parent Contact Restricted Activity (or) Lunch Detentions (or) 1/2 day In School suspension 	<ul style="list-style-type: none"> Parent Contact Restricted Activity (or) Lunch Detentions (or) 1 day In School suspension 	<ul style="list-style-type: none"> Parent Contact Restricted Activity (or) 1-3 day In School suspension 	<ul style="list-style-type: none"> Parent Meeting (and) OSS (Out of school Suspension) (and/or) Risk Screening (and/or) Refer to outside services 			
<ul style="list-style-type: none"> Vandalism/Property Damage 		<ul style="list-style-type: none"> Parent Contact 	<ul style="list-style-type: none"> Parent Contact 	<ul style="list-style-type: none"> Parent Contact 	<ul style="list-style-type: none"> Parent Meeting 			

	<ul style="list-style-type: none"> (and) • Restricted Activity (or) • Lunch Detentions (or) • 1/2 day In School suspension (and/or) • Clean/fix/pay damage 	<ul style="list-style-type: none"> (and) • Restricted Activity (or) • Lunch Detentions (or) • 1 day In School suspension (and/or) • Clean/fix/pay damage 	<ul style="list-style-type: none"> (and) • Restricted Activity (or) • 1-3 day In School suspension (and/or) • Clean/fix/pay damage 	<ul style="list-style-type: none"> (and) • OSS (Out of school Suspension) (and/or) • Risk Screening (and/or) • Refer to outside services (and/or) • Clean/fix/Pay damage
<ul style="list-style-type: none"> • Sexual Harassment 	<ul style="list-style-type: none"> (and) • Parent Contact • Restricted Activity (or) • 1/2 day In School suspension 	<ul style="list-style-type: none"> (and) • Parent Contact • Restricted Activity (or) • Lunch Detentions (or) • 1 day In School suspension 	<ul style="list-style-type: none"> (and) • Parent Contact • Restricted Activity (or) • 1-3 day In School suspension 	<ul style="list-style-type: none"> (and) • Parent Meeting • OSS (Out of school Suspension) (and/or) • Risk Screening (and/or) • Refer to outside services
<ul style="list-style-type: none"> • Weapon (Real of Fake) 	<ul style="list-style-type: none"> (and) • Parent Contact • Restricted Activity (and/or) • 1 day Out of School Suspension (and/or) • Law Enforcement Called 	<ul style="list-style-type: none"> (and) • Parent Contact • Restricted Activity (or) • 2-3 day Out of School Suspension (and/or) • Law Enforcement Called 	<ul style="list-style-type: none"> (and) • Parent Contact • Restricted Activity (and/or) • 5 day Out of School Suspension (and/or) • Law Enforcement Called 	<ul style="list-style-type: none"> (and) • Parent Meeting • Possible Expulsion (and/or) • Risk Screening (and/or) • Refer to outside services
<ul style="list-style-type: none"> • Controlled Substance 	<ul style="list-style-type: none"> (and) • Parent Contact • 1 day Out of School Suspension (and/or) • Law Enforcement Called 	<ul style="list-style-type: none"> (and) • Parent Contact • 2-3 day Out of School Suspension (and/or) • Law Enforcement Called 	<ul style="list-style-type: none"> (and) • Parent Contact • 5 day Out of School Suspension (and/or) • Law Enforcement Called 	<ul style="list-style-type: none"> (and) • Parent Meeting • Possible Expulsion (and/or) • Risk Screening (and/or) • Refer to outside services

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity available at the Umatilla School District on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language difference, sexual orientation, socio-economic status, height, weight, marital or familial status or disability. For Nondiscrimination concerns or questions, please contact Heidi Sipe at 541-922-6500 or sipeh@umatillasd.org

Ninguna persona podrá ser excluido de participar en, ser negado los beneficios de, o ser objeto de discriminación en cualquier programa o actividad disponible en el Distrito Escolar de Umatilla debido a su raza, color, sexo, religión, credo, creencia política, edad, origen nacional, diferencia lingüística y el lenguaje, orientación sexual, situación socioeconómica, estatura, peso, estado civil o familiar o discapacidad. Para preguntas o inquietudes de no discriminación, por favor comuníquese con Heidi Sipe al 541-922-6500 o sipeh@umatillasd.org

Matriz de disciplina de McNary Heights Elementary School (Grados K-5)

- **Se espera que todos los estudiantes sean seguros, respetuosos y responsables con las personas y la propiedad.**
- El comportamiento de bullying y intimidación no será tolerado. El comportamiento de intimidación es ser malo a propósito de manera repetida, y / o hay una diferencia en el poder (tamaño, fuerza, posición social).
- La matriz de disciplina ha sido diseñada para proporcionar guías de disciplina para maestros y administradores. Las guías se utilizarán para ayudar a determinar las consecuencias apropiadas para los delitos mayores. La Matrix proporciona acciones disciplinarias progresivas para tratar múltiples conductas.
- El propósito de esta matriz es garantizar que MHES tenga un ambiente seguro, respetuoso y responsable para los estudiantes y el personal, en el que el aprendizaje no se vea interrumpido. Cada maestro proporciona a los estudiantes con reglas y expectativas claras en su salón de clases, los Modales de Mustang, que se implementan en toda la escuela. Los maestros seguirán el proceso de referencia y administrarán las consecuencias y / o intervenciones para las ofensas menores que ocurren en el salón de clase. Si los estudiantes no corrigen el mal comportamiento en el salón de clase, se obtendrá una recomendación de disciplina. La matriz contiene consecuencias que pueden administrarse si el comportamiento en el salón de clase no se corrige y continúa siendo un problema o si se producen violaciones más graves. Las acciones a continuación sirven como una guía. Los directores pueden modificar la acción disciplinaria a su discreción, pero la matriz sirve para proporcionar una disciplina consistente y equitativa.

Menores Repetidos En El Salón				
Comportamientos	1 ^a Ofensa	2 ^a Ofensa	3 ^a Ofensa	Severo or Crónico
<ul style="list-style-type: none"> ● Interrupción del salón ● Desafío ● Falta de respeto ● Insubordinación (incumplimiento) ● Mal uso de la propiedad ● Lenguaje inapropiado ● Mentiras ● Contacto físico (menor) 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● Actividad restringida ● (o) ● Detenciones de almuerzo ● (o) ● 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● Actividad restringida ● (o) ● Detenciones de almuerzo ● (o) ● 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● Actividad restringida ● (o) ● Detenciones de almuerzo ● (o) ● 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● OSS (Suspensión fuera de la escuela) ● (y / o) ● Evaluación de riesgos ● (y / o) ● Consultar servicios externos
Major Offenses				

Comportamientos	1 ^a Ofensa	2 ^a Ofensa	3 ^a Ofensa	Severo or Crónico
<ul style="list-style-type: none"> • Acoso/Bullying 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • OSS (Suspensión fuera de la escuela) • (y / o) • Evaluación de riesgos • (y / o) • Consultar servicios externos
<ul style="list-style-type: none"> • Uso inapropiado de la tecnología / electrónica 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • OSS (Suspensión fuera de la escuela) • (y / o) • Evaluación de riesgos • (y / o) • Consultar servicios externos
<ul style="list-style-type: none"> • Dejando los terrenos de la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • OSS (Suspensión fuera de la escuela) • (y / o) • Evaluación de riesgos • (y / o) • Consultar servicios externos

<ul style="list-style-type: none"> • Lenguaje abusivo o inapropiado 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • OSS (Suspensión fuera de la escuela) • (y / o) • Evaluación de riesgos • (y / o) • Consultar servicios externos
<ul style="list-style-type: none"> • Pelear/Agresión física 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • OSS (Suspensión fuera de la escuela) • (y / o) • Evaluación de riesgos • (y / o) • Consultar servicios externos
<ul style="list-style-type: none"> • Asalto 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • OSS (Suspensión fuera de la escuela) • (y / o) • Evaluación de riesgos • (y / o) • Consultar servicios externos
<ul style="list-style-type: none"> • Robando 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • OSS (Suspensión fuera de la escuela)

		<ul style="list-style-type: none"> • Detenciones de almuerzo • (o) • 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Detenciones de almuerzo • (o) • ½ o 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> • 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> • (y / o) • Evaluación de riesgos • (y / o) • Consultar servicios externos
<ul style="list-style-type: none"> • Amenaza / Intimidación 		<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • OSS (Suspensión fuera de la escuela) • (y / o) • Evaluación de riesgos • (y / o) • Consultar servicios externos
<ul style="list-style-type: none"> • Mal uso de la Propiedad 		<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • OSS (Suspensión fuera de la escuela) • (y / o) • Evaluación de riesgos • (y / o) • Consultar servicios externos
<ul style="list-style-type: none"> • Vandalismo/Daño a la Propiedad 		<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • Detenciones de almuerzo • (o) • 1 día de suspensión en la escuela • (y/o) 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • Actividad restringida • (o) • 1-3 días de suspensión en la escuela • Limpiar/arreglar la propiedad dañada 	<ul style="list-style-type: none"> • Contacto con los padres • (y) • OSS (Suspensión fuera de la escuela) • (y / o) • Evaluación de riesgos • (y / o)

		<ul style="list-style-type: none"> ● Limpiar/arreglar la propiedad dañada 	<ul style="list-style-type: none"> ● Limpiar/arreglar la propiedad dañada 		<ul style="list-style-type: none"> ● Consultar servicios externos ● Limpiar/arreglar la propiedad dañada
<ul style="list-style-type: none"> ● Acoso Sexual 		<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● Actividad restringida ● (o) ● 1/2 día de suspensión en la escuela 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● Actividad restringida ● (o) ● Detenciones de almuerzo ● (o) ● 1 día de suspensión en la escuela 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● Actividad restringida ● (o) ● 1-3 días de suspensión en la escuela 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● OSS (Suspensión fuera de la escuela) ● (y / o) ● Evaluación de riesgos ● (y / o) ● Consultar servicios externos
<ul style="list-style-type: none"> ● Arma (Real o Falsa) 		<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● Actividad restringida ● (o) ● 1 día de suspensión en la escuela (y / o) ● Llamada a la agencia de ley 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● Actividad restringida ● (o) ● 2-3 días de suspensión fuera de la escuela ● Llamada a la agencia de ley 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● Actividad restringida ● (o) ● 5 días de suspensión en la escuela ● Llamada a la agencia de ley 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● OSS (Suspensión fuera de la escuela) ● (y / o) ● Evaluación de riesgos ● (y / o) ● Consultar servicios externos
<ul style="list-style-type: none"> ● Sustancia Controlada 		<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● 1 día de suspensión en la escuela (y / o) ● Llamada a la agencia de ley 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● 2-3 días de suspensión fuera de la escuela (and/or) ● Llamada a la agencia de ley 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● 5 días de suspensión en la escuela ● Llamada a la agencia de ley 	<ul style="list-style-type: none"> ● Contacto con los padres ● (y) ● OSS (Suspensión fuera de la escuela) ● (y / o) ● Evaluación de riesgos ● (y / o) ● Consultar servicios externos

Ninguna persona podrá ser excluido de participar en, ser negado los beneficios de, o ser objeto de discriminación en cualquier programa o actividad disponible en el Distrito Escolar de Umatilla debido a su raza, color, sexo, religión, credo, creencia política, edad, origen nacional, diferencia lingüística y el lenguaje, orientación sexual, situación socioeconómica, estatura, peso, estado civil o familiar o discapacidad. Para preguntas o inquietudes de no discriminación, por favor comuníquese con Heidi Sipe al 541-922-6500 o sipeh@umatillasd.org

Clara Brownell Middle School Handbook Supplement 2023-2024



1300 7th Street Umatilla, OR 97882
Phone: (541) 922-6625
Fax: (541) 922-6649
<https://www.umatilla.k12.or.us/o/cbms>

The material covered within this student handbook supplement is intended as a method of communicating to students and parents regarding general building information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement. Board policies are available at the Umatilla School District Office and the district's website: www.umatilla.k12.or.us.

Any information contained in this student handbook supplement is subject to unilateral revision or elimination from time to time without notice.

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity available at the Umatilla School District on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language difference, sexual orientation, socio-economic status, height, weight, marital or familial status or disability. For Nondiscrimination concerns or questions, please contact Heidi Sipe at 541-922-6500 or sipeh@umatillasd.org.

Clara Brownell Staff

Rick Cotterell	Principal
Anthony Brown.....	Dean of Students
Daphne Castro	Office Manager
Crystal Gomez.....	Attendance Secretary
Kyra Hruza	6 th -grade Language Arts
Michael Storagee.....	6 th -grade Social Studies
Courtney Trevino	6 th -grade Science
Salesh Karan	6 th -grade Mathematics
Raella Green	7 th -grade Language Arts
Nolan Bryant.....	7 th -grade Social Studies
Zyan Silver.....	7 th -grade Science
Megan Lorence	7 th -grade Mathematics/Instructional Coach
Kim Davis	8 th -grade Language Arts
Jeff Collins.....	8 th -grade Social Studies
Dan Durfey.....	8 th -grade Science
Ian Coyle	8 th -grade Mathematics
Arrik Russell	Exploring Trades
Caden Sipe	Robotics
Coni Pottorff	Careers
David Garcia.....	World Languages: Spanish
Brandon Quam	Music
Oscar Contreras	Physical Education
Holly Nygren	Family and Consumer Sciences
Dorothy Estrada.....	Alternative Education
Anthony Pepitone.....	Special Education
Shari Humphrey.....	Special Education
Mindy Mele	Counselor
David Lougee	Migrant/ESL Director
Karen Laurence.....	ESL
Trey Trevino.....	Roving Certified Substitute
Stephanie Williams-Strege	After School Director
Teresa Russell	Classified Instructional Coach
Maria (Chuchy) Sanchez.....	Community Outreach
Ashlee White	Community Outreach
Devyn Wagner	Data Specialist/Library Assistant
Shelly Parmelee, Tom French, Bianca Espain, Tyler Garrett, Bianca Placencia, Natalie Aufdermaer, Ashley Sherman, Bianca Ortiz, Miriam Ruiz, Trey Dohman.....	Educational Assistants

UMATILLA SCHOOL DISTRICT STUDENT HANDBOOK

All students are required to follow the rules and procedures contained in the Umatilla School District Student Handbook. A copy of the handbook can be found on the District website (<https://www.umatilla.k12.or.us/page/handbooks>).

The information contained in this supplement contains additional information, rules, and procedures specific to Clara Brownell Middle School.

CLARA BROWNELL MISSION STATEMENT

To prepare youth to confidently, responsibly and creatively contribute to a changing global society. We will provide all students with a personalized and appropriate education supported by meaningful school-community partnerships.

We believe that all students:

Must know what, why, and how they are to learn,

Must know the criteria for measuring their success

Performs best in an orderly and safe environment

Can succeed at high levels, but do so in different ways and at different rates

Have talent that is developed through good teaching and a positive climate.

Students will help us achieve our mission by:

- Following school rules and procedures found in the District Student Handbook and CBMS Supplemental Handbook
- Coming to school each day on time and ready to learn
- Working hard to be their best selves inside and outside of class
- Helping to keep their school safe – Reporting issues to an adult
- Asking for help when needed and providing help when able
- Showing respect for and cooperating with everyone around them
- Taking accountability for their behaviors and decisions

Parents will help children learn responsibility by:

- Having high expectations for their children and expecting them to be their best selves
- Ensuring their children attend school on time and are ready to learn
- Monitoring behaviors and academic progress
- Communicating and working with teachers and other school staff
- Respecting school staff and the importance of education
- Respecting the diversity of others
- Supporting school policies, rules, and standards

Educators will help parents and students by:

- Setting high expectations and believing all students can learn
- Respecting the uniqueness of all students
- Providing equitable and consistent treatment for all students
- Providing engaging, relevant and rigorous learning opportunities for all students
- Being available for students seeking help with academic or personal needs
- Consistently communicating with parents/guardians

SCHOOL HOURS

The main office is open Monday-Friday, 7:00 am-3:00 pm, on all scheduled school days.

Students may begin arriving at school at 7:10 am. Classes begin at 7:25 am. Free breakfast is available to students from 7:10-7:25 am.

Students are released from school at 2:40 pm Monday-Thursday and 11:32 am Friday. Messages for students must be received by the office no later than 2:00 pm Monday-Thursday and 10:20 am Friday, to ensure office staff have time to deliver the message prior to student release. Students are expected to go directly home after school is dismissed, unless they are registered and participating in a District-approved afterschool sport or activity.

Closures and delays will be announced via automated phone message and also posted on the Umatilla School District Facebook page. Please be sure your contact information is up-to-date with the office.

FEES

School meals are free for all enrolled students.

PE Uniform: \$15

ASB Activity Fee: \$10

Textbooks: Each student is responsible for maintaining his/her textbook. Fines may be assessed if the textbook is lost, damaged or defaced. Parents will be expected to pay any costs associated with damages and/or replacement costs.

Students are responsible for fees and will be unable to participate in 8th grade promotion if fees are not paid. If there is a financial hardship, please contact the principal for assistance.

GRADING

Grade scale 6-12:

- A- advanced competence (90-100%)
- B- beyond competent (80-89%)
- C- proficient (70-79%)
- D- developing competency (60-69%)
- I- incomplete (still in progress)
- F- not proficient (did not complete coursework to standard)

Grade reports and record of absences are issued to parents at least four times a year. Final report cards are mailed home to the address on file at the office, unless picked up at parent conferences. Additionally, parents have online access to grades, absences and tardiness via PowerSchool at any time. Updated grades are available online each Thursday through the PowerSchool Grade Program. Parents are given passwords to their child's account at the beginning of the year. If you have any questions or need help accessing your child's grades, please contact the main office.

DISCIPLINE

Discipline is intended to produce behavioral changes that will enable students to develop the self-discipline necessary to function successfully in their educational and social environments. Discipline shall be progressive in nature.

The major objectives of discipline are to teach the following fundamental concepts for living:

1. **Respect for the rights, dignity and safety of all individuals within the school and community.**
2. **Respect for law and observance of school-district policies, procedures and local regulations.**
3. **Respect for public and private property rights.**

Student discipline includes both classroom discipline, as well as building-wide and common-area disciplinary actions for conduct and behavioral infractions. Classroom infractions are first subject to the classroom rules, standards and consequences that have been established by the teacher to ensure a productive learning environment for all students. All standards of due process apply to both classroom discipline protocol and disciplinary actions at the building administrative level.

Clara Brownell Middle School utilizes a discipline matrix for determining penalties for improper behavior or attendance issues (*see Discipline Matrix*). Points are assigned to the student from the discipline matrix as follows:

- Lunch Detention = 1 point per day
- In-School Suspension (ISS)= 2 points per day
- Out-of-School Suspension (OSS) = 3 points per day

Once a student has accumulated 20+ points, a parent conference is required. Each student will only be allowed to develop one behavior plan each school year.

Students and/or parents will be required to write a behavior contract in conjunction with administrative staff.

As part of the behavior contract, a student who has acquired 20+ points may petition to reduce their discipline point total by 1 point per week if the student has zero disciplinary referrals for the week.

Once a student has accumulated 30+ points, a recommendation will be made to the school principal for alternative placement.

Discipline Matrix:

This chart is a guideline for most situations. In most situations, teacher-initiated actions and parent contact have already taken place in the classroom before the student has been referred to the office. The teacher and administrator may develop alternative solutions depending on the severity of the incident.

Behavior	First Visit	Second Visit	Third Visit (+)
TIER 1 OFFENSES			
Classroom Disruption	Lunch detention, parent contact	Lunch detention, parent contact	ISS, parent contact, behavior plan
Insubordination (defiance/disobedience/disrespect)	Lunch detention, parent contact	Lunch detention, parent contact	ISS, parent meeting, behavior plan
Aggressive Behavior/Horseplay/Play Fighting	ISS, parent contact, possible law enforcement contact	Up to 3 days ISS, parent meeting, possible law enforcement contact	Up to 5 days ISS, parent meeting, behavior plan, possible law enforcement contact

Public Displays of Affection	Lunch detention, parent contact	Lunch detention, parent contact	ISS, parent meeting, behavior plan
Profanity/Inappropriate Language/Inappropriate Writing or Drawing	Lunch detention, parent contact	Lunch detention, parent contact	ISS, parent meeting, behavior plan
Dress Code Violation	Change of clothes, parent contact	Lunch detention, change of clothes, parent contact	ISS, change of clothes, parent meeting
Electronic Devices (including cell phones)	Lunch detention, parent contact	Lunch detention, parent contact, device released to parent	ISS, parent meeting, device released to parent, turn in device each day to office for 10 consecutive school days
TIER 2 OFFENSES			
Leaving School Without Permission	ISS, parent contact	Up to 3 days ISS, parent meeting	Up to 5 days ISS, parent meeting, behavior plan
Skipping Class	Lunch detention, parent contact	Lunch detention, parent contact	ISS, parent meeting, behavior plan
Misuse of Technology (Computer Violation)	Lunch detention, parent contact	Lunch detention, parent contact, restricted access to technology	ISS, parent/student meeting with school representative, no access to technology (unless strictly supervised and only for assessment purposes)
Cheating/Plagiarism	Lunch detention, parent contact, alternative assignment may be given	Lunch detention, parent contact, alternative assignment may be given	ISS, parent meeting, behavior plan
Disorderly Conduct	ISS, parent contact	Up to 3 days ISS, parent meeting, behavior plan	Up to 5 days ISS, parent meeting, possible law enforcement contact, possible alternative placement
Harassment, Intimidation, Bullying, Cyber-Bullying (including observers and any/all participants)	ISS, parent contact, possible law enforcement involvement (if phone involved, the student will turn in phone for 10 consecutive school days to the office)	OSS, parent/student meeting with school representative, behavior plan, possible law enforcement involvement (if phone involved, the student must turn in phone for 15 consecutive school days to the office)	Up to 5 days OSS, parent meeting, possible law enforcement contact, possible alternative placement
TIER 3 OFFENSES			
Sexual Harassment	ISS, parent contact, possible law enforcement involvement	Up to 2 days ISS, parent/student meeting with school representative, behavior plan, possible law enforcement involvement	Up to 5 days ISS, parent meeting, possible law enforcement contact, possible alternative placement

False/Misleading Information	ISS, parent contact	ISS, parent/student meeting with school representative, behavior plan	Up to 5 days ISS, parent meeting
Theft	ISS, repayment to victim, parent contact	ISS, repayment to victim, parent/student meeting with administrator, behavior plan	Up to 5 days ISS, parent meeting, possible law enforcement contact, possible alternative placement
Fighting/Encouraging Fighting/Videoing a Fight/Assault	Up to 3 days ISS, police will be contacted, parent/student meeting with school representative (if phone involved, the student must turn in his/her phone for 15 school days to the office each morning)	Up to 5 days ISS, police will be contacted, parent/student meeting with school representative (if phone involved, the student must turn in his/her phone for 15 school days to the office each morning)	Up to 5 days ISS, police will be contacted, parent/student meeting with school representative, possible alternative placement (if phone involved, the student must turn in his/her phone for 15 school days to the office each morning)
Tobacco, Smoking, Vaping	Up to 3 days ISS, police will be contacted, parent/student meeting with school representative	Up to 5 days ISS, police will be contacted, parent/student meeting with school representative	Up to 10 days ISS, police will be contacted, parent/student meeting with school representative, possible alternative placement
Vandalism	ISS, reflection activity/logical consequence, parent contact, pay/repair damage, police will be contacted	Up to 3 days ISS, police will be contacted, parent/student meeting with school representative	Up to 5 days ISS, police will be contacted, parent/student meeting with school representative, possible alternative placement
Gang Behavior	ISS up to 5 days, parent contact, possible law enforcement involvement	ISS up to 10 days, parent contact, possible law enforcement involvement	ISS up to 10 days, parent contact, possible law enforcement involvement, possible alternative placement
Drugs & Alcohol	ISS up to 5 days, parent contact, police will be contacted,	ISS up to 10 days, parent contact, police will be contacted,	ISS up to 10 days, parent contact, police will be contacted, possible alternative placement
Extortion/Blackmail/Unlawful Coercion	ISS up to 10 days, parent contact, police law enforcement involvement, possible alternative placement		
Arson	ISS up to 10 days, parent contact by administrator, police will be contacted, possible expulsion		
Bomb Threats or Use/Possession of	ISS up to 10 days, parent contact by		

Explosive Incendiary Devices	administrator, police will be contacted, possible expulsion		
Breaking and Entering/Burglary	ISS up to 10 days, parent contact by administrator, police will be contacted, possible expulsion or alternative placement		
Weapons on School Grounds	OSS up to 10 days, parent contact by administrator, police will be contacted, possible expulsion		

UHS Student Handbook Supplement 2023-2024



Our mission is to establish a positive learning environment that embraces the individual potential of our students and their educational excellence.

Umatilla High School

Student Hours

Monday-Thursday:
Class begins 7:30
Dismissal 2:40

Friday:
Class begins 7:30
Lunch Dismissal 11:04
Lunch goes to 11:35

The main office is open Monday through Friday from 7:00-3:00.

Umatilla High School
1400 7th Street
Umatilla, OR 97882
Main Office 541-922-6500

Website: <http://uhs.umatilla.k12.or.us/>



UHS Mission

Students will help us achieve our mission by:

- Following school rules and procedures found in the UHS Student Handbook
- Coming to school each day on time and ready to learn
- Working hard to do their best in class and on school work
- Helping to keep their school safe – Reporting issues to administration
- Asking for help when needed
- Showing respect for and cooperating with other students and adults
- Taking accountability for their actions and decisions

Parents will help children learn responsibility by:

- Having high expectations for their children
- Ensuring their children attend school on time and ready to learn
- Monitoring academic progress
- Communicating and working with teachers and other school staff
- Respecting school staff and the importance of education
- Respecting the diversity of others
- Supporting all school policies, rules, and standards

Educators will help parents and students by:

- Believing that all students can learn
- Respecting diversity of others
- Providing equitable and consistent treatment for all students
- Having rigorous academic expectations for students
- Being available for students seeking help
- Consistently communicating with parents/guardians

TABLE OF CONTENTS

<u>UHS MISSION STATEMENT</u>	2
TABLE OF CONTENTS	3-5
<u>UMATILLA SCHOOL DISTRICT NO. 6</u>	6
BOARD OF DIRECTORS	
UMATILLA HIGH SCHOOL	
ADMINISTRATION	
UMATILLA HIGH SCHOOL FACULTY	
CLASSIFIED STAFF	
<u>ADMISSIONS TO UMATILLA HIGH SCHOOL</u>	7-11
VISITORS	
FEES	
ASSEMBLY OF STUDENTS	
<u>GENERAL POLICIES ON STUDENT EXPECTATIONS</u>	7-8
GENERAL BEHAVIOR IN HALLS & ON GROUNDS	
VIDEO SURVEILLANCE	
USE OF TOBACCO	
VULGAR LANGUAGE/GESTURES	
DISPLAYS OF AFFECTION	
ELECTRONIC DEVICES / CELL PHONES	
SKATEBOARDS/ROLLER BLADES	
CLASSROOM BEHAVIOR	
BULLYING / CYBER BULLYING / HARASSMENT	
CHEATING/PLAGIARISM	
PREPARATION FOR CLASS	
TEXTBOOKS	
<u>ATTENDANCE POLICIES</u>	8-11
ATTENDANCE	
ABSENCES AND EXCUSES	
TARDY	
TRUANCY (SKIPPING)	
VEHICLES ON CAMPUS	
CLOSED CAMPUS	
OFF LIMIT AREAS	
PASSES	
<u>RIGHTS AND POLICIES ON DISCIPLINE</u>	12-13
STUDENT DISCIPLINE CODE	
RIGHT TO DUE PROCESS	
DISCIPLINE PROCESS	
DETENTION	
IN-SCHOOL SUSPENSION	
OUT OF SCHOOL SUSPENSION	
DRIVING PRIVILEGE SUSPENSION	

STUDENT MANAGEMENT POLICY	13-16
DISCIPLINE ACTION AND ASSIGNED POINTS	
DISCIPLINE MATRIX	
TIER 1 OFFENSES	
TIER 2 OFFENSES	
TIER 3 OFFENSES	
SUBSTANCE ABUSE	
<u>GRADING GUIDELINES</u>	17-18
GRADING SCALE	
GRADE CALCULATIONS	
ASSESSMENT TYPES	
REASSESSMENT PROCEDURES	
ALTERNATE COURSES	
<u>GRADUATION REQUIREMENTS</u>.....	19-20
CREDITS	
ESSENTIAL SKILLS REQUIREMENTS	
ACCELERATED CREDIT	
<u>AOT/OTM</u>	20
COLLEGE COURSE LIST.....	21
<u>ACADEMIC DEFINITIONS, EXPECTATIONS, AND PROCEDURES</u> ..	21-22
CREDITS	
SEMESTER CALENDAR	
ACADEMIC STANDING	
FINISH FRIDAYS	
GRADING SYSTEM	
GRADE POINT AVERAGE (GPA)	
5 POINT SCALE	
CLASS RANKING	
DEAN'S LIST/HONOR ROLL	
VALEDICTORIAN, SALUTATORIAN, AND HONORS RECOGNITION	
<u>DIPLOMA OPTIONS</u>	22-23
REGULAR DIPLOMA	
MODIFIED DIPLOMA	
GRADUATION EXERCISE POLICY	
CREDIT RECOVERY	
SUMMER SCHOOL	
EXTENED OPTIONS PROGRAM	
COUNSELING SERVICES	24-25
ACADEMIC COUNSELING	
PERSONAL COUNSELING	
CHANGE OF STUDENT SCHEDULES	
PEER / TUTOR INTERNSHIP	
SUPERVISED WORK EXPERIENCE	
FOREIGN EXCHANGE STUDENTS	

WITHDRAWAL FROM SCHOOL

GENERAL CLUB/ACTIVITY PROCEDURES25-26

- CLUBS AND ORGANIZATIONS
- EXTRACURRICULAR ACTIVITIES
- STUDENT OFFICES AND ELECTIONS
- ACCOUNTING PROCEDURES
- FIELD TRIPS
- SCHOOL ASSEMBLIES
- DANCE REGULATIONS
- SENIOR TRIP / SENIOR SKIP

ACADEMIC CALENDAR27

NO GO ZONE MAP28

THE HISTORY OF UMATILLA HIGH SCHOOL29

SCHOOL SONG30

UMATILLA SCHOOL DISTRICT NO. 6

BOARD OF DIRECTORS

Jon Lorence, Chairperson

Lesly Claustro-Sanguino
Josiah Barron
Steve Warr

Toby Cranston
Jorge Meza
Travis Eynon

UMATILLA HIGH SCHOOL ADMINISTRATION

Heidi Sipe, Superintendent
Bob Lorence, Principal

April Dirksen, Vice Principal
Dan Durfey, Athletic Director

UMATILLA HIGH SCHOOL FACULTY

Corinne Funderburk	Language Arts	Holly Nygren	Family & Consumer Science
Clint Hill	Language Arts	Marisa Gonzalez	Health/PE
Alexa Lougee	Language Arts	Shann West	PE
Edgar Navarette Ruiz	Language Arts	Scott Bow	Success101
Rachel Blake	Social Studies	Nicole Silver	Art
Chris Early	Social Studies	Kyle Sipe	CTE Woods, Robotics
Kelley Swarat	Social Studies	Brandon Quam	Band/Choir
Paul Lindell	Mathematics	Lupe Escovedo	Spanish/Mathematics
Nancy Swarat	Mathematics	Keith Gebers	Business Education
New Teacher	Science	Caden Sipe	CTE Woods, Exploring Trades
New Teacher	Science	Eric Lougee	ESL
Dee Lorence	Counselor	Sam Morrow	Special Education
Mary Buckallew	Grad Specialist	Shari Humphrey	Sped. Life Skills
Tammy Wagner	Childcare	Dorothy Estrada	Alternative Education
Courtney Davis	Roving Substitute	Samantha Erz	Roving Substitute

UMATILLA HIGH SCHOOL CLASSIFIED STAFF

Debbie Tesch	Office Manager	Alicia Morrow	Sped. Assistant Resource Room
Lupe Armenta	Attendance Secretary	Kirsten Worton	Sped. Assistant Resource Room
Jennifer Franks	PowerSchool	David Cooper	Sped. Assistant Life Skills
Desirae Zumudio	Library Assistant	Anna Linn	Sped. Assistant Life Skills
Lorena Mendoza	Counseling Secretary	Beverly Pool	Sped. Assistant Life Skills
Tina Ridings	Data / Afterschool	Bryanna Ramirez	Sped. Assistant Life Skills
Monica Anderson	Language Arts Assistant	Danielle Moe	Sped. Assistant Life Skills
Diane Prater	Science Assistant	Caitlyn Miracle	Sped. Assistant Life Skills
Renee Osborn	Science Assistant	Brisa Estrada Anaya	Sped. Assistant Life Skills
Sandy Taylor	Social Studies Assistant	Lisa Keller	Food Services
Kaylee Clayton	Math Assistant	Adriana Vargas	Food Services
Wes Adams	CTE Assistant		Food Services
Lisa Dahlin	FCCLA Assistant	Jerry Mitchell	Day Custodian
Trey Trevino	Roving Substitute	Alice McCauley	Night Custodian
Shelia Trott	Day Care Assistant	Judith Kirkpatrick	Night Custodian
Kinberly Castaneda	Day Care Assistant	David White	Maintenance

Leslie Resendiz	Day Care Assistant	Pedro Ortiz	Grounds
		Enrique Leal	Grounds
		Vinny Stefani	Facilities Director

VISITORS

All visitors **MUST** report to the office upon entering school property to ensure the safety and welfare of students. The administration will approve visitation requests.

FEES

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide his/her own supplies of pencils, paper, erasers and notebooks. **Each student will be required to purchase an ASB card and pay an activities fee (\$20).** Other costs, including yearbook (\$40), lab fees (varies), and club dues (\$20).

ASSEMBLY OF STUDENTS

It is imperative in the educational process that full opportunity be provided for students to inquire, question, and exchange ideas. They should not simply be allowed, but encouraged to participate in discussions in which many points of view, including those that may be controversial, are freely expressed. Students should be provided with avenues for the research of ideas and causes that interests them, and should be allowed to express their opinions. It shall be the responsibility of students, however, to express their opinions, and to demonstrate their support for causes at times and places which will not materially or substantially interfere with the educational process, or with the appropriate operation of the school. Students must recognize that others have equal rights to pursue their studies and particular interests and to express their opinions. Additionally, students are to remember the limitations imposed by rules of libel, slander, obscenity, and incitement to riot.

GENERAL POLICIES ON STUDENT EXPECTATIONS

GENERAL BEHAVIOR IN HALLS & ON GROUNDS

Students are to behave in a respectful manner at all times, and are to adhere to directions given by ANY member of the school staff in the halls and on the school grounds. Eating or drinking anything other than water is not permitted in the halls or foyer.

VIDEO SURVEILLANCE

Umatilla High School is equipped with a video surveillance system. Parents and students need to be aware that activities on the school campus are being recorded for security purposes. Video recordings may be provided to law enforcement agencies.

USE OF TOBACCO PRODUCTS (Including E-Cigarettes)

The use or possession of tobacco products, or vaping by students is prohibited on the high school campus. Students will not use tobacco at any school activity, function, or event, held on or off the school grounds. Violating this rule will result in suspension.

VULGAR LANGUAGE/GESTURES

Vulgarity in the school or on school grounds is not permitted and may result in disciplinary action.

DISPLAYS OF AFFECTION

Umatilla High School is not the place where intimacies should occur. Handholding, locking arms, and walking arm-in-arm are acceptable; more extreme displays are unacceptable. Those who consistently ignore this policy will be subject to discipline to include possible suspension and parental conferences.

ELECTRONIC DEVICES / CELL PHONES

Personal electronic devices are to be put away and turned off during class time unless otherwise directed by teacher for educational purposes. **Electronic devices inappropriately used during class will be need to be set on the teacher's desk. Students can retrieve them at the end of the period. Students, who refuse to put their phone on the teacher's desk, will receive a referral to the office. Their phone will remain in the office until the end of the day.** After a student loses their phone 3 times, they will need to check it into the office every day and pick it up at the end of the day. **Earbuds can't be seen in class, during instructional time, and will be taken away if seen.** Electronic devices and earbuds may be used during passing time and breaks.

SKATEBOARDS/ROLLER BLADES

The use of skateboards and roller blades is prohibited at Umatilla High School at all times. They are to be placed in the office after arriving to school and left there until the end of the day. Violators of this policy may have their skateboards and /or roller blades confiscated and returned to parents. Continued violations could result in further disciplinary action.

CLASSROOM BEHAVIOR

Students are expected to be in class on time to learn and comply with teachers established behavior guidelines. Flagrant or repeated misconduct will result in disciplinary action (see discipline matrix).

CHEATING/PLAGIARISM

Cheating/plagiarism are defined as an attempt by any student to use unauthorized materials or information during a test or in the preparation of an assignment. Some examples of cheating/plagiarism include: copying from another person's paper, using or possessing crib notes, copying and pasting from the internet sources without authorization and unauthorized use of a text book. (See discipline matrix)

Students who willingly and knowingly allow their information or materials to be used for cheating shall also be considered guilty of cheating.

PREPARATION FOR CLASS

Each student is expected to report to class with pencil or pen, paper, homework, and books or other materials required by the teacher. Habitually failing to do so shall result in disciplinary action.

TEXTBOOKS

The student is responsible for maintaining her/his textbook. Fines may be assessed if the material is lost, damaged, or defaced. Parents will be expected to pay the fine if the student cannot.

ATTENDANCE POLICIES

There is a direct relationship between strong attendance and class success. Students with good attendance generally achieve higher grades, enjoy school, and are more employable after completing high school.

To help students achieve maximum benefit from their education at Umatilla High School, the following procedures with regard to attendance will be used:

Parents are asked to call the high school office after 7:00 a.m. if their student is unable to attend school that day (541-922-6525). An automated phone call will be made by the end of the school day for those absent.

When it is known in advance that a student must be absent, a prearranged absence form must be obtained from the office, presented to the student's teachers to be signed, and returned to the office before the student may leave. This must be done in order for the absence to be considered excused. Please provide the office 24 hours advanced notice for anticipated absences of less than four school days, five days prior written notice is requested for anticipated absences of four school days or more.

Every year many students travel to other parts of the world during the school year. While we understand that this is an important time for them to see their grandparents and other relatives, we are concerned about the impact that this has on the students' education.

In order to better meet the educational requirements of Umatilla High School we are asking for the following:

1. Advise the school office of your departure date as soon as possible. **At least two weeks' notice is needed** so that teachers can prepare work.
2. Let us know when you expect to return.
3. Insist that your children do the work assigned in a timely manner. Work that is done in a rush and at the last second will not be acceptable.
4. It is the responsibility of the students who are going to Mexico or elsewhere to do the following:
 - a. Pick up a leave slip from the office. Take it home for parents to fill out and sign and return this document to the office.
 - b. **Go to each teacher at least two weeks before the departure date to ask for work. Waiting until just before the leave date makes it difficult for teachers to prepare work and may result in the student having no credit for the class.**
 - c. Arrange with teacher to take any exams missed.

It is the responsibility of the teachers to do the following:

1. Prepare work packets for students who have indicated that they will be traveling. Unless it is an emergency, two weeks' notice will be required. This period of time may be waived by the building administrator.
2. Prepare notes explaining the work.
3. Evaluate the work handed in when the student returns and decide if the work merits a passing grade for the semester. Teachers will have the option of giving students pass/fail grades rather than letter grades.

ABSENCES AND EXCUSES

Parents are required to notify office by phone or through written excuse within 48 hours following the absence. Failure to do so may lead to disciplinary action.

A student who must leave school during the day is required to bring a note from his/her parent. A student who becomes ill during the school day should, with the teacher's permission, report to the school office. Office personnel will decide whether or not the student should be sent home and will attempt to notify the student's parent as appropriate.

It is the responsibility of the student to obtain missing class work. A student who has been absent for any reason is required to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. Parents should contact the office to arrange for the collection of homework assignments for a student who will be absent several days.

Students who are absent one day:

- Will take previously announced quizzes and tests and hand in previously assigned work the day they return to class.
- And have assignments and/or quizzes/tests assigned in their absence should be afforded one additional day to make up

the work upon returning to work.

Students who are absent for multiple days:

- Are afforded one day of makeup for each day missed. The student is responsible for conferring with the teacher to arrange a make-up schedule.
- Again, work previously assigned is due the day of the student’s return.
- If long-term assignments carry a deadline, students are expected to send the assignment to school if they are absent.

Excessive Absences Consequences

Students are required to maintain regular attendance as required by ORS 339.065. Regular attendance is defined by the state of Oregon which defines irregular attendance as eight unexcused one-half day absences or 32 class period absences during any four-week period of a school session.

Be advised that failure to comply with Oregon’s compulsory attendance laws is a violation that will result in consequences. The first time a student does not meet the attendance requirement within the four-week time period, they will receive a letter and a meeting will be set up with the student and their parents along with Mrs. Dirksen.

The second time a student doesn’t meet the academic standards, they will receive a second letter and have another meeting with parents and Mrs. Dirksen. At that meeting, there will be a contract signed stating:

1. Oregon’s compulsory attendance law and the student’s attendance record;
2. The reasons for the student’s noncompliance;
3. The development of a plan for improvement
4. Resources available to help the student be successful in school;
5. Any questions the parents 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.

It will also be explained at that time that if the student does not meet the compulsory attendance law for a third time and violates the contract, then the student and parent(s) will be mandated to meet with the Umatilla County Youth Services and the Community Accountability Board (CAB) where a fine of up to \$500 will be given.

TARDY

Students are expected to be in class on time; otherwise they are considered tardy. Students who are more than 10 minutes late will be considered absent. Those students who get 5 or more tardies in a week will be subject to discipline and attendance contracts. Please see the matrix below.

Tardies	Weekly Check	Student/Parent Contract after 2nd Offense
1st Offense	5+	Warning
2nd Offense	5+	3 days Lunch Detention
3rd Offense	5+	1 week Lunch Detention / No off Campus for 2 weeks
Late Back from Lunch Student/Parent Contract after 2nd Offense		
1st Offense	2+	Warning
2nd Offense		Loss of Open Campus for 2 weeks with 1 week of lunch detention
3rd Offense		Loss of Open Campus for 1 month
Absences – Unexcused – Skipping Student/Parent Contract after 2nd Offense		
1st Offense	Warning	
2nd Offense	Lunch Detention for a day	
3rd Offense	Lunch Detention for a week / No off campus for 2 weeks.	
4th Offense	ISS – Loss of off campus for a month	

TRUANCY (Skipping)

A student who is absent from school or any class without permission will be considered truant and subject to disciplinary action including detention, suspension, and/or expulsion. Student athletes that are truant will follow the athletic policy.

VEHICLES ON CAMPUS

Vehicles parked on district property are under the jurisdiction of the district. Students will be notified that as a condition of parking on district property, district officials may conduct searches of vehicles upon reasonable suspicion of a policy, rule and/or procedure violation. Students must obtain a parking permit issued by UHS to park in paved lots. Vehicles without permits can park in the gravel lot across 7th Street from UHS. To register vehicle(s) students will need to provide the license plate numbers of all vehicles that may be parked at school as well as make and model.

The school district provides adequate transportation for students. Driving a car to school is a privilege rather than a right or necessity. State and local traffic laws and school rules must be followed when operating vehicles on school premises. Students are prohibited from parking in designated staff and visitor parking areas. Vehicles must be parked within the designated lines. Traffic infractions by students driving on school grounds will result in disciplinary action by the school and loss of privileges will be loss if multiple infractions occur. Serious offenses will be reported to the police.

The district assumes no responsibility or liability for loss or damage to vehicles or bicycles.

CLOSED CAMPUS

UHS is a closed campus, with the exception of a student's scheduled lunch period. Open campus is a privilege and if students are missing class before or after lunch, they will lose the privilege of being able to leave at lunch.

Once students arrive on school grounds either by walking, bus or by car, they are to remain on campus until their scheduled lunch period. *Students are not to walk off campus in the mornings to go to local stores before school starts. Students are not allowed to leave the campus during the AM class periods or the PM class periods unless their schedule reflects instructional tutors leaving for their placement, work experience or college courses.* Students who violate our closed campus policy will lose the privilege of participating in open campus during lunch periods and will receive disciplinary action.

Students are not allowed to leave campus during their school day without signing out properly in the office. Parents who request their students to leave the campus must be aware that the students are not under the school's supervision during those times. **Students who are leaving campus must check out at the office.** The main office must approve required trips to the doctor, dentist, etc. Such trips must be pre-arranged by a note or phone call.

OFF LIMIT AREAS (refer to map on page 28)

All students are to remain on school grounds during the school day. The following areas are **off limits** during the school hours. Students caught in these areas will be referred to the office for disciplinary action which can include being charged with trespassing.

- Softball dugouts, baseball dugouts, baseball field, football and track facility.
- The area below the soccer and lacrosse field (where the bonfire takes place)

- Any treed area along the Umatilla River that is managed by the school district.
- The area behind CBMS / garbage cans

PASSES

No student is to be outside her/his regularly scheduled class without an approved hall pass. Students in the hall without a pass or off track to assigned destination may be subject to disciplinary action. **Students will not be allowed to get a pass the first 10 minutes or the last 10 minutes of class.**

RIGHTS AND POLICIES ON DISCIPLINE

STUDENT DISCIPLINE CODE

Discipline, as administered by Umatilla High School in conjunction with the home, is based on a counseling philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to function successfully in their educational and social environments. The discipline shall be progressive in nature.

The major objectives of discipline in the schools are to teach the following fundamental concepts for living:

- (1) respect for the rights, dignity and safety of all individuals within the school and community;
- (2) respect for law and observance of school district policies, procedures and local regulations; and
- (3) respect for public and private property rights.

The procedures employed to attain these objectives involve counseling by teachers, counselors, administrators and the involvement of parents or persons having custody of the student(s). As used in these procedures, the word “parent” includes, when applicable, the person having custody of the student.

RIGHT TO DUE PROCESS

Students disciplined by a school authority are guaranteed certain due process rights, which include the following:

1. oral or written notice of the nature of the rule, violation of which will result in discipline;
2. oral or written notice of the nature of the specific violation and the intended disciplinary penalty;
3. an opportunity for the students to “tell his/her side of the story” to the person who dispenses discipline;
4. if the student denies the charges, an explanation of the evidence of the violation upon which the school authority is relying will be made to the student, including, if available, camera footage.

Because the behavioral problems of the students vary in the degree of seriousness, the corrective actions to be taken must be determined by the professional judgment of the administrator and will be progressive in nature (see discipline matrix).

DISCIPLINE PROCESS

All discipline referrals are documented as part of the student’s permanent record.

DETENTION

A student may be detained at lunch time, during school or after school for violations of the Student Code of Conduct. The school will attempt to notify the student’s parents of the date and reason for the detention. **Failure to attend the detention shall result in in-school suspension.**

IN-SCHOOL SUSPENSION

In-school suspension temporarily denies a student the privilege of attending classes. Students will be required to work on school work during this time in an isolated setting. **Failure to attend the in-school suspension will result in further disciplinary action.**

OUT OF SCHOOL SUSPENSION

Suspension temporarily denies a student the privilege of attending classes, school or school activities until a formal meeting with the parent has taken place to consider re-instatement. In special circumstances, a suspension may be continued until some specific pending action occurs such as court hearing, a medical evaluation, or a review by a probation officer. Suspensions are made by the administration and are not to be used in lieu of expulsion.

Suspension procedures are as follows:

1. The student is informed that he/she is suspended, given the reason for the action, and sent home following the notification of parents. In the event parents cannot be contacted, the student will be sent home at the end of the day by his/her normal mode of transportation; the parents are notified by telephone (if possible) of the suspension and reasons for the action;
2. A disciplinary referral is sent to the parents stating the time, date and specific reason(s) for the suspension, including procedures to be followed by the student and the parents for possible re-instatement;
3. The school will set a time and location for discipline conference. If the parent cannot, they have the responsibility for contacting the school to arrange for a conference.

A student may be suspended from school for up to and including ten school days for willful violations of the Student Code of Conduct. The district may require a student to attend school during non-school hours as an alternative to suspension.

An opportunity for the student to present his/her view of the alleged misconduct will be given. Each suspension will include a specification of the reasons for the suspension, the length of the suspension, a plan for readmission and an opportunity to appeal the decision.

Every reasonable and prompt effort will be made to notify the parent/s of a student's suspension.

While under suspension, a student may not attend after school activities and athletic events, be present on district property nor participate in activities directed or sponsored by the district.

Teachers will provide schoolwork missed by a student while on suspension. This work may be made up upon the student's return to school. All suspended students are encouraged to collect materials to work on while on suspension. **It is the student's responsibility to collect and submit all missed work.** The student will be given the same number of school days as missed (plus one) to do the make-up work.

DRIVING PRIVILEGE SUSPENSION

Assaulting or menacing a school employee or another student; willful damage to district property; or use of threats, intimidation, harassment or coercion against a school employee or another student may also result in a request to the Oregon Department of Transportation for suspension of driving privileges. The decision to submit the request to the Department of Transportation may be appealed. Board policy JHFDA

Umatilla High School utilizes a discipline matrix for determining penalties for improper behavior, attendance issues or policy infractions. Students need to review the matrix so that they will understand the consequence of their actions prior to making poor choices.

DISCIPLINE MATRIX

This chart is a guideline for most situations. In most situations, teacher-initiated actions and parent contact have already taken place in the classroom before the student has been referred to the office. The teacher and administrator may develop alternative solutions depending on the severity of the incident.

Student discipline includes both classroom discipline, as well as building-wide and common-area disciplinary actions for conduct and behavioral infractions. Classroom infractions are first subject to the classroom rules, standards and consequences that have been established by the teacher to ensure a productive learning environment for all students. All standards of due process apply to both classroom discipline protocol and disciplinary actions at the building administrative level.

Umatilla High School utilizes a discipline matrix for determining penalties for improper behavior or attendance issues (*see Discipline Matrix*).

TIER 1 OFFENSES

Classroom Disruption	
1 st	Lunch Detention, Parent contact by teacher and administrator.
2 nd	2 Lunch Detentions, Parent Contact by teacher and administrator.
3 rd	ISS, parent contacted by administrator, parent meeting and contract made up.
Insubordination (defiance/disobedience/disrespect)	
1 st	Week of Lunch Detention, parent contacted by teacher and administrator.
2 nd	ISS, parent contact by administrator.
3 rd	ISS up to 5 days, parent contact by administrator, may move to Alternative School.
Aggressive Behavior / Horseplay	
1 st	Lunch detention
2 nd	ISS, parent contact by administrator.
3 rd	ISS up to 5 days, parent contact by administrator, may move to Alternative School.
Public Displays of Affection	
1 st	Lunch detention
2 nd	Week of lunch detention, parent contacted by administrator.
3 rd	ISS, parent contacted by administrator to set up a meeting.
Profanity/Inappropriate Language	
1 st	Lunch detention, Parent contact by teacher and administrator.
2 nd	2 Lunch Detentions, Parent contacted by administrator.
3 rd	ISS, parent contacted by administrator.
Dress Code Violation	
1 st	Warning, required to change clothing.
2 nd	Lunch detention, required to change clothing, parent contact by administration.
3 rd	2 Lunch Detentions, required to change clothing, parent contact by administration to set up a meeting.
Skipping/Leaving School Without Permission *If around lunch time student loses open campus privilege.	
1 st	Lunch detention, Parent contact by administration.
2 nd	2 Lunch detentions, parent contacted by administrator.
3 rd	ISS, parent meeting with administration, contract made.
Electronic Devices - *If more than 3 times the student loses the privilege of having a phone in class.	
1 st	Lunch Detention, device confiscated, given back at end of the day. Parent contact by teacher and administration.
2 nd	2 Lunch detentions, device confiscated, parent contacted by teacher and administrator.
3 rd	ISS, parent meeting to come up with a contract.

TIER 2 OFFENSES

Disorderly Conduct	
1 st	In School Suspension- 1 day, parents notified by administration.
2 nd	ISS- 2 days, parents notified by administration (behavior contract).
3 rd	ISS up to 3 days depending on the contract, parents contacted by administration.
Misuse of Technology	
1 st	Lunch Detention, Restricted access to technology, parent contacted by teacher & administrator.
2 nd	ISS, Restricted access to technology, parent contact by administrator, (behavior contract).
3 rd	ISS up to 5 days, parent contact by administrator, follow student contract.
Cheating / Plagiarism	
1 st	Zero credit given, lunch detention, parent contact by teacher and administrator.
2 nd	Zero credit given, ISS, parent contact by administrator, (behavior contract).
3 rd	Zero credit given, 2 days ISS, parent contact by administrator, follow contract.
Harassment, Intimidation, Bullying, Cyber-Bullying	
1 st	ISS, parent contact by teacher and administrator. No Contact Contract will be signed.
2 nd	2 days ISS, parent contacted by administrator, (behavior contract).
3 rd	ISS up to 5 days, parent contact by administrator, may move to Alternative School.
False/Misleading Information	
1 st	ISS, parent contact by administrator.
2 nd	2 days ISS, parent contact by administrator (behavior contract).
3 rd	ISS up to 3 days depending on student contract.

TIER 3 OFFENSES

Theft	
1 st	ISS up to 3 days, may contact police, parent contact by administration.
2 nd	ISS up to 5 days, may contact police, parent contact administration.
3 rd	ISS up to OSS may be considered depending on circumstances, will contact police, parent contact by administrator, may move to Alternative School.
Fighting / Encouraging Fighting / Videoing a Fight / Assault	
1 st	ISS up to 3 days, parent contact by administrator. Police will be notified and student(s) may be cited. No Contact Contract will be signed by both involved.
2 nd	ISS up to 5 days, parent contact by administrator. Police will be notified and student(s) may be cited. No Contact Contract will be signed by both involved.
3 rd	ISS up to OSS may be considered depending on circumstances, parent contact by administrator, Police will be notified and student(s) may be cited. No Contact Contract will be signed by both involved. Alternative School placement will be discussed.
Trespassing	
1 st	ISS up to 3 days, parents contacted by administrator, will contact police.
2 nd	ISS up to 5 days, parents contacted by administrator, will contact police.
Tobacco, Smoking, Vaping	

1 st	ISS up to 3 days, will contact police, parent contact by administration, athletes and activities participants also subject to Code of Conduct policy. Complete online substance abuse lessons.
2 nd	ISS up to 5 days, will contact police, parent contact by administration, athletes and activities participants also subject to Code of Conduct policy. Complete online substance abuse lessons.
3 rd	ISS up to 10 days, will contact police, parent contact by administration, athletes and activities participants also subject to Code of Conduct policy. Complete online substance abuse lessons, may move to Alternative School.
Vandalism	
1 st	ISS up to 3 days, parent contact by administrator, pay/repair damage, may contact police
2 nd	ISS up to 5 days, parent contact by administrator, pay/repair damage, will contact police
3 rd	ISS up to 10 days, parent contact by administrator, pay/repair damage, will contact police, may move to Alternative School.
Gang Behavior	
1 st	Suspend up to 3 days, parent contact by administrator, Police will be notified and student(s) may be cited. No Contact Contract will be signed by both involved.
2 nd	Suspend up to 5 days, parent contact by administrator, Police will be notified and student(s) may be cited. No Contact Contract will be signed by both involved.
3 rd	Suspend up to 10 days, parent contact by administrator, Police will be notified and student(s) may be cited. No Contact Contract will be signed by both involved. May move to Alternative School.
Drugs or Alcohol	
1 st	ISS up to 5 days, will contact police, parent contact by administration, athletes and activities participants also subject to Code of Conduct policy. Student will complete online Drug and Alcohol curriculum.
2 nd	ISS up to 10 days, will contact police, parent contact by administration, athletes and activities participants also subject to Code of Conduct policy. Student will complete online Drug and Alcohol curriculum.
3 rd	ISS up to 10 days, will contact police, parent contact by administration, athletes and activities participants also subject to Code of Conduct policy. Student will complete online Drug and Alcohol curriculum. May move to Alternative School.
Extortion, Blackmail, Unlawful Coercion	
1 st	ISS up to 10 days, parent contact by administration, will contact police.
2 nd	Move to Alternative School.
Arson	
1 st	Suspend up to 10 days, parent contact by administrator, will contact police and fire marshal, will move to expel.
Bomb Threats or Use/Possession of Explosive Incendiary Devices	
1 st	Suspend up to 10 days, parent contact by administrator, will contact police and fire marshal, will move to expel.
Breaking and Entering / Burglary	
1 st	Suspend up to 10 days, parent contact by administrator, will contact police, may move to expel.
Weapons on School Grounds	
1 st	Suspend up to 10 days, parent contact by administrator, will contact police, will move to expel.
Sexual Harassment	
1 st	ISS, parent contact by administrator, may call police, behavior contract.
2 nd	ISS up to 5 days, may move to expulsion hearing, may call police.
3 rd	ISS up to 10 days, will contact police, parent contact by administration, athletes also subject to athletic policy, may move to Alternative School. Will complete online Harassment Education Curriculum.

SUBSTANCE ABUSE

PHILOSOPHY STATEMENT: While drug, alcohol, and tobacco use are dangerous in all segments of American society, it poses a special risk to young people by denying them opportunity to develop physically, emotionally, psychologically, and socially. Umatilla High School is committed to establishing and maintaining a drug-free environment. **Possessing, selling, using or being under the influence of tobacco, alcohol, or other illegal and harmful drugs will not be allowed in the school, on school grounds or during school sponsored activities including athletic events, dances, field trips, etc.**

The District School Board recognizes that, (1) substance abuse creates both direct and indirect detrimental effects upon the educational processes within the school; (2) alcohol, tobacco, and other drug use by students is illegal and harmful, and (3) substance abuse/dependency is a condition which can be treated successfully.

Substance abuse is generally defined as (but not limited to): the use of narcotics, marijuana, alcohol, codeine, heroin, stimulants, depressants and hallucinogens, or imitation drugs obtained with or without a prescription that have been used in a manner dangerous to the health of the user.

Students, while under school jurisdiction (either on or off the school property), who possess, distribute, sell, or show evidence of substance use/abuse, shall be subject to the disciplinary procedures as outlined in the discipline matrix.

In the case of a drug-related medical emergency such as an overdose or an allergic reaction, immediate notification of 911 and the administrative office is required. Staff members will assist the student in any way possible. Parents/guardians shall be contacted immediately if possible. Parent or Staff member will accompany student to hospital. Fill out an Incident report.

GRADING GUIDELINES

<u>GRADING SCALE</u>	<u>GPA Scale</u>
● A = Advanced Competency (90-100%)	4.0
● B = Beyond Competency (80-89%)	3.0
● C = Proficient (70-79%)	2.0
● D = Developing Competency (60-69%)	1.0
● I = Incomplete (still in progress)	
● <u>F = Not Proficient (did not complete coursework to standard)</u>	

GRADE CALCULATIONS

The following are key points about grading at UHS:

- In order to be considered proficient for a course, a student must meet the following criteria:
 1. The student must earn an overall course grade of 'C' or higher.
 2. The student must have a cumulative summative average of at least 70%.
 3. Students who score below 70% on their first assessment opportunity, will have two opportunities to bring their summative grade to proficiency.
 - a. A student who fails his/her first assessment will take a Form B assessment to earn a proficient score of 70%.
 - b. A student who needs to reassess a third time will complete an alternative assignment. The student will have an opportunity to earn a proficient score of 70%.
 4. A student who scored a 70% or better on their first assessment opportunity and wants to work toward mastery, up to 100%, will need to complete the alternative assignment proving mastery of the content.

5. Students who are absent on the day of the 1st assessment, have the same three assessment opportunities listed above.
- Overall grade calculations are based upon the following grading structure:
 1. Summative assessments = 70% of the final overall grade for the course
 2. Formative assessments = 30% of the final overall grade for the course
 - Summative assessments are linked to one or more course standards.
 - Students who earn a D will earn high school credit for the course but will not be considered proficient in all aspects of the course.
 - All courses will use the semester grading term

Behavior Grades

On large projects (multi-week) or group assignments, career-related learning standards may be utilized to score timelines, neatness, etc. Not more than 10% of the overall assignment score may be weighted according to these standards.

Behaviors may not be reflected in final grades beyond the project or group work defined above. **Note:** CTE content areas will reflect behavior standards, as they are part of their academic content standards.

REASSESSMENT PROCEDURES

Reassessment opportunities shall be made available to students who have missed a summative assessment due to an absence, students who have failed a summative assessment, and students who strive for mastery. Students will meet with their teacher to identify the reassessment material that needs to be completed prior to retesting.

Reassessment opportunities need to take place on or before the next scheduled Finish Friday. If the student fails or misses a Summative Assessment the week prior to a Finish Friday, they have until the next scheduled Finish Friday to complete the reassessment. Reassessment following the 2nd Semester needs to take place during the summer school session. Students will need to make arrangements to reassess sometime during the six week summer session.

ALTERNATE COURSES

Some courses by their nature, credit recovery and peer tutoring, do not follow the guidelines above.

Credit Recovery (Edmentum): Students participating in credit recovery are rewarded credit (Pass/Fail) once coursework is completed and approved by a highly-qualified teacher assigned to the content area (Example: a student working on Algebra 1 in a Edmentum math class would receive an Algebra 1 credit for successfully completing the course). The grade communicated through PowerSchool for a credit recovery course is designed to communicate a student's participation and progress.

Peer/Juvenile Tutoring and Teacher Assistants (TAs): The Peer Tutor experience is designed for students who plan to work with children in the future. Juvenile Tutors will assist a middle school teacher and will attend every day. Bilingual and Peer Tutors are placed at the high school and matched with classrooms that need assistance. There are specific learning objectives for these courses. In order to receive credit a student would need to complete the objectives of the course and receive a successful recommendation from the mentor teacher. The grade communicated through PowerSchool for a Peer/Juvenile Tutor course is designed to communicate a student's participation and progress. TA grades will be pass/fail

and students will earn 0.5 elective credit per semester. An ‘F’ grade would indicate that a student is not meeting participation and progress goals.

GRADUATION REQUIREMENTS

The state of Oregon requires all students to complete a specified series of courses. In order to graduate from high school in this district, a student must successfully complete the credits outlined in the table below.

Subject	Graduating Class of 2014 and beyond
Language Arts	4
Mathematics (Algebra 1 or higher)	3
Science	3
Social Science	3
Physical Education	1
Health Education	1
Arts – Band, Choir, Art Classes Career & Technical Education – CTE Second Language (Most 4 year colleges require two years in a foreign language)	3
Electives	6
Total Credits to Graduate	24

ACCELERATED CREDIT

Accelerated credit (college credit obtained while a student is in high school) is a priority for the Umatilla School District. As shown in Brian Prescott’s study for "Accelerated Learning Options: Moving the Needle on Access and Success", students who earn college and high school credits simultaneously have increased chances for future success. Over 44.8% of

low- income students with dual enrollment/dual credit experience earn an associate's degree and 61.3% earn a bachelor's degree. Only 18.5% of low-income students without dual enrollment/dual credit experience earn an associate's degree and only 40.7% earn a bachelor's degree.

To assist Umatilla students in achieving college credit and working toward successful futures, Umatilla High School proposes the following adjustments to Expanded Options:

- 100% of tuition for courses applicable toward an AAOT, OTM or career certification will be paid for all Umatilla High School students who are enrolled full time, on-track to graduate, have a 3.0 cumulative GPA or above (students with a 2.0-3.0 GPA are eligible to participate in the parameters defined above if they have passed all required state benchmarks- OAKS or SBAC- for their graduation requirements).
- To be eligible to take online college courses, students must pass the college placement exam at the writing 121 level. * Students below this level must meet with the counselor to discuss options.
- A student who takes and passes a college course will receive 0.5 high school credit for that course in the appropriate category toward graduation requirements.
- Tuition will be paid by the Umatilla School District directly to the college/university.
- Students who fail a dual credit/college credit course or withdraw after the deadline will reimburse the district the full cost of the course. Students who fail a dual credit/college credit class will no longer be eligible for direct district payment. If pre-approved, their future coursework may be reimbursed by the district upon successful course completion.
- Textbooks for dual credit courses are covered in full by the district. Textbooks for online or on-campus college courses are the responsibility of the family. The school will develop a lending library for core classes available only online or on-campus and students will have the opportunity to check those texts out from the school library as needed.
- Students interested in pursuing college coursework in high school must schedule a planning appointment with the high school counselor. A course schedule will be developed to help students work toward their AAOT, OTM, or career certificate.
- College Study students must complete core classes prior to taking electives. Electives shall be taken upon individual consideration and approval.
- This program shall be in place as long as funds are available. Should demand exceed available funds, remaining funds for the quarter in which demand exceeds funding shall be distributed based on financial need. Financial need shall be determined by parent's stated income on a request form.
- It is the student's responsibility to correspond with the college instructor if they have questions or concerns.
- It is the responsibility of the student to drop a class.
- It is the responsibility of the student to know registration and drop deadlines.

AAOT/OTM

Associate of Arts Oregon Transfer (A.A.O.T.) Degree / Oregon Transfer Module (O.T.M.)

Many of the courses at Umatilla High School allow students to earn college credits toward the Associate of Arts Oregon transfer (A.A.O.T.) degree or the Oregon Transfer Module (O.T.M.).

The A.A.O.T. is a two-year college program. To successfully earn this degree students must successfully complete a minimum of 90 credit hours. The A.A.O.T. degree will transfer to any Oregon University System (OUS) institution where students may complete requirements for a four-year baccalaureate degree.

The O.T.M. is a one-year module designed to complete a portion of students' general education requirements and is transferable to any OUS institution.

Associate of Arts Oregon Transfer (A.A.O.T.) Degree

FOUNDATIONAL REQUIREMENTS	CREDITS
WR121 English Composition	4
WR122 English Composition <i>OR</i> WR227 Technical Report Writing	4
COM111 Fundamentals of Speech	4
MTH105 Introduction to Contemporary Mathematics (or above)	4
Health/Wellness	3
DISCIPLINE STUDIES	CREDITS
Arts and Letters	12
Social Science	16
Science with Laboratory	12
Science/Math/Computer Science	4
Electives (12 career and technical credits)	27
TOTAL CREDITS REQUIRED	90

Dual Credit Course List

High School Course	College Course
Fundamentals of Computer Systems	BT 121
Introduction to Accounting	BA 111
Introduction to College Reading and Writing	WR 115
English Composition	WR 121
English Composition	WR 122
Spanish for Native Speakers	Spanish 101, 102, 103
Spanish 2	Spanish 101, 102
Math in Society	MTH 105
Pre-Calculus	MTH 111, 112
On-Line Education	Various options
World History	HST 104, 105
SUCCESS 101	LD 101
Intro to Education	ED 115

Course list may change due to teacher certification

CREDITS: Credits are units by which academic progress is measured. One credit ordinarily represents an entire year's work in a course (0.5 credit = 1 semester).

SEMESTER CALENDAR: The school year is divided into two semesters (roughly 18 weeks). Credit is awarded on the basis on the semester grade. Only final semester grades are recorded on the student's permanent record.

ACADEMIC STANDING: Students are classified by their high school entry date/year. (A student in the tenth year of his or her education is classified as a tenth grader regardless of his or her credits.)

FINISH FRIDAYS: Umatilla High School utilizes Finish Fridays throughout the year as part of our academic intervention plan. **The purpose of Finish Fridays is to assist students who have incompletes or missing work to work towards showing proficiency. Each six weeks Friday class periods are designated as an intervention or extension time. These days are mandatory for all students to attend. Students who do not have intervention work will participate in an extension activity. Finish Friday A will be periods 1-4 and Finish Friday B will be periods 5-8.**

GRADE POINT AVERAGE (GPA): The high school grade point average is determined on semester grades earned. Only letter grades A – F are included in determining GPA.

5 POINT SCALE:

The following will be calculated using the 5 point scale:

- Advanced high school courses:
 - Honors English / WR 115, WR 121, WR 122
 - Advanced Biology
 - Chemistry
 - Physics
 - Math Analysis / Pre-Calculus
 - Transcribed college-level courses that substitute for high school requirements.

CLASS RANKING: Students are ranked numerically according to grade point average at the end of each semester. Total class enrollment is included in computing class rank.

DEAN'S LIST/HONOR ROLL: The Dean's List is determined by GPA and is published each semester. To be eligible, students must have a GPA of 3.5 or above, have no incomplete grades, and be enrolled in at least five courses offering letter grades (A-F) which can be included in the GPA. Weighted GPA will be used.

To be eligible for the Honor Roll, students must have a GPA of 3.0 to 3.499, have no incomplete grades, and be enrolled in at least five courses offering letter grades which can be included in the GPA. Weighted GPA will be used.

VALEDICTORIAN, SALUTATORIAN, AND HONORS RECOGNITION: Seven semesters of work will be used in the determination of Valedictorian (senior with highest GPA), Salutatorian (senior with second highest GPA), and Honors (3.5 and above) students. The weighted GPA formula will be used.

DIPLOMA OPTIONS

REGULAR DIPLOMA

The regular diploma is based on the completion of state and district guidelines. All graduates are required to obtain twenty-four (24) credits as outlined on the Umatilla High School Transcript. These expectations are congruent with the Oregon Department of Education mandates.

MODIFIED DIPLOMA

To receive a modified diploma a student must earn 24 units of credit, between grade 9 and the end of their high school career with at least 12 of those credits to include:

- English Language Arts – 3 units

- Mathematics – 2 units
- Science – 2 units
- Social Sciences – 2 units (which may include history, civics, geography and economics)
- Health Education – 1 unit
- Physical Education – 1 unit
- Career Technical Education, The Arts or Second Languages (units may be earned in any one or a combination) - 1 unit

Umatilla School District will be flexible in awarding the remaining 12 units of credit. These credits must be awarded to meet the needs of the individual student as specified in the education plan of the student with the expectations and standards aligned to appropriate grade level academic content standards. These credits may include professional technical education, electives, and career development in any of the above content areas.

Umatilla School District will grant credit toward a modified diploma only for courses that contain substantial academic content modified to meet the need of the individual student. We will provide grant credit for a modified diploma through a continuum of instruction beginning at basic skills and progressing through high level skills. Completion of one or two modified courses will not prohibit a student from earning a regular diploma. Each student will have an education plan and education profile as provided under OAR 581-022-1130.

The school district will notify the parent or guardian if the courses in grades 9 – 12 have been modified for an individual student. The student transcripts will clearly identify modified courses that do not count toward the regular diploma but that do count toward the modified diploma. Students issued modified diplomas will have the option of participating in the high school graduation ceremony with the members of his/her class who are receiving regular diplomas. Decisions to work toward a modified diploma will occur no earlier than the 6th grade year but no later than 2 years prior to anticipated exit.

GRADUATION EXERCISE POLICY

Participation in UHS commencement ceremonies is considered an honor. In order to participate in the graduation ceremony, students must have passed all required and elective courses necessary for graduation and attended required practices. Students may be denied the opportunity to participate in the graduation ceremony for disciplinary reasons.

Parents of seniors who are in danger of being ineligible to participate in the graduation ceremony due to academic difficulties will be notified as soon as identified. Follow-up contacts shall continue until the completion of the school year.

Students, who meet the graduation requirements, complete their teacher checkout form and have their school fees paid, will receive their diploma following the graduation ceremony.

If a student disrupts the graduation ceremony, their diploma will be held and they will be required to appear before the School Board to face disciplinary actions.

CREDIT RECOVERY

Umatilla High School offers students an opportunity to complete needed credits in order to graduate. The credit recovery courses are designed to get students back on track. Students must have failed a class or be a transfer student with credit deficiencies. Sophomore and Junior students will retake the courses that they failed. Seniors will have the opportunity to do credit recovery through our online Acellus Software.

SUMMER SCHOOL

Umatilla High School sponsors an on-campus summer school program. The program will provide students who are behind in credits an opportunity to make up credit in core areas such as math, science, language arts and social science. There will be a certified staff member available for assistance Monday through Thursday of each week during the duration of the program. Acquired credits will be counted to determine eligibility for fall sports. Students are encouraged to attend summer school to complete required coursework. Additional information may be obtained by contacting the school's counselor.

EXTENDED OPTIONS PROGRAM

Senate Bill 300 created the Extended Options Program (EOP) that began in the 2006-2007 school year. The state requires

that we notify junior and senior students and their parents/guardians of the Extended Options Program prior to February 1. Parents and students must notify the school by May 15 if they are interested in participating in this program for the next school year. This opportunity is being offered in conjunction with Blue Mountain Community College.

To be **eligible** for the Extended Options Program, the students **MUST**:

- ✓ Be enrolled and be a resident student of Umatilla High School.
- ✓ Meet requirements for the District to receive State reimbursement for enrollment.
- ✓ Be in grade 11 or 12 or be 16 years old or older at the time of enrollment.
- ✓ Have an approved educational learning plan on file with the high school.
- ✓ Be accepted by Blue Mountain Community College (BMCC) and meet entrance requirement for 100 level college courses.

The **purposes** of the bill are for eligible students enrolled in grades 11 and 12 to:

- ✓ Have additional options to continue or complete their education.
- ✓ Earn concurrent high school and college credits.
- ✓ Gain early entry into post-secondary education.
- ✓ Participate in existing accelerated college credit programs.
- ✓ Enroll full-time or part-time in an eligible post-secondary institution.

The following are some **important details** about the Extended Options Program:

- ✓ Successful completion of courses may accelerate high school graduation if the courses are part of the student's approved educational learning plan.
- ✓ Failure to complete an eligible post-secondary course with a passing grade as defined by both Umatilla High School and the post-secondary institution may delay high school graduation and affect the student's eligibility for the EOP. In addition it may require the student to repay some or all expenses paid for and may affect eligibility for co-curricular or extra-curricular activities such as clubs and sports.
- ✓ Eligible expenses will be reimbursed by the school district upon satisfactory completion of course work.
- ✓ **Transportation will not be provided or paid for by the Umatilla School District.**
- ✓ The District will limit the number of credits purchased by the District according to guidelines set the State Board of Education.
- ✓ The District will limit the amount of eligible expenses paid for each eligible student to fifty percent of the district's general purpose grant.
- ✓ By State law priority will be given to eligible dropouts and students identified as "At Risk."
- ✓ Seniors who are enrolled in this program will be required to complete their senior project in Careers. Students that are enrolled full time at the college must make an arrangement to take this course with the career instructor for senior students. Independent study may be an option.

COUNSELING SERVICES

ACADEMIC COUNSELING

Students are encouraged to talk with the school counselor, teachers and building administrators in order to learn about the curriculum, course offerings and graduation requirements. All students and their parents shall be notified annually about the recommended courses for students. Students who are interested in attending post-secondary education or training should work closely with the counselor so that they may take the courses that will best prepare them for their future. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

NOTE: Teacher office hours are available each morning from 7:10-7:30.

PERSONAL COUNSELING

A counselor is available to assist students with a wide range of personal and social concerns. The counselor may also make available information about community resources to address personal concerns.

Parents are encouraged to contact the counselor to assist in addressing student concerns. Appointments to see the counselor can be made by calling the counselor's office or through email.

CHANGE OF STUDENT SCHEDULES

Every effort will be made to ensure that class schedules meet the needs of the individual student. Schedule changes will be considered through the second week of the given semester or at the discretion of the building administrator. Following that time period, a change in schedule will require involvement of the student, parent, counselor, teachers involved, and principal. This system is designed to ensure that the best interests of the students are served.

PEER TUTOR/INTERNSHIP POLICY

Juniors and seniors may elect to participate in the peer tutor/internship program to meet up to two elective credits.

1. Grading will be Pass / Fail.
2. Supervising staff must approve placement.
3. Performance objectives must be met for credit to be awarded.
4. Semester evaluations with a yearly reflection paper are required.

SUPERVISED WORK EXPERIENCE

Juniors and seniors may choose to receive up to two elective credits through successful participation in a supervised work experience program.

1. The parent and school must approve the program
2. The student must submit verified documentation of the work experience on a regular basis.
3. Semester evaluation by the employer is required.
4. The school will check with employers on the status of the student.
5. A reflection paper is required of the student each year.

FOREIGN EXCHANGE STUDENTS

The school may enroll students from other nations from those exchange programs officially recognized by the Board. Foreign exchange students that are admitted to school under an F-1 visa status will be required to pay tuition as required by law, and at the rate established by the Board. Exchange students attending school under a J-1 visa will be granted tuition waivers.

Foreign exchange students may be awarded a high school diploma upon satisfactory completion of the school's prescribed course of study.

WITHDRAWAL FROM SCHOOL

When a student withdraws from school the following steps should be taken:

Parents shall contact the high school office to request a withdrawal of the student.

The student is to get a checkout sheet from the high school office, and starting with the library, get the sheet signed by all teachers and then return the sheet to the office to settle fee charges or receive a refund. Transcripts will be sent when requested by the new school.

GENERAL CLUB/ACTIVITY PROCEDURES

CLUBS AND ORGANIZATIONS

Student clubs and performing groups such as the band, choir, rally and athletic teams may establish rules of conduct - and consequences for misconduct - that are stricter than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization. Below is a list of UHS clubs and the advisor.

Key Club:
FCCLA

Advisor: Samantha Erz
Advisor: Holly Nygren

Honor Society
Technology Club
Robotics
Leadership/ASB
Animae Club

Advisor: Nancy Swarat
Advisor: Caden Sipe
Advisor: Kyle Sipe
Advisor: April Dirksen
Advisor:

EXTRA-CURRICULAR ACTIVITIES

All students, regardless of their ability levels, are encouraged to take part in extracurricular activities and the many worthwhile learning experiences at Umatilla High School. Involvement in student government, student clubs, organizations, athletics and other activities are important to the development of students. Interested students should contact the office for additional information.

STUDENT OFFICES AND ELECTIONS

Election of student officers is conducted annually. Students are required to maintain the same eligibility requirements as all athletic programs to qualify for a student office and may be removed from office for failure to maintain eligibility. Students will fill out an application to run for an office and an administrative committee will decide on the ASB officers.

ACCOUNTING PROCEDURES

All Student Body organizations shall handle purchasing and financial transactions through the administrative offices in accordance with the following procedures:

1. All supplies must be purchased by the use of a Student Body purchase order with **advisor and administrative approval**.
2. All bills are to be paid by Student Body checks.
3. All Student Body clubs and organizations shall keep accurate accounts and shall be checked by the ASB Treasurer periodically.

No account is to operate “in the red” without administrative authorization.

SCHOOL ASSEMBLIES

Assemblies and programs are held for the education and enjoyment of students and staff. Awards assemblies are held to recognize students and faculty efforts and achievements. Attendance at assemblies is mandatory unless announced otherwise. UHS students are expected to maintain high standards of conduct and to give every courtesy to the speaker and to the program. Class advisors will sit with their assigned grade level and will assist in monitoring behavior.

In order that students may be seated quickly, they are required to sit in their grade level section. When entering the main gym from the North side of the gym, seating will be as follows: (Facing the bleachers from the floor)

LEFT SECTION	LEFT MIDDLE SECTION	RIGHT MIDDLE SECTION	RIGHT SECTION
Seniors	Juniors	Sophomores	Freshman

All students must remain seated until excused from an assembly. Students are expected to be respectful to our school, National Anthem, and Flag Salute. Students will sit or stand quietly during the National Anthem and Flag Salute.

DANCE REGULATIONS

In an effort to provide control of student dance conduct, the following regulations and chaperone suggestions are provided:

1. The rules of good conduct and grooming shall be observed for school dances and social events.
2. **Once admitted to the dance, students may not leave and re-enter once they have left.**
3. Guests (non-students of UHS) must be accompanied by a student and signed up in the High School Office ahead of time. There is a one-guest limit for each student attendee. All guests must be current students with valid student body card or a recent graduate from a Umatilla/Morrow County high school under the age of 20. The Activities Director must approve all guests. UHS administrators reserve the right to grant exceptions.
4. Students or guests who come to the dance under the influence of alcohol face disciplinary action. Parents will be notified to pick up their student. Police may be notified.
5. Students at the dances are subject to the authority of the chaperones.
6. There shall be a minimum of three (3) faculty chaperones for each dance. The dance may be canceled if the required number of chaperones cannot be secured. Additional parent chaperones are highly recommended. The advisor of the organization sponsoring the dance should check with the High School office the day of the dance to secure the names of the guests. The advisor has the primary responsibility for supervision of the dance. The Administration or her/his designee will be available for extra supervision and will attend all dances.

SENIOR SKIP DAY or SENIOR PRANK

The district does not authorize or endorse senior skip day or pranks. Student who participate in such activities will be disciplined according to the severity of the activity. Consequence can include referral to law enforcement and loss of graduation participation privileges.

ACADEMIC CALENDAR

Registration	August 15-17
Freshman Jump Start / Leadership	August 28
All Students Attend	August 29
Picture Day	September 11
Homecoming vs. Mac Hi 7pm	September 29
Homecoming Dance	September 30
No School – Rock the Locks	October 6 ** No School
Statewide In-service	October 13 ** No School
Picture Retakes	November 1
Conferences (3:00-7:00)	November 8
Conferences (12:30-3:00) 11:35 Student Dismissal	November 9
Veteran’s Day Holiday	November 10 ** No School
Thanksgiving Vacation	November 22-24 ** No School
Christmas Vacation	December 25 – January 7 ** No School
School Resumes	January 8
Martin Luther King Jr. Day	January 15 ** No School

End of 1 st Semester	January 19
Semester 2 Begins	January 22
President's Day	February 19 ** No School
Spring Vacation	March 22-29 ** No School
Conferences (3:00-7:00)	April 10
Conferences (12:30-3:00) 11:35 Student Dismissal	April 11
Non-Contract Day for Staff	April 12 ** No School **Unless we need a snow make up day
Senior's Last Day	May 24
Memorial Day Holiday	May 27 ** No School
Graduation (10 a.m.) in Gym	June 1
Semester 2 Ends / Last Student Day	June 6 Students Dismissed at 11:35

* Subject to change due to snow days or unforeseen circumstances.

NO GO ZONES! - Marked in RED

**Areas within the red are off limits
during school hours.**

Students will be charged with Trespassing



THE HISTORY OF UMATILLA HIGH SCHOOL

The original high school, which most remember as the “Castle,” was built in 1912. At that time, it was just outside the city limits and served students from town as well as many from nearby farms. It consisted of four rooms and a Head Teacher’s office, which was later used as the counselor’s office.

In 1922, Umatilla High School saw its first graduating class of two girls: Loty Davis and Ruby Powell.

In 1924, four rooms were added on to the east side of the high school, which became the ERC room, math room, social science room and Title I room. A basement was included with this addition that housed the cafeteria. Miss Rix was the first cook at the new cafeteria.

In 1932, the gymnasium, called the “Old Gym,” was built.

In 1948, Army barracks from World War II were brought in as a short-term addition to accommodate growing numbers of students. They were referred to as the main building of the high school.

Our present building was constructed in 1999. The previous structures were removed to provide access for off-street parking and new tennis courts. Students placed a time capsule in the wall of the new construction in the spring of 1999. The capsule is located in the West wall of the main entrance of the building, behind a mounted plaque.

UHS FIGHT SONG

On, you Vikings; on, you Vikings;
They deserve our praise,
We will fight with all our might,
For the good old UHS,
Win we must, our cause is just,
So listen to our plea,
Fight, fight for UHS and Victory.

The material covered within this student handbook is intended as a method of communicating to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or negotiated agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or negotiated agreement.

Any information contained in this student handbook is subject to unilateral revision or elimination from time to time without notice.

**Athletic/Activity Student Handbook
Umatilla School District
2023-2024**



The Umatilla School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status or sex in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act.

FIGHT SONG

On you Vikings, On you Vikings,
They deserve our praise,
We will fight with all our might,
For the good old UHS,
Win we must, our cause is just,
So listen to our plea,
Fight, fight for UHS and Victory.

Table of Contents

ADMINISTRATION	3
ATHLETIC PROGRAMS AND COACHING STAFF	3
CLUBS AND ORGANIZATIONS	3
DISTRICT PHILOSOPHY	4
ATHLETIC CODE OF CONDUCT	4
STUDENT / ATHLETE CODE OF CONDUCT	5
PERSONAL CONDUCT RULES	5
CONSEQUENCES.....	5
MISCONDUCT	6
ENFORCEMENT OF RULES	6
DUE PROCESS	6
PARTICIPATION POLICY	6
STUDENT ELIGIBILITY.....	7
ATTENDANCE-ABSENTEEISM	8
OSAA FINES AND EJECTION RULE	8
SUSPENSION.....	8
TRANSFER RULES.....	9
TRANSPORTATION OF STUDENT/ATHLETES	9
BUS RIDES.....	9
OVERNIGHT TRIPS	9
INSURANCE	9
TEAM CONDUCT	9
LOCKER ROOMS	9
LOCKERS	10
MEDIA ACCESS TO STUDENTS	10
PHYSICAL EXAMINATIONS.....	10
VARSITY LETTERING REQUIREMENTS.....	10
EXCEPTIONS TO THE LETTERING POLICY.....	12
PRACTICE LIMITATION RULE (OSAA)	12
ATHLETICS AND ACTIVITIES POLICIES AND PROCEDURES VERIFICATION.....	12

Umatilla High School

Administration

Heidi Sipe
 Bob Lorence
 April Dirksen
 Dan Durfey

Superintendent
 Principal
 Dean of Students
 Athletic Director

Athletic Programs and Coaching Staff

FALL SPORTS	WINTER SPORTS	SPRING SPORTS
FOOTBALL Kyle Sipe – Head Coach Steven Williams – Asst. Coach Arrik Russell – Asst. Coach Ian Coyle – Asst. Coach Caden Sipe – Asst. Coach	BOYS BASKETBALL Scott Bow – Head Coach Steven Williams – JV Coach	TRACK Kathy Gertsch – Head Coach Nancy Ortiz - Asst. Coach Jacob Foutz – Asst. Coach
VOLLEYBALL Samantha Erz – Head Coach Blanca Ramirez – JV Coach	GIRLS BASKETBALL Marisa Gonzalez – Head Coach David White – JV Coach	TENNIS Nicole Silver – Girls Coach Eric Lougee – Boys Coach
CROSS COUNTRY Kathy Gertsch – Head Coach Gena Cook – JV Coach	Wrestling Bob Lorence – Head Coach	SOFTBALL Eric Olson – Head Coach Jordan Bennett Ast. Coach Mykel Liebe – Asst. Coach
BOYS SOCCER Pedro Ortiz – Head Coach Enrique Leal – Asst. Coach		BASEBALL Jon Garrett – Head Coach Blake Chewning – Ast. Coach
GIRLS SOCCER Oscar Contreras – Head Coach Megan Lorence – JV Coach		Golf David White – Head Coach

CLUBS AND ORGANIZATIONS

Student clubs and performing groups such as the band, choir, rally and athletic teams may establish rules of conduct - and consequences for misconduct - that are stricter than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization. Below is a list of UHS clubs and the advisor.

Club	Advisor
Key Club	Samantha Erz
Drama Club	Clint Hill
Family, Career, Community Leaders of America	Holly Nygren
National Honor Society	Nancy Swarat
Technology Club	Caden Sipe
Leadership / ASB	April Dirksen
Anime Club	TBA
Robotics	Kyle Sipe, Heidi Sipe
Cheerleading	Corinne Funderburk, Courtney Trevino
E-Sports	Kyle Sipe

DISTRICT PHILOSOPHY

Extra-Curricular activities are an integral part of the educational program, adding greatly to the interest and desire of the students to improve their physical abilities. Properly supervised competition helps students learn to cope with and solve the problems of life situations.

Athletic programs are selected on the basis of needs, interests and abilities of students, and will be organized in a manner appropriate to the students' physical and emotional maturity. The decision of a "cut" or "no cut" policy will be determined by the Athletic Director, Principal, and the head coach of the respective sport.

The objectives of interscholastic athletics are the development of desirable traits in the individual and the meeting of students' competitive needs in a constructive, growth-producing setting. Championships should result as an outgrowth of personal success and positive, ethical coaching. It is hoped that each participant will be motivated and trained to strive for success and to obtain his/her peak performance as an athlete and a team member.

It is expected that all participants and coaches will experience learning opportunities in self-discipline, emotional control and sportsmanship.

All persons involved in Umatilla activities / athletics will:

- 1) Emphasize proper ideals of sportsmanship, conduct and fair play;
- 2) Stress the values derived from playing the game fairly;
- 3) Respect the integrity and judgment of officials;
- 4) Understand the rules of the game;
- 5) Understand the rules of the school district;
- 6) Encourage leadership, goal setting, initiative and good judgment;
- 7) Recognize that the purpose of athletics is to promote the physical, mental, moral, social and emotional well-being of the individuals involved.

ATHLETIC CODE OF CONDUCT

Because of the public nature of athletics and extracurricular activities sponsored by the Umatilla School District, students who participate in these activities are expected to conduct themselves at all times in a manner that

will reflect the high standards and ideals of their team, school, and community. Athletes are representatives of the Umatilla School District. It is only through the observance of high personal standards of conduct that individuals and teams can attain maximum achievement and set a positive role model for other students. When a student elects to participate in an extracurricular activity, he/she automatically sets himself/herself apart from the general student body. Since these activities are voluntary, participants are subject to rules and policies created by the Umatilla School District and coach/advisor of the activity, and are bound by these rules as long as they choose to participate. **Failure to uphold the student and athletic codes set forth by the Umatilla School District may result in a student athlete being suspended or removed from their respective sport. Decisions of this nature will be made by building administration in conjunction with the head coach.**

The following guidelines outline basic eligibility, Umatilla School District rules, and regulations of conduct. All students participating in activity programs must comply with these standards. The standards apply from the first legal practice date until the season ending awards event or the last contest, whichever is later. This policy is a minimum standard. **Coaches have the right to formulate additional requirements of conduct for students under their supervision in cooperation with the Athletic Director.**

STUDENT / ATHLETE CODE OF CONDUCT

The district has authority and control over a student at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in district-provided transportation.

Students in violation of the student and athletic codes of conduct will be subject to discipline including detention, suspension, expulsion, removal from team/club, loss of playing time, and/or referral to law enforcement officials. If a student misses the bus due to disciplinary reasons, they may not be transported to the event for participation purposes.

PERSONAL CONDUCT RULES

Students shall not:

- * commit Tier III offenses as stated in Student Handbook on the Discipline Matrix
- * knowingly possess, use and/or sell alcohol, tobacco, vapors or other controlled substances;
- * be present at a site where minors (under the age of 21) are consuming alcohol and/or illegal drugs;
- * be arrested and/or convicted of a felony or serious misdemeanor (i.e. shoplifting, disorderly conduct).

CONSEQUENCES

1. **FIRST OFFENSE:** A group meeting shall be held with the student/athlete, parents, coaches, and the athletic director/administrator to discuss the incident. A substance abuse screening by a health care professional will be required at the student/athlete's expense when alcohol, tobacco, or other controlled substances are involved. The student/athlete can practice but will be suspended from contests for fourteen (14) calendar days. The student/athlete will not be able to compete until the substance abuse screening has been completed (if required).
2. **SECOND OFFENSE:** Suspension of the student/athlete from participation on any club/athletic team for six school months. The student/athlete will be required to undergo a new substance abuse screening by a health care professional and will successfully complete any recommended rehabilitation (if required) if drug or alcohol related. Furthermore, the student/athlete will be subject to random drug and alcohol tests for one calendar year. Any test results indicating continued or increased chemical levels will constitute a third offense. Failure to adhere to the prescribed consequences will result in the student/athlete being suspended from participation on any athletic team until such time as all the conditions have been met. All expenses incurred in this process are the responsibility of the athlete.

3. **THIRD OFFENSE:** Suspension of the student/athlete from participation on any club/athletic team for the remainder of their high school eligibility.

MISCONDUCT

The advisor or head coach and his/her staff will handle the infractions of the program rules set forth by the coach. The advisor/head coach, athletic director, and/or principal will handle any student/athlete misconduct, which would bring discredit to the student/athlete, the team/club, or the school.

Consequences could be in the form of conditioning, loss of game time, suspension, and removal from the team. Accumulation of offenses will result in more extensive disciplinary action deemed appropriate by the coach, athletic director, and/or principal.

Student/athletes who continually break the student code of conduct may be subject to loss of game time and/or suspension of club/athletic privileges. Decisions of this nature will be made by building administration in conjunction with the advisor or head coach.

ENFORCEMENT OF RULES

An administrator and the advisor or head coach of the affect activity or sport will be responsible for all decisions relating to disciplinary action resulting from violation of rules. It is highly recommended that advisors/coaches keep daily accounts of players in violation of team rules. Coaches will be notified of any school disciplinary action taken by the administration affecting student/athletes of the sport or activity.

DUE PROCESS

Students involved in school activities are entitled to due process. This requires that the student be notified of the rule prior to a violation and that the student is made aware of the consequences of a violation. A student is entitled to the right to be heard, to present witnesses and have oral/written notice of charges.

Procedure: A student who does not abide by the rules and regulations will be disciplined, suspended, or dismissed from the team. All actions leading to discipline, suspension, or dismissal will be based on factual knowledge, not hearsay.

Appeals: Any decision made may be appealed to athletic director, principal, superintendent, and/or eventually, to the Umatilla School District Board of Education by following Umatilla School District adopted appeal procedures.

PARTICIPATION POLICY

It is the objective of the Umatilla School District to provide a competitive team at the varsity level and it cannot be expected that all participants will be provided equal playing time. At the junior varsity and "C" level of participation, coaches shall attempt to provide all team members participation in competition during the athletic season.

Student athletes may turn out for a sport up until the first competition.

Student athletes may choose to switch sports within the first ten (10) days of practice. For example, if a student goes out for basketball and decides to wrestle instead, the switch has to be made by the 11th practice. Students may elect to exercise a five school day grace period from the end of the regular season prior to entering their next sport. There is no grace period after post season play.

All practices are required unless prior arrangements have been made with the coaching staff (including practices during school breaks).

STUDENT ELIGIBILITY

All student athletes shall submit a parental/guardian authorization for emergency medical treatment in the event injury/illness of the student athlete in the absence of a parent/guardian. This must be on file before the student is allowed to participate in practice.

All student athletes must have passed **six** subjects and have a 2.2 GPA the previous semester to be eligible. Students must be enrolled as a full-time student at Umatilla High School to be eligible to participate in the athletic program. Students entering the 9th grade for the first time are not required to meet any academic standards for initial entry into the athletic program. ***Students who passed six classes but were below the 2.2 GPA may apply to participate but will have to be passing all their classes and maintain a 2.5 GPA during their next sport season.***

During the season, students must be enrolled in at least *six classes***. To maintain eligibility, students must be passing at least six classes and maintain a 2.2 GPA at the time eligibility is determined. The Athletic Director will run an eligibility list every Thursday during the season, unless otherwise pre-determined. The Athletic Director will verify student athletes' grades. Failure to meet the above academic standards will result in the student being ineligible. If he/she believes the grades are not accurate they will request a grade check sheet from the office to have each teacher assign them a current grade by the end of the next day (Friday). **This is the athlete's responsibility to complete a grade check sheet. If deemed ineligible, he/she will be ineligible for the coming week and will not participate in athletic games.** They have the opportunity to become eligible the following week by raising their grades. Practice for ineligible students will be at the coach's discretion. If an athlete is ineligible for more than three weeks during a season due to academic ineligibility, they may be removed from the team.

In some extenuating circumstances a teacher clearance or absences could allow an athlete to participate that determination will rest with the Athletic Director.

In some extenuating circumstances where the athlete is not taking more than five classes, the athletic director and/or principal may alter the grade requirements to meet only the OSAA eligibility requirement.

In addition to the specific credit requirements, to be academically eligible, a student must be making satisfactory progress towards the school's graduation requirements as determined by the local school administration.

All student athletes must have ten practices in the sport prior to interscholastic competition. In some circumstances the athletic director or principal can waive this rule. Should the previous sports season extend into postseason play the ten-practice rule may be waived by the athletic director for the next successive sport. All student athletes are personally responsible for issued school equipment and will be required to pay for lost/damaged equipment. Student athletes will not be allowed to participate in any school activities/athletics until the lost or damaged equipment is paid for, or returned. Additionally, student athletes will not be allowed to start the next athletic season until equipment from the previous season is turned in or full payment is received.

**Some seniors may have a schedule that is less than six classes and will be dealt with on an individual basis.

ATTENDANCE-ABSENTEEISM

Student athletes are expected to attend class regularly. Failure to attend classes may result in suspension from participate in extracurricular activities.

Student athletes will have an attendance report ran each Monday for the prior week attendance. Athletes that are missing three or more unexcused absences will be moved to the below disciplinary action for extracurricular activities. Two tardies will be counted as one absence.

1st Offense: Loss of 50% next contest	Football, Soccer, Basketball – out a half of game. Volleyball—First 2 matches Softball, Baseball out first game in double header or first 4 innings Cross Country – out next meet Tennis – miss 50% of matches that week Track – miss 50% of events signed up for
2nd Offense:	Football, Soccer, Basketball – out next scheduled game. Volleyball – out the next contest. Softball, Baseball – out next scheduled game Cross Country, Tennis, Track – out the next Meet
3rd Offense:	Athlete may be removed from the team based on the coach and administration decision. <i>* There may be extenuating circumstances that causes special consideration and this will be judged on a case by case basis.</i>

- Student/athletes suspended from school may not practice, and may not compete or travel with the team to games.
- Any athlete ineligible will not be allowed to travel with the team on away games.
- All absences must be pre-arranged through the athletic director or principal.
- **Student athletes with any unexcused absences in a day will not be allowed to participate in the next practice or contest.**
- If it is an emergency situation the athletic director or principal could excuse the absence.
- The athletic director will inform the coaches of the student absences, which result in non-participation that day.

Student athletes who fail to dress down for physical education or weight training may not be allowed to participate in practice or contests that day.

OSAA FINES AND EJECTION RULE

When a student athlete/coach is ejected from an OSAA sanctioned event the school will be fined (\$50 or more). Each additional ejection by the same athlete throughout the course of the school year will increase the fine. The coach/athlete will not be able to coach/participate until the fine has been paid.

SUSPENSION

Students suspended from school for disciplinary purposes may not attend practice nor participate in competitions during the discipline period. Students suspended and placed in ISS who normally would be suspended from school may not practice or participate in any extracurricular activities during the suspension. Students placed in ISS for general purposes may practice and participate in all extracurricular activities.

TRANSFER RULES

Any transfer student/athlete who has been terminated from athletic participation for the remainder of their high school career in another district will remain under the same status at UHS. Any transfer student/athlete participating in athletics at the time of transfer will not be required to meet the ten-practice limitation if they have already completed the practice limitation.

TRANSPORTATION OF STUDENT/ATHLETES

An athlete being transported on district provided transportation is required to comply with the athletic code of conduct. Any student who fails to comply with the athletic code of conduct may be denied transportation services and shall be subject to disciplinary action. Students are to ride to and from "away" events in school transportation. In order to ride home with an adult in lieu of using school provided transportation a parental permission slip must be signed by the parent and approved by the athletic director or principal prior to leaving for the contest.

BUS RIDES

Students will follow the rules and expectations enforced by the bus company. Coaches will ride on and be responsible for all people riding on the bus to athletic contests. If students go on the bus, they should return home on the bus. Students may ride home from an away contest with their parents or guardians provided that a permission slip signed by the parents was approved prior to the trip. Any violation of this rule will result in a suspension from the next two athletic contests.

OVERNIGHT TRIPS

Athletes attending overnight trips will remain with the team during the entire trip. During this time, students will follow all rules set forth by the coach or administration. Failure to follow these rules will result in disciplinary action that may lead to suspension or possible removal from the team as the Coach, Athletic Director or Administration feel is appropriate.

INSURANCE

Participants in athletics must have accident insurance coverage. The school district does not have, nor is required to have, personal injury coverage on students. It is the sole responsibility of the parent or guardian.

TEAM CONDUCT

As representatives of Umatilla High School and our community, athletes/students will conduct themselves in a positive manner at all times. Each coach will have a plan set up to handle all types of disciplinary problems. This should be explained to the students verbally and in writing, at the start of each season.

LOCKER ROOMS

Each athlete is responsible for his or her locker room. The coach is responsible for opening and closing the room. Any episodes of theft will be referred to the coach of the student involved. No student should be left responsible for the locker room. Athletes will pick up after themselves and leave the locker room as clean as possible. When we play away from home that locker room should be left as clean as possible. The coach should be the first one in and last one out of the locker room, home or away. Coaches may also want to collect and lock up all valuables in the coaches' room to help deter theft.

LOCKERS

Lockers and other district storage areas provided for a student's use remain under the jurisdiction of the district even when assigned to an individual student. The district reserves the right to inspect all lockers. A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Valuables should never be stored in the student's locker. Lockers may be routinely inspected without prior notice to ensure no item which is prohibited on district premises is present, maintenance of proper sanitation, mechanical condition and safety and to reclaim district property including instructional materials.

MEDIA ACCESS TO STUDENTS

Media representatives may interview and photograph students involved in instructional programs and school activities, including athletic events. Information obtained directly from students does not require parental approval prior to publication.

Parents who do not want their student interviewed or photographed should direct their student accordingly.

PHYSICAL EXAMINATIONS

Umatilla School District requires physical exams for all athletes. Middle school students are required to have a new physical examination every school year. All freshmen and juniors are required have physical examinations prior to participating. Physical examinations must be performed by a physician, prior to athletic participation. Umatilla School District has a partnership with Family Health Associates. Each spring and fall there will be free physicals provided at school for athletes needing a physical. Throughout the school year, appointments can be set up within the school day and transportation can be provided when physicals are needed.

Students shall not participate without a record of passing a physical examination on file with the district. Record of the examination must be submitted to the Athletic Director and will be kept on file and reviewed by the coach prior to the start of any sport season.

VARSITY LETTERING REQUIREMENTS

Varsity letters can be earned in each sport as follows:

FOOTBALL – A football player may earn a varsity "U" by being a member of the team for the entire season and one or more of the following:

- Participated in $\frac{1}{4}$ of the varsity league games;
- Played in a post-season game leading to the state finals.

VOLLEYBALL – A volleyball player may earn a varsity "U" by being a member of the program for the entire season and one or more of the following:

- Participated in $\frac{1}{2}$ of the varsity games played during the season.
- Played in games during the post-season leading to the state tournament.

SOCCER – A soccer player may earn a varsity "U" by being a member of the program for the entire season and one or more of the following:

- Participating in $\frac{1}{4}$ of the varsity soccer halves during the regular league season.
- Played in a post-season playoff match leading to the state tournament.

CROSS COUNTRY – A runner may earn a varsity "U" by being a member of the program for the entire season and one or more of the following:

- Finish as one of the top seven (7) runners in a Varsity race at a minimum of four races.
- Finish as one of the top seven (7) runners at the District Cross Country meet.
- Run a sub 21:00 (Boys) or sub 25:00 (girls) at any meet in the district season

BASKETBALL – A basketball player may earn a varsity "U" by being a member of the program for the entire season and one or more of the following:

- Participating in $\frac{1}{4}$ of varsity quarters during the regular league season.
- Played in a district, regional or state tournament.

WRESTLING – A wrestler may earn a varsity "U" by being a member of the program for the entire season and one or more of the following:

- Participated in a minimum of five varsity matches.
- Placing (1-6) at the district tournament;

BASEBALL – A baseball player may earn a varsity "U" by being a member of the program for the entire season and one or more of the following:

- Participated in 15 innings during the varsity regular league games.
- Played in post-season games leading to the state tournaments.

TRACK AND FIELD – A track and field participant may earn a varsity "U" by being a member of the team for the entire season and one or more of the following:

- Earning 15 points at track meets during the regular season.
- Earning points at the district track meet.
- Qualified for the State track meet.

TENNIS – A tennis player may earn a varsity "U" by being a member of the team for the entire season and one or more of the following:

- Participating in $\frac{1}{2}$ of the varsity matches within the regular season.
- Participating in the district or state tournaments.

SOFTBALL - A softball player may earn a varsity "U" by being a member of the program for the entire season and one or more of the following;

- Participating in 15 varsity innings during the regular season varsity games.
- Played in post-season games leading to the state tournament.

GOLF - A golfer may earn a varsity "U" by being a member of the program for the entire season and one or more of the following;

- Golfed in $\frac{1}{2}$ of the varsity matches during the regular season.
- Participated in post-season tournaments leading up to the state tournament.

BAND – A Band member may earn a varsity "U" by being a member of the Concert Band for the entire year and one or more of the following:

- Perform in the Pep Band for football and basketball games.
- Performed well in two or more regional concerts.

- Competed in the State Solo Competition.

Cheerleading – A cheerleader may earn a varsity "U" by being a member of the cheer squad for the entire year and one or more of the following:

- Varsity cheered during the football or basketball seasons and had 95% attendance at games.
- 90% attendance at practices, clinics and fundraisers.

A certificate of participation shall be awarded to any member of the teams who successfully participated in any of the above activities and completed the season, but fails to meet the criteria for a varsity letter.

Members shall receive only one varsity letter for a varsity sport during their high school career. Subsequent awards shall consist of an emblem that signifies the sport/activity for which a varsity award is given. The coach or their appointee shall award at regular intervals the varsity letter "U" to all persons who have fulfilled the above requirements.

Exceptions to the Lettering Policy

Players may be awarded the varsity letter "U" at the discretion of the coach if the above requirements cannot be met due to unusual circumstances, i.e. injury, illness, etc. Individual situations must be reviewed and approved by the athletic director or principal.

A student forfeits the privilege of receiving a varsity letter "U" should they be determined not to be in good standing as a team or squad member at the end of the season. Students may fail to finish in good standing due to suspension from the team, expulsion from school for disciplinary reasons, attendance at less than 90% of all scheduled practices for which they are eligible, or for not returning equipment belonging to the school.

In addition, if a participant is suspended from the team, is suspended or expelled from school, has attended less than 90% of all scheduled practices for which they were eligible, or has not returned or paid for lost equipment belonging to the school that person will forfeit their right to letter.

PRACTICE LIMITATION RULE (OSAA)

Team Sports Limitation. Schools may conduct practices and/or compete in contests in team sports (baseball, basketball, football, softball, soccer, volleyball) only during the designated OSAA sports seasons as outlined in Rule 6. It shall be a violation of the rule if there is any attempt during the Association year to gather more than two members of the same high school program together per day outside the OSAA defined season to receive specialized athletic instruction from any coach associated with the participating athletes' high school program. Attempts to circumvent the rule by encouraging team members to attend out-of-season practices or camps during the Association year other than through general dissemination of information or brochures shall be considered a violation of this rule.

Individual Sports Limitation. Schools may conduct practices and/or contests in individual sports (cross country, golf, swimming, tennis, track & field, wrestling) only during the designated OSAA sports seasons as outlined in Rule 6. Local school districts and/or leagues should establish their own policy restricting the involvement of their individual sports coaches in out-of-season programs.

Association Year. The Association Year shall start with the first day of practice for fall sports and shall end on May 26. ("Summer season" activities may begin on May 27.)

ATHLETICS AND ACTIVITIES POLICIES AND PROCEDURES VERIFICATION

After acknowledging by signing, please verify handbook through the online survey. If you do not have internet access, please print and sign the back page of this handbook. This will be kept on file in the Athletic Director's office.

I approve the participation of my child in interscholastic athletics / club activities at Umatilla High School during the 2023-24 school year.

I hereby give my consent for _____ to complete for Umatilla High School in school sanctioned athletic contest and activities. I have read the policies and procedures set forth by Umatilla School District and agree to abide by them.

Parent's Signature

Date

I have read through the Athletic / Activity Student Handbook for Umatilla High School. I agree to abide by the policies and procedures. I realize that a violation of these guidelines may result in a forfeiture of my privileges and can lead to disciplinary actions.

Student's Signature

Date

Insurance: I understand that the Board of Education does not carry athletic insurance and does not assume responsibility for injuries sustained in practice or contests. If insurance coverage for injuries is desired, I recognized that such coverage is the responsibility of the parent. Insurance protection is obtainable from private insurance companies. Information about rates and coverage is available in the school office.



Preface

The material covered within the staff handbook is intended as a method of communicating to employees regarding general district information, rules and regulations and is not intended to either enlarge or diminish any district policy, administrative regulation, negotiated agreement or changes in state or federal law. Information contained in this staff handbook is subject to unilateral revision or elimination from time to time without notice. No information in this document shall be viewed as an offer, expressed or implied or as a guarantee of any employment of any duration.

Equal opportunity and treatment shall be practiced by the district regardless of race, color, national origin, religion, sex, age, marital status or disability of the employee, and who with or without reasonable accommodation, is able to perform the essential functions of the position.

The Superintendent has been designated to coordinate the compliance with these legal requirements, including Title VI, Title VII, Title IX and other civil rights or discrimination issues, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, and may be contacted at the district office for additional information and/or compliance issues. No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity available at the Umatilla School District on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language difference, sexual orientation, socio-economic status, height, weight, marital or familial status or disability. For Nondiscrimination concerns or questions, please contact Heidi Sipe at 541-922-6500 or sipeh@umatillasd.org.

Acknowledgement of Handbook and Job Description

I have received the Umatilla School District handbook and agree to abide by the procedures, expectations and policies set forth therein. I further understand that I am accountable for all Umatilla School District School Board Policies.

I understand that failure to abide by the expectations set forth in the handbook and Board Policy may result in discipline up to, and including, dismissal.

Please click on link below to sign electronically:

<https://docs.google.com/a/umatillasd.org/spreadsheet/viewform?formkey=dHowLWZ2bDEwCjVTeGU4V1c1ZlhmOVE6MQ#gid=0>

Contents

Acknowledgement of Handbook and Job Description	2
Please click on link below to sign electronically: <a href="https://docs.google.com/a/umatillasd.org/spreadsheet/viewform?formkey=dHowLWZ2bDEw
cjVTeGU4V1c1ZlhmOVE6MQ#gid=0">https://docs.google.com/a/umatillasd.org/spreadsheet/viewform?formkey=dHowLWZ2bDEw cjVTeGU4V1c1ZlhmOVE6MQ#gid=0	2
Introduction	7
Accident/Incident Reports.....	7
AIDS, HIV and HBV – Health Education – Refer to District Policy IGAEA	8
Asbestos Statement.....	8
Assemblies.....	8
Assignment of Students to Classes.....	9
Associations	9
Athletic Conference Affiliation.....	9
Blood and Body Fluid Borne Pathogens	9
Board Meetings/Agendas.....	9
Board Policies.....	10
Breast Feeding in the Workplace- Refer to District Policy GBDA.....	10
Building Use – Refer to District Policies KG, KG-AR (1), KG-AR (2)	10
Calendar	10
Care/Use of District Property – Refer to District Policies KG, KG-AR (1) KG-AR (2).....	10
Cash in District Buildings	10
Child Abuse Reporting – Refer to District Policy JHFE, JHFE-AR	11
Classroom/Building Security.....	11
Complaints- Parents/Students – Refer to District Policy KL, KL-AR.....	11
Communication	11
Complaints- Staff – Refer to District Policies GMB, GMB-AR.....	11
Communicable Diseases/Students with HIV, HBV, AIDS – Refer to District Policies JHCC, JHCCA, JHCCB.....	12
Computers and Equipment.....	12
Conferences	12
Confidentiality.....	13
Contests.....	13
Copyright – Refer to District Policy GCQBA and EGAAA	13
Corporal Punishment – Refer to District Policies JGA, JGAB, JGAB-AR	13
Counseling and Guidance Program.....	14
Curriculum	15
Dismissal of Classes	15

Disposal of District Property- Refer to Policy DN.....	15
District Email.....	16
District Locations.....	16
District Office Hours.....	16
District Website	16
Drug-Free Workplace – Refer to District Policy GBEC	16
Emergency Drills – Refer to District Policy EBCB.....	16
Emergency Procedures and Disaster Plans	17
Employee Access Center Login.....	17
Evaluation of Staff – Refer to District Policies GCN/GDN, GCN/GDN-AR.....	18
Fair Labor Standards Act.....	18
Federal Family and Medical Leave Act (FMLA)/Oregon Family Leave Act (OFLA) – Refer to District Policies GCBDA, GDBDA and all corresponding GCBDA/GDBDA-AR’s 1 – 6	18
Field Trips and Special Events	19
Films/Videos-Refer to District Policy IIABB, IIABB-AR.....	19
Fund Raising – Refer to District Policy IGDF, IGDF-AR	20
Grading.....	20
Grant and Outside Funding Requests- Refer to District Policy DD.....	21
Guest Speakers/Controversial Speakers.....	21
Harassment – Refer to District Policies GBN, GBN-AR, GBNA, GBNA-AR, JBA, JBA-AR.....	21
Homebound Instruction.....	22
Instructional Plans	23
Keys and key cards.....	23
Leave Requests	24
Library/Media Support Services.....	24
License Requirements	24
Mail and Delivery Services.....	24
Materials Distribution.....	25
Media Access to Students	25
Meetings	25
Moving Class/Holding Classes Outdoors	25
Multicultural Education.....	26
Non-School Sponsored Study & Athletic Tours/Trips/Competitions.....	26
Participation in Political Activities – Refer to District Policy GBG	26
Payroll Information, Processes and Procedures.....	27

Personal Items.....	28
Petty Cash.....	28
Program Exemptions – Refer to District Policy IGBHD.....	29
Progress Reports.....	29
Psychological Testing Services.....	29
Purchase Orders- Refer to District Policy DJ-AR.....	29
Release of General Staff Information- Refer to District Policy GBLA.....	30
Release Time for Religious Instruction- Refer to District Policy JEFB.....	30
Research/Copyrights and Patents.....	30
Resignation of Staff – Refer to District Policy GCPB/GDPB.....	31
Resuscitation.....	31
Retirement- Refer to District Policy GCPC/GDPC.....	31
Safety Committee- Refer to District Policies EBAC, EBAC-AR.....	31
Security.....	32
Sexual Conduct- Refer to Policy JHFF.....	32
Social Media and Electronic Communications- Refer to policy GCAB.....	34
Staff Absences.....	35
Staff Conduct.....	35
Staff Development.....	36
Staff Dress and Grooming – Refer to District Policies GBCB, GBCB-AR.....	37
Staff Ethics.....	37
Staff Health and Safety – Refer to District Policy GBE.....	37
Staff Involvement in Community Activities.....	39
Staff/Parent Relations.....	39
Staff Room.....	39
Student Activity Funds – Refer to District Policy IGDG.....	40
Student Dismissal Precautions.....	40
Student Performances.....	40
Student Withdrawal from School – Refer to District Policy JN.....	40
Supervision of Students – Refer to District Policy JHFA.....	41
Tax Sheltered Annuities.....	41
Teaching about Religion-Refer to District Policy INB.....	42
Technology Use.....	42
Telephones.....	42
Tobacco-Free Environment – Refer to District Policies GBK, JFCG, JFCH, JFCI, KGC.....	42

Tuition Reimbursement.....	42
Tutoring.....	42
Use of Private Vehicles for District Business- Refer to District Policies EEAE, EEAE-AR, EEBC.....	43
Visitors-Refer to District Policy KK.....	43
Volunteers – Refer to District Policy IICC.....	43
Work Day Checkout.....	44
Work Place Injuries.....	44
Year End Checkout.....	44
Appendix A: How to Order Supplies.....	45
Appendix B: Umatilla School District Expectations for Technology Use	47
Please Avoid Bandwidth Hogging:.....	48
Important Safety Reminders:.....	48
Appendix C: Communication and Conduct Expectations	49
.....	49

Introduction

The Umatilla School District staff handbook was created to provide a general overview of District procedures and expectations. The handbook will serve as a useful resource for staff to answer questions concerning District practices. The language for each section is intentionally broad enough to cover all employees, regardless of job position or union affiliation.

The handbook is not intended to replace a thorough and frequent review of board policies. All staff are expected to abide by all board policies.

Information in the handbook is arranged alphabetically by topic. This document is a searchable PDF document to assist in prompt location of specific information.

Accident/Incident Reports

All accidents/incidents occurring on district property or during the course of school-sponsored activities, including field trips and other away events, are to be reported to the building principal immediately. Reports will cover property damage as well as personal injury.

A completed accident report form must be submitted to the building principal within 24 hours or the next scheduled district workday, as appropriate.

A completed accident report must be filed prior to receiving medical attention unless severe medical injury prevents such form completion. Failure to file the report prior to receiving medical attention may result in accident claim denial and/or employee discipline.

All accidents/incidents will be promptly investigated and corrective measures implemented as appropriate. The report form is available in the building principal office.

Administering Medicines to Students – Refer to District Policies JHCD, JHCD-AR, JHCDA

Administration of prescription and/or nonprescription medications in the school setting should be kept at a minimum. When necessary, staff will only administer medication at school when provided with a specific written request from the parent and physician. This request must be approved by the building administrator or his/her designee.

Medication is to be kept in the school office and stored in a locked space.

Unused medications must be returned home or destroyed when treatment is complete, or at the end of the school year.

All medications must be in the original container. Prescription labels are to specify the name of the medication, dosage and frequency. The instruction, “p.r.n.” (“as needed”), must include information as to the maximum dosage in a given period of time.

Admission to District Extracurricular Activities

Revision, August 2023

Complimentary admission is provided to all staff for extracurricular activities (excluding OSAA sponsored events such as play-offs). It is expected that all staff attending events assist in supervision of students and general crowd control as needed. Staff attending extracurricular activities without payment of admission fees are expected to abide by all code of conduct expectations.

AIDS, HIV and HBV – Health Education – Refer to District Policy IGAEA

An AIDS, HIV and HBV curriculum has been developed.

All teachers are expected to teach the age-appropriate curriculum annually in grades K-12 in accordance with established curriculum.

The purpose of the curriculum is to present current, accurate information to help students learn infection control procedures for preventing the spread of HIV/AIDS causing virus and to assist them in making decisions about protecting their health and the health of others.

Teachers are expected to notify parents of minor students in advance that the material regarding AIDS, HIV, and HBV will be taught.

Asbestos Statement

In accordance with The Asbestos Emergency Response Act (AHERA) a tri-annual reinspection/reassessment of the Umatilla School District facilities were performed by Paulsen Environmental Inc. In accordance with the U.S. EPA 40 CFR part 763 and 763.85(b) regulations.

The condition of the asbestos containing materials in student and employee related areas continue to be in good condition. The District Office, Umatilla High School and the Maintenance Building are asbestos free facilities. The district has received Asbestos Certification Letters for McNary Heights Modular buildings and Clara Brownell Middle School Modular Buildings.

Asbestos Management Plans are available for review at the District's Maintenance Office, Clara Brownell Middle, School Principal's office and McNary Heights Elementary School's Principal's office.

If you have any questions please contact Vinny Stefani at 922-4256.

Assemblies

Staff and students are required to attend all assemblies. All staff are assigned to specific supervision duties during assemblies and are expected to be in assigned areas.

Students may be removed from an assembly as deemed necessary by a staff member. Generally, students should be dealt with and/or referred to the office in accordance with established discipline procedures.

Assignment of Students to Classes

The assignment of students and classes to teachers is the responsibility of the building principal. Parents have the right to discuss student class assignments with counselors and the building principal.

Any request to change a student's assignment to a particular class by a student, parent or teacher should be referred to the counselor.

Students are to be added or dropped from teacher class rosters only when the student presents an add/drop slip from the counseling office or when otherwise notified by the office.

Any student with the proper add slip or who has otherwise been added to a particular class by the counseling office, is to be admitted to class. Teachers with questions regarding a student's placement should contact the counseling office.

Associations

The Umatilla Education Association (UEA) is the bargaining unit for all licensed staff. Names of association officers and building representatives are made available through the District Office. Negotiated agreements are available through union representatives.

The Oregon School Employees Union (OSEA), Chapter #69, is the bargaining unit for all classified staff. Names of association officers and building representatives are made available through the District Office. Negotiated agreements are available through union representatives.

Athletic Conference Affiliation

The District's high school is a member of the Oregon School Activities Association (OSAA) and participates in recognized activities in the Eastern Oregon League (EOL) with schools comprised of comparable enrollments and activity programs.

Blood and Body Fluid Borne Pathogens

Annual blood borne pathogen training is provided. All employees are required to complete the training and follow all procedures and guidelines therein. If you have questions about the procedures or instructions for handling situations involving bodily fluids, please contact your supervisor. Exposure plans are available in each school office. First aid kits are available in each classroom. Gloves are available in first aid kits. Hepatitis B vaccinations are available; please contact your supervisor if you wish to schedule a vaccination. If you are exposed to bodily fluids, please notify your supervisor as soon as possible and discuss any medical follow-up requests with him/her.

Board Meetings/Agendas

Board meetings are held the second Tuesday of each month at 7 pm in the District Office unless otherwise indicated. Updated meeting dates and agendas are available on the District website as are prior meetings' minutes.

Board Members

The Legislature of the State of Oregon delegates to the Board responsibility for the conduct and governance of district schools. The names of current Board members are available from the District Office.

Board Policies

All Board policies are available on the District website under “Board Policies.” The policies are searchable and printable. Please remember, it is the employee’s responsibility to remain current on, and abide by, all Board policies.

Breast Feeding in the Workplace- Refer to District Policy GBDA

Staff members needing support in expressing milk or breast feeding in the work place are encouraged to visit with their supervisor to coordinate locations and break times.

Building Use – Refer to District Policies KG, KG-AR (1), KG-AR (2)

Buildings are open to community groups during the week and weekends for approved use when such use does not interfere with District programs. As classrooms may be scheduled for outside regular business hours, all staff are encouraged to leave their rooms in order and to secure personal items. The District is not responsible for personal items left on District property.

To allow for proper scheduling, cleaning and staffing, it is important to remember to request building use for any after-school or after-hours activities. Please contact building administration to obtain a facility use request.

Calendar

The District calendar is posted each year on the District website under the “Parents” section. Copies of the calendar are also available at the District Office.

Care/Use of District Property – Refer to District Policies KG, KG-AR (1) KG-AR (2)

All staff members are encouraged to exercise continuous and vigilant care of all District-owned property. Incidents of theft and/or willful destruction of property should be reported immediately to the employee’s supervisor.

In the event of loss or damage, a fee may be assessed by the District according to repair and /or replacement costs.

Cash in District Buildings

Money collected by staff as a result of fund raisers or other school related purposes is to be deposited in the office daily. At no time is the money to be kept overnight or held during holidays in an employee’s personal possession. At no time is money to be kept beyond the school day in classrooms. At no time shall school funds be deposited in personal accounts.

Staff members are asked to emphasize to students the importance of promptly depositing money collected with appropriate school officials.

Child Abuse Reporting – Refer to District Policy JHFE, JHFE-AR

As per Board policy and Oregon state law, any staff member who has reasonable cause or reasonable suspicion to believe that any child under 18 years of age with whom he/she has come in contact has suffered abuse or neglect, or any adult with who he/she is in contact has abused a child shall immediately report to Services for Children and Families (1-855-503-7233) or police (541-922-3789). A child abuse reporting form must also be completed and given to the building principal or direct supervisor.

Classroom/Building Security

When leaving the classroom, locker room or other work areas between classes or at the end of the day, teachers are expected to turn out the lights and secure all doors. Windows shall also be secured at day's end.

Classroom doors shall remain locked throughout the day and may be propped open using a magnet or district-supplied flip tool to allow for rapid locking in an emergency situation.

All staff are asked to refrain from keeping personal items of value in or about their desks. Purses and wallets should never be left unsecured. Students shall be instructed to leave valuables at home. The district will not be responsible for the loss of or damage to, personal property due to such causes as fire, theft, accident or vandalism.

Complaints- Parents/Students – Refer to District Policy KL, KL-AR

The District recognizes that complaints regarding staff performance, discipline, grades, student progress, and homework assignments will be made by students and parents from time to time. Every effort will be made to ensure that such complaints are handled informally and as close to their origin as possible. Students, parents, and others with complaints or concerns will be encouraged to discuss the complaint directly with the staff member. All such meetings should be held in confidence and not in the presence of others.

If the complaint is not informally resolved, staff should advise the complainant that he/she may submit the matter directly to the building principal or immediate supervisor, as appropriate. The complainant will be provided with the necessary formal complaint procedures as identified in district policy.

When a complaint is made directly to the Board as a whole or to an individual Board member, it will be referred to the superintendent for appropriate building administrator follow-up.

Communication

Professional communication is key to a successful work environment. The Professional Communication rubric (see Appendix C) sets forth the expectations for professional communication within the district. To view this as a PDF document, please visit [this link](#).

Complaints- Staff – Refer to District Policies GMB, GMB-AR

Staff member complaints should be handled informally and at the lowest level possible. Staff with complaints regarding another employee should start by communicating with the employee directly unless the staff member reasonably believes there is a personal safety risk in doing so. If staff members

have done so and not achieved successful resolution, the staff complaint procedure as provided by board policy must be followed.

The complaint procedure may not be used to resolve disputes and disagreements related to the provisions of any negotiated agreement.

For grievance procedures, please refer to the negotiated agreement.

Communicable Diseases/Students with HIV, HBV, AIDS – Refer to District Policies JHCC, JHCCA, JHCCB

Protection from communicable disease is generally provided through immunization, exclusion or other measures provided for in Oregon revised Statutes and rules of the County Health Department.

Parents of a student six years or older, who is infected with HIV, or HBV and not a special risk as defined by the Oregon Health Division, are not required by law to report their condition to the district and the student has a right to attend school.

Parents of a special risk student as defined by the Oregon Health Division, who is HIV positive or a student with AIDS, are required to notify the school superintendent of the student's condition for continued educational services.

Computers and Equipment

Employees shall care for laptops and electronic equipment issued by the district and are personally responsible for damage to assigned devices. Permanent stickers (non-school related) or other markings are not to be placed on equipment.

Conferences

Planned conferences between teachers and parents are essential to the district's efforts to further understanding and close cooperation between the home and school. Parent-teacher conferences are scheduled each fall and spring. The student may be included. Teachers are required to attend.

Conferences should be treated as an opportunity for constructive, mutual exchange of information and ideas for the welfare and continued academic growth of the student.

Occasionally, teachers or parents may arrange for conferences outside regularly scheduled conference dates, to meet more immediate student needs. Teachers should be prepared to

provide after-school or pre-school time to meet with students/parents as necessary.

Confidentiality

Employees are expected to maintain student confidentiality. This means that student performance, records, behavior and activities are not to be discussed without relevant and appropriate cause and only with Umatilla School District staff. When in the community or on social media, employees are encouraged to remember that they are often seen as representatives of the school District and information they share or discuss may be perceived as the District's official perspective, even when it is simply the sharing of a personal opinion or observation.

Contests

The District cooperates with individuals, community organizations and agencies desiring to sponsor contests for students when such activities can be integrated into the school program without disruption or loss of instructional time for the student and without imposing an unreasonable work load on staff. All such contests must be consistent with the purposes and educational aims for the District.

Staff sponsoring such activities are responsible for the preparation and circulation of all informational materials and for other administrative work required in the grading, judging or evaluation of participant's work.

The school may not be used to promote private or commercial interest. The school may not be used for the direct sales promotion of individual competitive goods or services. Materials or activities initiated by private sources are to be referred to the building principal for approval and will be judged on grounds of their direct contribution to educational values, factual accuracy and good taste.

Copyright – Refer to District Policy GCQBA and EGAAA

A variety of machines and equipment for reproducing materials to assist staff in carrying out their educational assignments is available to staff in both the school and home setting.

Infringement on copyrighted material, whether prose, poetry, graphic images, music, audio tape, video or computer programmed materials, is a serious offense against federal law, a violation of District Policy and contrary to ethical standards required of staff and students. Staff members breaking copyright law may be personally responsible for any fines/legal consequences for doing so.

All reproduction of copyrighted material shall be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.

Corporal Punishment – Refer to District Policies JGA, JGAB, JGAB-AR

The use of corporal punishment in any form is strictly prohibited by the district.

Corporal punishment is defined as the willful infliction of, or willfully causing the infliction of physical pain.

A staff member is authorized to employ physical force when, in his/her professional judgment, the physical force is necessary to prevent a student from harming himself/herself, others or doing harm to district property.

Corporal punishment does not include physical pain or discomfort resulting from or caused by:

1. Training for or participation in athletic competition voluntarily engaged in by a student;
2. Recreational activity voluntarily engaged in by a student;
3. Physical exertion shared by all students in a teacher directed class activity, which may include, but is not limited to, physical education exercises, field trips or vocational education projects;
4. Physical restraint or the use of aversive techniques as a part of a behavior management program in a student's individual education program which has been signed by the parents and is carried out according to district procedures.

Counseling and Guidance Program

The district's counseling and guidance program is designed to involve all staff and parents in the educational, personal/social and career development of students.

Counselors may provide such services as academic counseling for students and parents, including assistance and information in the areas of scheduling, forecasting, assessments, alternative educational programs, progress towards meeting local and state graduation requirements, scholarship and college entrance requirements and identification of district, community and state-wide resources for students with academic, personal/social or other needs.

Counselors are also available to assist students with academic, social and personal problems and define and arrive at positive solutions through a variety of conference settings.

Students generally schedule appointments to see a counselor through the counseling office. Prior notice to a teacher that a student will be missing class may not always be possible because of the emergency nature of many appointments.

Teachers may refer a student to a counselor by contacting the counselor directly or by completing a referral form, available in the office. Teachers interested in arranging a conference with a counselor and a particular student and/or parent should contact the counseling office.

Counselors and teachers with counseling responsibilities are expected to fully respect the right

of privacy of those with whom they enter counseling relationships. Confidential matters are not to be discussed over the telephone.

The District contracts with community mental health counselors for needs that are outside the scope of a school counselor's role. To refer to a community counselor, please contact the school principal.

Criminal Records Checks/Fingerprinting – Refer to District Policies GCCDA/GDDA, GCDA/ GDDA-AR All newly licensed educators and those applying for renewal of a license are required to submit to a nationwide criminal records check and fingerprinting in accordance with rules established by the teacher Standards and Practices Commission (TSPC).

All current employees not requiring licensure as a teacher, administrator or personnel specialist and working in a position having direct, unsupervised contact with students are required to submit to a nationwide criminal records check and fingerprinting according to district policy as identified above.

All applicants' employment with the district is pending review of reports from prior education employers and any offer of employment may be retracted if there are reports of sexual conduct, child abuse or crimes listed in ORS 342.143

Curriculum

The curriculum established for the courses and grade levels of this district provides the flexibility necessary to meet the individual needs of students and their divergent learning rates and styles.

Deviations from established curriculum, textbooks and instructional materials are not permitted without building principal approval. Teachers with questions should contact the building principal.

Though teaching methodology may vary, classroom instruction is expected to reflect "best practices" consistent with research on effective instruction.

Dismissal of Classes

Teachers shall never dismiss a class before the established dismissal time. Detaining the entire class after dismissal time is also discouraged. Whenever individual students are detained after class, the teacher is expected to provide the student a note for the student's next class teacher. This will help reduce unnecessary hall traffic as students reporting to class late will need to account for their tardiness.

Disposal of District Property- Refer to Policy DN

District property (materials, equipment, etc.) not needed for educational purposes may be declared surplus and disposed of by the superintendent with approval by the Board. To submit a request for surplus, identify the item (with tag numbers if available) and turn it in to the appropriate supervisor for submission to the district office. Do not throw the item away until

the process is complete. Items of value will be auctioned or sold.

District Email

The District supplies an email address for business use by employees. Staff shall not use personal email for business purposes. Employees using District sponsored email are expected to comply with professional conduct expectations and represent the District appropriately. When employment with the District ends, employee access to the email system will be disabled. The District maintains the rights to monitor, disable, and/or restrict access to District email systems at any time. User name and password records for District owned email accounts may be collected.

District Locations

The District Office is located at 1001 6th Street, Umatilla, OR 97882. Our elementary school, McNary Heights Elementary, is located at 120 Columbia, Umatilla, OR 97882. Our middle school, Clara Brownell Middle School, is located at 1300 7th Street, Umatilla, OR 97882. Our high school, Umatilla High School, is located at 1400 7th Street, Umatilla, OR 97882.

District Office Hours

The district office is open between the hours of 7:30 A.M. and 4:00 P.M.

District Website

The Umatilla School District website may be found online at <http://www.umatilla.k12.or.us>

Drug-Free Workplace – Refer to District Policy GBEC

No employee engaged in work in connection with a direct federal grant or contract of \$100,000 or more shall unlawfully manufacture, distribute, dispense, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance or alcohol, as defined in schedules I through V of the Controlled Substances Act (21 U.S.C. Section 812) and as further defined by regulation at 21 CFR 1308.11-1308.15.

Emergency Drills – Refer to District Policy EBCB

Emergency drills shall be scheduled and conducted by the building principal.

All teachers grades K-8 are required to provide instruction on fire and earthquake dangers and drills for at least 30 minutes each school month in accordance with requirements of law.

At least one fire drill and earthquake drill will be conducted each month for grades K-12. A map/diagram of the fire escape route to be followed shall be posted near the classroom doorways and reviewed with students.

The warning signal for a fire alarm/drill is an uninterrupted bell/siren. Upon the sounding of a fire alarm, teachers are required to:

1. Wait for confirmation of fire via sight, smell, or confirmation of fire from the loudspeaker. If confirmed, direct all students to orderly exit the building using the evacuation route posted. Students may not stop at lockers, drinking fountains, restrooms, etc. along the way;
2. Close windows, turn off lights and close doors;
3. Take roll book;
4. Escort class to at least 50 feet from the building and take roll. Report any unaccounted students to the building principal;
5. Upon “all clear” signal, (announced by administration), escort students directly back to class. Check roll.

The warning signal for an earthquake alarm/drill is an announcement and/ or shaking.

In the event of an earthquake teachers are required to:

1. Immediately direct all students to “duck, cover and hold”. Students should drop to a crouched position with head bent to knees; hands clasped behind the neck, arms against ears, eyes closed and back towards the windows. Safest areas, if indoors, would be under desks or tables as appropriate, along inside walls, in doorways or other protected areas and away from cabinets, bookshelves, light fixtures or other such suspended objects;
2. Wait until shaking stops;
3. Evacuate building following established evacuation procedures;
4. Take roll and report any unaccounted students to the administration;
5. Upon “all clear” signal (announced by administration, not bell/alarm signal) escort students back to class;
6. If outdoors during an earthquake, direct students to move away from buildings and other overhead objects such as power lines. Crouch low to the ground and protect head and neck.

Emergency Procedures and Disaster Plans

All staff will be provided with a copy of the buildings emergency procedures plan detailing staff responsibilities in the event of such emergencies as disorderly behavior, unlawful assembly, disturbances at school activities, natural disasters, fire, bomb threat, illness or injury of a student or staff member and the authorized use of force on school property.

Copies of the emergency procedures plan will be available in the Office, Library and other strategic locations throughout the building.

Employee Access Center Login

The Employee Access Center (<https://eac.spihost.net/uml/eac51/Login.aspx>) is available to employees for leave information, payroll check copies and tax information. The information is updated each pay period. Please use the Employee Access Center to monitor your leave. Absences without corresponding leave available will result in unpaid leave. Unapproved

unpaid leave may result in discipline up to and including dismissal from employment. Unpaid leave will not be approved until all relevant paid leave is exhausted.

Evaluation of Staff – Refer to District Policies GCN/GDN, GCN/GDN-AR

The district’s evaluation program is designed to provide an opportunity for staff to set goals and objectives, including plans for professional growth and career opportunities and receive administrative responses to them; to have formal and informal observations of the teaching of licensed staff and the performance of assigned duties and job responsibilities of all other staff; to have clear opportunities to make improvement within specific timelines.

The evaluation program also provides a tool for administrators who are responsible for making decisions about promotion, retention, dismissal and discipline.

Licensed staff shall be evaluated according to the approved evaluation handbook.

Classified staff will be evaluated according to the classified contract with a minimum of one formal evaluation required.

Copies of the district’s evaluation procedures will be provided to all staff. Evaluation of all staff will be conducted in accordance with established District policy and applicable district evaluation procedures, negotiated agreements and Oregon Revised Statutes.

Fair Labor Standards Act

Regular working hours for all classified staff will be set by the classified contract.

C

Classified staff is not to work before, beyond or outside their established working hours and are not to work overtime without prior authorization from the building principal or supervisor. Overtime requests must be made ahead of time via email and must be approved by the supervisor prior to working the overtime hours.

All time sheets must be a true reflection of all time worked, whether it is more or less than regularly scheduled work hours.

Failure to comply will result in disciplinary action in accordance with applicable provisions of District policy, administrative regulations and negotiated agreements.

Overtime is defined as time worked above forty-hours of actual work.

Federal Family and Medical Leave Act (FMLA)/Oregon Family Leave Act (OFLA) – Refer to District Policies GCBDA, GDBDA and all corresponding GCBDA/GDBDA-AR’s 1 – 6

In accordance with federal law, staff members employed by the district for the previous 12 months and who have worked at least 1,250 hours during the year preceding the start of the leave may be eligible for FMLA leave. Staff members employed by the district at least 180 days prior to the first day of the family medical leave of absence and who have worked and average

of 25 or more hours per week may be eligible for OFLA leave.

Under FMLA leave, group health insurance benefits and premium payments must be continued on the same basis as coverage would have been provided and premiums paid in the absence of the leave. The district will continue to pay the district's contribution toward the employee's premium. The employee will continue to pay the employee's share of premiums if any. A 30 day grace period will be allowed for receipt of employee contributions. The district's obligation to maintain the employee's benefits will cease if the employee's contribution is more than 30 days late. The district will provide written notice that the premium payment is more than 30 days late.

Under OFLA leave, benefits are not required to accrue unless required by district policy and/or provisions of negotiated agreements related to paid and unpaid leaves.

Following and FMLA or OFLA leave, a staff member is generally entitled to be returned to his/her former position or to an equivalent job with equivalent benefits, pay and other terms and conditions of employment, with certain exceptions. Contact the district office Business Manager for details of this or any other provision of FMLA or OFLA leave.

Field Trips and Special Events

Field trips and other student activities involving travel may be authorized by the building principal when such trips or activities contribute to the achievement of desirable educational goals.

Requests should be submitted to the building principal well in advance of the proposed activity. All such requests will be considered based on such factors as availability of funds, the educational value derived, the safety and welfare of the students involved, impact on the regular school program and availability of appropriate supervision, either from within school staff or from volunteers.

Field trip requests must be approved by the building principal prior to any fundraising activities or grant applications for the field trip.

Written parental permission must be obtained for each approved trip. Teachers are expected to submit the signed forms showing parental approval and acknowledgement of the student conduct guidelines to the office prior to departure for the scheduled activity.

Staff members should contact the office for appropriate substitute and vehicle arrangements and related field trip procedures and forms.

Films/Videos-Refer to District Policy IIABB, IIABB-AR

Supplementary materials from non-school sources require building principal approval prior to their use in school. This includes educational films and all video rentals secured from or through commercial sources.

Generally, materials that are of obvious educational quality supplement and enrich instructional and reference materials for definite school courses and are timely may be considered for approval.

Feature films/videos with a rating other than “PG” must have prior parental consent after approval of the building principal. Parents should be provided the opportunity to preview a feature film/video, whenever possible.

Fund Raising – Refer to District Policy IGDF, IGDF-AR

To limit conflicting fundraising activities, all fundraising requests must be approved by the direct supervisor and superintendent. Request forms are available in the school offices. Please review board policy for further information.

Gifts and Solicitations – Refer to District Policies KI, KJ, GBI

Staff members are to avoid accepting anything of value offered by another for the purpose of influencing his/her professional judgment.

Staff members are prohibited from accepting items of material value from companies or organizations doing business with the district. Material value is defined by law as \$50.00 or more from a single source in a single year.

No organization may solicit funds from staff members within the schools, nor may anyone distribute flyers or other non-materials related to fund drives through the school without building principal approval.

The solicitation of staff by sales people, other staff or agents during on-duty hours is prohibited without building principal approval. Any solicitation should be reported at once to the building principal.

Grading

The evaluation of student progress is a primary responsibility of all teachers. The highest possible level of student achievement is a common goal of both the district and the home. As a close working relationship between the district and the home is essential to the accomplishment of this goal, regular communications with parents is essential.

Teachers shall use a variety of communication devices including telephone and personal conferences as well as written grade reports to keep parents well informed. At the beginning of the grading period, students are to be informed regarding the basis of the grades and the methods to be used in determining grades.

Weekly grades shall be submitted into Powerschool by the end of the work-day each Wednesday to allow parents to view up-to-date grading progress.

Final grading will be on a quarterly or semester system as decided by the building principal.

Due process procedures will be provided to all students whose grade is reduced or credit denied for attendance rather than academic reasons. Reasons for the student's absence will be considered. No grade may be reduced or credit denied based on absence due to religious reasons, a student's disability or an excused absence as determined by district policy. Such notice is to be included in each teacher's syllabus and distributed to students at the beginning of the grading period.

Special education students are to receive grades based on progress toward goals stated in the Individual Education Program (IEP).

Grant and Outside Funding Requests- Refer to District Policy DD

The District appreciates the efforts of staff to secure outside funding for school projects. To ensure compliance with state and federal laws and prevent conflicting grant requests, staff members interested in seeking outside funds and/or grants must receive prior approval from the Superintendent and/or School Board. Grant funds above \$500 shall be accounted for at the District Office.

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

Guest Speakers/Controversial Speakers

Guest speakers may be used by teachers from time to time, when such use is consistent with educational goals and with a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved. Teachers are expected to inform the building principal of the date, time and nature of the presentation whenever such use is planned.

Prior building principal approval is required whenever the guest speaker and/or presentation may be reasonably considered controversial.

Guest speakers should represent various approaches or points of view on a given topic in order to afford students a more comprehensive understanding of the issue.

Prior to his/her participation, guest speakers are to be informed of the following regulations:

1. Profanity, vulgarity and lewd comments are prohibited;
2. Smoking/alcohol consumption is not permitted;
3. Sexist, racial remarks or derogation of any group or individual prohibited.

Administrators and/or the teachers responsible for inviting a particular guest speaker have the right and obligation to interrupt or suspend the presentation if the conduct or content being presented is judged to be in poor taste or endangers the health and safety of students or staff.

Harassment – Refer to District Policies GBN, GBN-AR, GBNA, GBNA-AR, JBA, JBA-AR

Harassment (staff to staff, staff to student, student to student, and student to staff) is strictly

prohibited on district property including non-district property while a staff member is at any district-sponsored, district approved or district related activity or function, such as field trips or athletic events, in which students are under the control of the district or where the staff member is engaged in district business.

Harassment includes, but is not limited to, racial, religious, national origin, age, parental or marital status, disability and sexual harassment.

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

1. The staff member's submission to the conduct or communication is made a term or condition of employment;
2. The staff member's submission to, or rejection of, the conduct or communication is the basis for decisions affecting employment and assignment;
3. The conduct or communication has the purpose or effect of substantially interfering with an individual's work performance;
4. The conduct or communication has the effect of creating an intimidating, hostile or offensive working environment.

Other types of harassment may include, but not be limited to, jokes, stories, pictures, or objects that are offensive, tend to alarm, annoy, abuse or demean certain protected individuals and groups.

A staff member whose behavior is found to be in violation of District policy may be subject to discipline up to and including dismissal. A student whose behavior is found to be in violation of District policy may be subject to discipline up to and including expulsion.

Any staff member who is subject to, or knows of, such harassment is directed to notify the building principal or superintendent immediately. If the complaint is not satisfactorily settled, an appeal may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA. 98174-1099.

There will be no retaliation by the district against any person who, in good faith, reports harassment.

Homebound Instruction

Homebound instruction is provided to any student whose health or impairment causes him/her to be absent from school for at least 10 days. A physician's statement substantiating such absence is required in order for the district to authorize homebound instruction.

The amount of instructional service provided will be related to each student's educational needs and physical and mental health.

Teachers are expected to cooperate with counselors, students and parents to provide such assignments/ homework as may be necessary to help students maintain satisfactory progress during the student's temporary absence from school.

Instructional Plans

The quality of the instructional program reflects the effort invested by teachers in developing instructional plans consistent with district curriculum and appropriate to the individual needs of students. Teachers are expected to prepare instructional plans on a regular basis, at the direction of the building principal. Instructional plans should be of sufficient length and substance to allow a substitute teacher to carry on the course of study and to provide a means by which the building principal may monitor instruction to assure that the educational program in a particular class or activity is consistent with the district-approved course of study.

An up-to-date seating chart, class schedules and information identifying any classroom student aides or other special student needs should be included in all lesson plan books.

Keys and key cards

Keys and key cards are issued to staff by the building principal or immediate supervisor. In order to protect property, students and staff and to ensure the building is adequately secured when no authorized personnel are present, all staff are expected to follow the following key control procedures:

1. The duplication of keys and key cards and key cards is prohibited;
2. Keys and key cards and key cards are not to be left unattended. Avoid leaving keys and key cards on desks, tables, in mailboxes, unattended coat pockets, etc.;
3. Keys and key cards may not be loaned to students or to individuals not employed by the district. Under no circumstances should staff provide keys and key cards to students to "run errands", "unlock/lock" doors, etc.;
4. Lost or stolen keys must be reported to the building principal within 12 hours of discovery of the loss or theft so that measures may be taken to protect district property. Stolen key cards should be reported immediately upon discovery so they may be de-activated. Three days will be allowed for the finding or recovery of keys and key cards before any charges are assessed;
5. Upon completion of a lost or stolen key or key card report, presentation of the broken or damaged key(s) and submission of assessed fees, replacement keys and key cards will be issued within 48 hours;
6. Charges for lost or stolen keys and key cards will be made to the staff member to whom the key(s) and/or key card(s) have been issued, in the following amounts:
 - a. Individual room or lock keys and key cards - \$100.00
 - b. Front door master keys and key cards- \$300.00
 - c. Building master key - \$500.00
 - d. Key card- \$15.00

7. All keys and key cards are to be checked in at the end of the school year. Staff with summer duties necessitating building access may make arrangements with the building principal to keep their keys and key cards as appropriate.

Leave Requests

Employees wishing to use leave of any kind must process their request through the Aesop system. Employee identification numbers and passwords as well as Aesop instructions are provided to employees at the start of each year.

If circumstances change it is the employee's responsibility to modify the leave prior to the date of the leave; however, modifications after the date of approved leave may not be made.

It is the employee's responsibility to monitor his/her leave balances. If the employee surpasses his/her granted leave, the exceeded hours will be deducted from his wages. Absences without pre-approved leave (paid or unpaid) may result in discipline up to and including termination. Unpaid leave will not be approved until all relevant paid leave has been exhausted.

Library/Media Support Services

Teachers may schedule with staff to bring entire classes to the library/media center for project work, as appropriate. Individual students may be admitted for specific project work during class time with a note from the student's teacher provided the teacher has phoned the library first to make arrangements.

License Requirements

Teachers offered employment in the district must present their original teaching license to the district office. Applicants not presenting their license prior to the beginning of school or the first day employment is to begin will not be paid until such license has been submitted.

Licensed staff are required to submit copies of all applicable license endorsements to the district office. It is the responsibility of each licensed staff member to keep his/her license and all endorsements current. Teachers are cautioned that failure to maintain license and endorsements may invalidate their contract with the district.

If a certified employee allows his/her license to lapse, he/she may be removed from employment and/or duty immediately.

Mail and Delivery Services

The interschool mail service is established for school related purposes. It provides a central mailing service to expedite the distribution of materials and professional communications among schools and staff. To avoid overburdening the service, staff is not allowed to use interschool mail for the delivery of personal purposes.

Recognized collective bargaining units may use the service in accordance with the terms of

their negotiated agreements and District policy on the use of school facilities.

All staff are to check their mailboxes before school, noon and after each working day and remove mail daily. Students shall not pick up mail from staff mailboxes.

Items mailed from school/District locations shall be prepared for mailing by the employee. Personal mail is not to be delivered to District locations. District mailing and postage may be used for school district business only.

Materials Distribution

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home are to be referred to the building principal. The materials and proposed method of distribution will be reviewed and a decision made based on the educational concerns and interests of the district.

Media Access to Students

The media may interview and photograph students involved in instructional programs and school activities including athletic events. Such media access may not be unduly disruptive and must comply with District policies and District goals.

Media representatives are required to report to the building principal for prior approval before accessing students involved in instructional programs and activities not attended by the general public. Staff must receive permission from their appropriate supervisor prior to inviting the media to events or facilities and/or issuing press releases.

Meetings

Staff meetings are scheduled for the purpose of organization and communication of business that typically cannot be handled through staff e-mail, departmental or committee structure.

All staff is expected to attend staff meetings unless prior arrangements have been made with the building principal. Staff members are expected to schedule their time accordingly to not conflict with these meetings.

Meetings sponsored or called by recognized collective bargaining units during contract hours are subject to prior approval of the building principal. Attendance of staff members at such meetings is left to the discretion of each employee.

Moving Class/Holding Classes Outdoors

From time to time, teachers may find it necessary to temporarily move a class from their scheduled room or teaching area. Teachers are responsible for ensuring that both the office and students are informed of the change.

As holding classes outdoors often presents a distraction to students in the class as well as to staff and students in other classrooms, teachers are expected to conduct their classes in their

scheduled rooms unless otherwise approved by the building principal.

From time to time, certain class assignments may be more appropriately conducted outdoors. Prior building principal approval is required for all such activities.

Multicultural Education

The district is committed to an educational system that will prepare students to function effectively and cooperatively in a multicultural society.

The development of community partnerships and curriculum which use every opportunity to present the many ethnic, racial and religious strands that are a part of the American fabric provide a process for incorporating multiculturalism into the district's educational program.

Instructional materials at all grade levels are expected to reflect and fairly portray the history, contributions and culture of both men and women and of various ethnic groups in society.

Non-School Sponsored Study & Athletic Tours/Trips/Competitions

The district does not sponsor, endorse or financially contribute to the variety of outside-sponsored study and athletic tours/trips/competitions available to students.

Students who raise funds for their personal participation in such activities may not raise monies for travel and other activity expenses as a representative of the school. Students may not use school supplies, materials or facilities in conjunction with such trips or their related fund raising.

Staff members are prohibited from using their contact with students to advertise or recruit for summer or other holiday travel activities not sponsored by the district which involve their supervision of students.

Staff may not advise parents regarding selection of such trips or tours for their students.

The counseling center may contain pamphlets which will assist parents who have questions about selection of such activities.

Participation in Political Activities – Refer to District Policy GBG

Staff members may exercise their right to participate fully in affairs of public interest on a local, county, state and national level on the same basis as any citizen in public or private employment and within the law.

Staff members may, within the limitations imposed by state and federal laws and regulations, choose any side of a particular issue and support their viewpoints as they desire by vote, discussion or persuading others. Such discussion and persuasion, however, may not be carried on during the performance of district duties, except in open discussion during classroom lessons that consider various candidates for a particular office or various sides of a particular

political or civil issue consistent with district curriculum and their assigned duties.

On all controversial issues, staff members are expected to make clear that the viewpoints they represent are personal and are not to be interpreted as the district's official viewpoint.

No staff member may use district facilities, equipment or supplies in connection with his/her campaigning, nor may he/she use any time during the working day for campaign purposes.

Payroll Information, Processes and Procedures

Direct Deposit- Direct deposit is available to all regular and substitute employees. If you choose to use direct deposit, your paycheck will be in your account at 12:01 a.m. on payday, several hours earlier than you could deposit it yourself. The money can be deposited directly to a savings or checking account. It takes two payroll cycles to establish direct deposit. A \$40 administrative fee will be charged to the employee for a direct deposit that was stopped because an employee closed his account and did not inform the payroll department. Ask Cheryl Dunham about Direct Deposit by phoning 541-922-6502.

Fee for Check Replacement- A \$40 administrative fee will be charged to the employee for a check that is lost or destroyed.

Hours- Extra-duty hours must be pre-approved by the principal or supervisor responsible for the activity. Hours are recorded on a time report available from building secretaries. All overtime and comp time must have prior approval from your supervisor.

Insurance- Please be sure to complete all enrollment and renewal information through OEBC. If additions or deletions need to be made to family insurance coverage or if you wish to change beneficiaries you need to complete a change of status form which is available on line at OEBC (<http://cms.oregon.gov/oha/OEBC/Pages/forms.aspx>).

New Employees- Please check with the District office to be certain you have completed all paperwork prior to beginning work.

Payroll Deductions- Payroll deductions for AFLAC Insurance, Oregon First Community Credit Union, and/ or United Way are available. Please bring your completed deductions forms (available through United Way and AFLAC) to the District Office for processing.

Payment of Salary- Contracted employees will be paid in twelve monthly installments, with the final three checks paid in June.

Records- Be sure that the district office has your current teaching licenses and all official transcripts.

Reimbursable Travel Expenses- Forms for reimbursement are available in the school offices. Please review a form prior to traveling to be certain all procedures are followed. Itemized receipts must be submitted with the forms. Please read your form carefully and complete it

fully prior to submitting your form to your supervisor. Expenses must be submitted within 90 days of purchase or travel. Expenses submitted beyond the 90 day time period will not be reimbursed.

Substituting Assistants- An assistant substituting for another assistant must record the hours as substitute hours, on a separate time sheet, and the name of the assistant for whom they are working.

Status Changes- Notify the district office of change of address, phone, or marital status.

Please Note: Reports and forms received by the District Office with illegible signatures and or illegible penmanship will not be processed.

Personal Items

All staff are asked to refrain from keeping personal items of value in or about their desks or on District premises. The District will not be responsible for the loss of, or damage to, personal property of any kind.

Petty Cash

In order to expedite the purchase of minor supplies, postage, freight and other emergency items, a petty cash account has been established. Prior approval of the building principal or superintendent is required on all purchases.

Expenditures from petty cash are drawn from budgeted line item accounts and may be authorized only as such funds are available to cover the cost of the purchase.

Requests for reimbursement for pre-approved purchases may be authorized only upon submission of appropriate receipts to the building principal or superintendent. Expenses must be submitted within 90 days of purchase or travel. Expenses submitted beyond the 90 day time period will not be reimbursed.

Pregnant/Parenting Student Programs – Refer to District Policies JFE, JFE-AR

The district advocates the right to continued public education for all pregnant and parenting students. A pregnant and parenting student should be encouraged to continue with their educational program and to participate in all school-sponsored activities unless physically unable.

Teachers are expected to work cooperatively with counselors, parents and students in the development of individualized educational programs or services, or both, to address the needs of pregnant and parenting students when their educational needs cannot be met by the regularly provided school program.

Program Exemptions – Refer to District Policy IGBHD

Students may be excused from a state required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the building principal, upon written request of the parent.

An alternative program of credit may be provided. Teachers are expected to work cooperatively with students, parents, counselors and other district staff in the development of such alternative learning activities as needed.

Progress Reports

Teachers are expected to report their students' progress to the students and their parents. Progress reports are issued at the mid-way point of the first, second third and fourth quarter grading periods indicating academic and/or citizenship progress to date. Schools on semester systems may provide progress reports at weeks 4, 9, and 13.

Such reports may be issued at other times during the course of a grading period as deemed appropriate by teachers, or as requested by parents or administration.

Forms are available in the office.

No grade of "D" or "F" or "Incomplete" shall be issued without a written progress report having been sent home prior to notifying the student and their parents of academic deficiencies.

Psychological Testing Services

Psychological tests, excluding intelligence tests, may be administered to students only by licensed psychologists/psychometrics employed for this purpose or by interns under their supervision.

Psychological evaluations may be made only with the informed and written consent of parents.

Psychological records of students are confidential. Written parental consent is required prior to the release of any such data.

Purchase Orders- Refer to District Policy DJ-AR

No purchase, including purchases from student body funds, will be authorized unless covered by an approved purchase order. Forms are available in the office.

Any staff that chooses to make purchases outside the purchase ordering process shall be personally liable for the cost of the order(s).

For a guide on purchasing, please see the Addendum to the handbook entitled, "How To Order Supplies."

Release of General Staff Information- Refer to District Policy GBLA

A staff members address and personal home number may be released by the district. Such information will not be disclosed if a staff member provides evidence that disclosure would cause danger to the staff member or to other members of his/her family. The district may consider such evidence as the employee and/or family has been a victim of domestic violence, has contacted law enforcement officials involving domestic violence or other physical abuse, and has obtained a temporary restraining order or other no contact order or has filed criminal or civil legal proceedings regarding physical protection.

The district may also disclose information about a former employee's job performance to a prospective employer under the following conditions:

1. Disclosure of information is upon request of the prospective employer; or
2. Disclosure of information is upon the request of the former staff member;
3. The information is related to job performance;
4. The disclosure is presumed to be in good faith.

The district will not disclose information that is knowingly false, deliberately misleading, rendered with malicious purpose or is in violation of the staff member's civil rights.

Release Time for Religious Instruction- Refer to District Policy JEFB

Students may be excused from school for religious instruction, not to exceed two hours for grades 1-8 and five hours for grades 9-12 in any school week. Teachers will be notified by the office of any students in their class so excused.

Any student unable to attend classes on a particular day due to religious beliefs is to be excused from attendance requirements for that day.

No such absences shall be counted against a student in determining failure or reduction of grades. Any tests and assignments a student misses because of such absences are to be given to the student upon his/her return to school or at such other times as may be deemed appropriate by the teacher.

Research/Copyrights and Patents

Staff members engaged in a research project during the work day or who use district resources or students, either for study toward advanced work or for use in classroom instruction, may do so only with the prior approval of the building principal.

Privacy rights of students or other individuals involved in such research projects must be maintained. Publications, instructional materials, articles, models and other devices prepared by staff members for district use with district time, money and facilities as part of the employee's job responsibilities remain the property of the district.

In the event that a staff member produces items described above partly on his/her own time and partly on district time, the district reserves the right to claim full ownership. The employee

may petition the district for assignment of copyright or patent rights. Employees may not attempt to copyright or patent such items without the knowledge and consent of the district.

Resignation of Staff – Refer to District Policy GCPB/GDPB

Where less than a 60 day notice is given, the Board may request the Teacher Standards and Practices Commission to suspend the teacher’s license for the remainder of the school year. Exceptions due to emergency or other extenuating circumstances may be considered by the Board.

The superintendent is authorized to receive resignations of classified employees effective the day they are received.

Resuscitation

No staff member may comply with any directive from parents or others, written or verbal, that life sustaining emergency care be withheld from a student in need of such care while under the control and supervision of district staff.

Life sustaining emergency care means any procedure or intervention applied by appropriately trained district staff that may prevent a student from dying who, without such procedure or intervention, faces a risk of imminent death. Examples of life sustaining emergency care may include: efforts to stop bleeding, unblocking airways, mouth to mouth resuscitation and cardiopulmonary resuscitation (CPR).

In a life threatening situation, staff members are expected to dial 911 for paramedic assistance and provide life sustaining emergency care to any student requiring it in order to sustain life until relieved by paramedics or other appropriate medical personnel.

Retirement- Refer to District Policy GCPC/GDPC

To assist the district in its planning efforts, staff members considering retirement are encouraged to notify the district as early as possible, preferably at the beginning of the school year in which the retirement will take place.

Safety Committee- Refer to District Policies EBAC, EBAC-AR

A district/building safety committee has been established to help implement the district’s safety program and as a part of an ongoing effort to help ensure the safety and health of students, staff and others while on district property.

The district/building safety committee meets monthly and conducts workplace safety inspections quarterly to locate and identify safety and health hazards and makes recommendations for corrections as needed. All significant safety related incidents are investigated to help prevent similar events from reoccurring.

All potential hazards are to be reported immediately to a safety committee member or to the office.

Security

When leaving the classroom, locker room or other work area between classes or at the end of the day, staff is expected to turn out the lights and securely lock all doors and windows. Doors with openers are to remain locked from the outside at all times during the school day. In case of an emergency, this allows the doors to be shut and locked rapidly.

Sexual Conduct- Refer to Policy JHFF

Overview

House Bill 2062 was passed by the Oregon Legislature in 2009. The bill's provisions, now ORS 339.370, require that district boards adopt a policy on reporting sexual conduct by a district employee that is directed toward a student. In addition, HB2062 modifies hiring procedures for districts as well as impacting information shared through the employee reference process. This law and policy took effect July 1, 2010.

The Umatilla School District is committed to providing a learning atmosphere free of all forms of abuse, assault, harassment and coercive employee conduct, including sexual misconduct. All employees of the District have an obligation to know what sexual conduct is, to discourage it at all times, and to report to supervisors when the employee becomes knowledgeable that such conduct has occurred or is occurring.

Sexual Conduct Defined

Sexual conduct is defined as any verbal or physical contact by a school employee that is sexual in nature; is directed toward a K-12 student; has the effect of unreasonably interfering with a student's educational performance; and creates an intimidating, hostile or offensive environment. Sexual conduct is separate from sexual abuse, which commonly involves inappropriate physical contact with a minor. Sexual conduct may include grooming behavior (behavior in which adults develop trust to break down a child's defenses so that the adult may engage the child in sexual conduct or sexual abuse). Examples of sexual conduct may also include (but not be limited to):

- Staff performing back rubs on a student
- Kissing students
- Touching students frequently
- Commenting on students' bodies or appearance in a sexual manner
- Exchanging romantic gifts or communications with a student
- Showing obscene or suggestive photos to the student
- Videotaping or photographing a student in revealing or suggestive poses
- Discussing/writing about sexual topics unrelated to curriculum with students, making sexual jokes, gestures, and innuendos or engaging in inappropriate banter with students (e.g. discussion of student's dating behavior)
- Sharing your own sexual exploits or marital difficulties
- Intentionally invading a student's privacy
- Using e-mail, text messaging, or instant messaging to discuss sexual topics with individual students

If an employee becomes aware that a student is exhibiting inappropriate or excessive interest in the employee, the employee must report that immediately to his/her supervisor.

Prohibited sexual conduct may also include sexual harassment which means unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly as a condition of an individual's employment or academic advancement; submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; and/or, such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working environment.

Employees also have a duty to report (both to the District and to the Department of Human Services and/or law enforcement), and to refrain from any kind of "child abuse," including "sexual abuse." Child abuse includes physical abuse, emotional abuse, sexual abuse, threatening with abuse, and/or, in some cases, neglect. Sexual abuse is any incident of sexual contact including, but not limited to rape, sodomy, incest, and sexual penetration with a foreign object, as those acts defined in ORS Chapter 163.

Applying Policy JHFF

All District employees are required to follow policy JHFF. This means that if an employee has reasonable cause to believe that another employee or volunteer has engaged in sexual conduct with a student, he/she must immediately notify his/her immediate supervisor of this. Failure to do so would be a violation of this policy and could result in disciplinary action against the employee for failure to report.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect the reporting employee's condition of employment or the work environment of the complainant.

Students, parents and volunteers may also initiate complaints if they have reasonable cause to believe that a district/school employee or volunteer has engaged in sexual conduct with a student. If a student initiates a report of suspected sexual conduct by a district employee in good faith, the student will not be disciplined for such action.

Investigative Procedures

When the District receives a report of suspected sexual conduct by a District employee, the District may decide to place the employee on paid administrative leave or in a position that does not involve direct, unsupervised contact with students while an investigation occurs.

If the District receives a report of suspected sexual conduct by a volunteer, the District may decide to suspend the volunteer from being on any school property and making any contact with students during the investigation.

If following the investigation, the report is substantiated, the District will inform the accused employee that the report has been substantiated and provide information regarding the appeal process to the employee. The accused employee may appeal the District's decision through the applicable appeal process.

If the employee decides not to appeal the determination, or if the determination is sustained after an appeal, a record of the substantiated report will be placed in the employee's personnel file. The employee will be notified that this information may be disclosed to a potential employer.

Since sexual conduct may involve violations of state law, the District may report such conduct to local law enforcement. Local law enforcement may conduct an additional investigation to determine what charges, if any, would be filed against the individual.

Annual Training

The District is required to provide training at the time of hire and an annual training to all employees and to make such training available to parents and students regarding the prevention, identification and reporting of sexual conduct and child abuse.

Contact Information

Please report suspected sexual conduct to one of the following individuals:

- MHES: Nicole Coyle, 541-922-6652
- ☒ CBMS: Rick Cotterell, 541-922-6629
- ☒ UHS: Bob Lorence, 541-922-6557
- Custodial/Grounds/Maintenance: Vincent Stefani, 541-314-3602
- Food Service: Rikkilynn Starliper, 541-922-6504
- District: Josy Chavez, 541-922-6508
- Employee Protection Line: 1-800-576-5262, code: 10219

Social Media and Electronic Communications- Refer to policy GCAB

The district recommends that employees utilize privacy settings to protect their online identity to the greatest extent possible. It is recommended that employees do not "friend" students on social media sites. No employee shall create a social media page or membership representing the district or any district programs without written consent from the employee's supervisor. Facebook pages established with permission for school clubs must be connected to the relevant Umatilla School District official site.

Staff members, while on duty and off duty, will utilize social network sites (e.g., Facebook, Instagram, and Twitter), public websites and blogs, judiciously by not posting confidential information about students, staff or district business. Staff members, while on duty and off duty, will treat fellow employees, students and the public with respect while posting in order to

prevent substantial disruption in school.

Communication with students using personal communication devices will be appropriate and professional. Communication with students using personal communication devices regarding non- school-related matters is prohibited during work hours and strongly discouraged at all other times. If communicating with students electronically regarding school-related matters, staff should use district e- mail using mailing lists to a group of students rather than individual students.

Failure to abide by the guidelines set forth in policy may result in disciplinary action up to and including dismissal.

Staff Absences

Staff members unable to report to work for any reason must notify their direct supervisor as soon possible to ensure appropriate substitute coverage and complete the absence approval process in Aesop. Substitutes are assigned on a daily basis unless a longer duration is specified.

Complete arrangements for absences must be made no less than one hour prior to the start of the work day. In order to facilitate continuity during absences, staff members unable to return to their duties the following day should complete leave arrangements no later than 2:30 pm. Failure to abide by these guidelines may result in discipline up to and including dismissal.

Extended leave for medical reasons may be available as per FMLA, OFLA and/or Board policies. Please review Board policies for further information or contact Josy Chavez at the District office.

Staff Conduct

All staff are expected to conduct themselves in a manner that conforms with District policy and administrative regulations.

Additionally, all licensed staff are expected to adhere to the Standards for Competent and Ethical Performance of Oregon Educators as specified in Oregon Administrative Rules (<http://www.tspc.state.or.us>).

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 family;
2. Refrain from exploiting professional relationships with any student for personal gain or in

support of persons or issues.

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

1. Apply for, accept, offer or assign a position of responsibility only on a 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;
5. Not use the district's or school's name, property or resources for non-educational 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.

Staff Development

The Board recognizes the importance of continued educational experiences and other professional growth activities as a means to improve job performance.

Professional growth experiences may include, but are not limited to, college courses, workshops, curriculum planning, individual research, travel, supervision of teacher trainees and other such activities.

All requests for district payment of college course work tuition require prior administrative approval. Professional growth application forms are available in the school office and district office.

All requests for release time from regular work duties for attendance at meetings or conferences will be based on such factors as availability of funds, consistency with district and building goals and job assignment. Requests require prior building principal approval.

Meetings and conferences devoted primarily or exclusively to organizational or business affairs of staff member collective bargaining units, political workshops, training sessions for consultation committees and like activities will not be considered as appropriate activities for the expenditure of district funds.

Staff Dress and Grooming – Refer to District Policies GBCB, GBCB-AR

All staff are expected to be neat, clean and to wear appropriate dress for work that is in good taste and suitable for the job at hand. The dress code is specified in board policy.

Teaching as a professional demands setting a good example for students in every possible way. As adults and professionals, teachers are expected to be guided in their grooming habits by what is most generally acceptable in the business and professional world.

Please refer to the Board approved expectations for staff dress found in Policy GBCB-AR. Failure to abide by this policy may result in discipline.

Staff Ethics

Staff members are prohibited from engaging in, or having a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as employees of the district.

This means that:

1. Staff members shall not solicit for financial remuneration from students, parents or other staff;
2. Any device, publication or any other item developed during the staff member's paid time shall be district property;
3. Staff members shall not further personal gain through the use of confidential information gained in the course of or by reason of their position or activities in anyway.
4. Staff members are prohibited from performing any duties related to an outside job during their regular working hours or during the additional time needed to fulfill the position's responsibilities. District facilities, equipment or materials may not be used in performing outside work.

Staff Health and Safety – Refer to District Policy GBE

In order to assure the safety of staff and students, information and/or training as necessary is provided to assist all staff to recognize and to respond appropriately to the presence of hazardous materials in the workplace, including proper handling, labeling, storage and disposal of such materials.

Material Safety Data Sheets (MSDS), which accompany any hazardous substance used in the school setting, are maintained on file in the office and elsewhere in the building as necessary and readily available to any staff member who must handle such materials or who may have been exposed to such products.

All staff members are expected to conduct their work in compliance with first aid and infection control procedures established by the district and the following safety rules of the district:

1. All injuries shall be reported immediately to the person in charge or other

responsible representative of the district;

2. It is the duty of all employees to make full use of safeguards provided for their protection. It shall be the employee's responsibility to abide by and perform the following requirements:
 - a. An employee shall not operate a machine unless guard or method of guarding is in good condition, working order, in place and operative;
 - b. An employee shall stop the machine or moving parts and properly tag-out or lock-out the starting control before oiling, adjusting or repairing, except when such machine is provided with means of oiling or adjusting that will prevent possibility of hazardous contact with moving parts;
 - c. An employee shall not remove guards or render methods of guarding inoperative except for the purpose of adjustment, oiling, repair or setting up a new job;
 - d. Employees shall report to their supervisor any guard or method of guarding that is not properly adjusted or not accomplishing its intended function;
 - e. Employees shall not use their hands for any portion of their bodies to reach between moving parts or to remove jams, hang-ups, etc. (Use hook, stick, tong, jig or other accessory.);
 - f. Employees shall not work under objects being supported that could accidentally fall (such as loads supported by jacks, the raised body of a dump truck, etc.) until such objects are properly blocked or shored;
 - g. Employees shall not use defective tools or equipment. No tool or piece of equipment should be used for any purpose for which it is not suited and none should be abused by straining beyond its safe working load;
 - h. Employees shall not remove, deface or destroy any warning, danger sign or barricade or interfere with any other form of accident prevention device or practice provided which they are using or which is being used by any other worker;
 - i. Employees must not work underneath or over others thereby exposing them to a hazard without first notifying the other employee(s) or seeing that proper safeguards or precautions have been taken;
 - j. Employees shall not work in unprotected, exposed or hazardous areas under floor openings;
 - k. Long or unwieldy articles shall not be carried or moved unless adequate means of guarding or guiding are provided to prevent injury;
3. Hazardous conditions or practices observed at any time shall be reported as soon as practicable to the person in charge or some other responsible representative of the employer;
4. Employees observed working in a manner which might cause immediate injury to either themselves or other workers shall be warned of the danger;
5. Before leaving a job, workers shall correct, or arrange to give warning of, any condition which might result in injury to others unfamiliar with existing conditions;

6. Good housekeeping methods shall be observed in all operations. Materials shall be so handled and stored as to minimize falling, tripping or collision hazards;
7. Working and storage areas and passageways shall be kept free of unnecessary obstructions. No loose object shall be placed in any area where its presence will necessitate employees crowding between such objects as moving machinery, steam pipes or other objects with which contact would be dangerous;
8. Any materials which might cause an employee to slip or fall shall be removed from floors and other treading surfaces immediately or suitable means or methods shall be used to control the hazardous condition;
9. All sharp, pointed or otherwise hazardous projections in work areas shall be removed or rendered harmless.

Staff Involvement in Community Activities

The district encourages all staff to participate in community activities which have the improvement of the general welfare of the community, state and nation as their objectives.

Staff/Parent Relations

The district encourages parents to be involved in their student's school experience. Teachers are advised that unless otherwise ordered by the courts, an order of sole custody on the part of one parent does not deprive the other parent of certain rights. It is the responsibility of the parent with sole custody to provide to the district any court order that curtails the rights of the non-custodial parent.

A non-custodial parent may receive and inspect the school records pertaining to their student and to consult with teachers concerning their student's welfare and education. Non-custodial parents will not be granted visitation or telephone access to their student the school day. Students may not be released to the non-custodial parent without written permission of the parent having sole custody.

In the case of joint custody, it is the responsibility of the parents to provide the district, in writing, any special requests or clarification in areas concerning the student and the district's relationship and responsibilities. Such information will be maintained on file in the office and provided to staff as appropriate.

Staff members with questions regarding custodial and/or non-custodial parent rights with respect to particular students should contact the office.

Staff Room

A staff room is provided for staff use during break, lunch and preparation periods as may be appropriate. All staff is expected to "pitch in" as needed, to help keep this gathering area clean and orderly.

Personal items of value should not be left in the staff room. Staff members leaving such items in the staff room do so at their own risk.

Students are not permitted in the staff room.

Student Activity Funds – Refer to District Policy IGDG

All monies raised or collected by and/or for school-approved student groups are to be receipted and deposited into an account administered by the building principal. All student activity fund expenditures must be approved by the building principal and person in charge of the student activities program.

All expenditures from the general account of student activity funds must also be approved by the school- recognized student government organization. Funds derived from the student body as a whole shall be expended to benefit the student body as a whole.

Student Dismissal Precautions

No teacher may permit any student to leave class/school prior to the regular hour of dismissal except as may be authorized by the office.

Student Performances

Teachers are encouraged to arrange for individual student and group public performances when such performances contribute to the educational process and are consistent with district and course goals.

All performances involving students must be approved by the building principal.

The extended use of one particular group of students is generally discouraged. Teachers are expected to enforce all student conduct and discipline rules when engaged in such activities.

Student Transportation in Private Vehicles – Refer to District Policies EEAE, EEAE-AR, EEBB

Transportation of students to and from school and to curricular and extracurricular activities sponsored by the district is provided by the district's transportation system in accordance with district policy.

Parents, employees and other designated adults may be permitted to use private vehicles to transport students other than their own on field trips or other school activities only with prior building principal approval. Insurance information and parental permission forms will be required prior to private vehicle transport.

No student is to be permitted to perform district business with his/her own vehicle, a staff member's vehicle or a district owned vehicle.

Student Withdrawal from School – Refer to District Policy JN

Upon notification by the office of a student withdrawal from school, teachers are expected to complete the student withdrawal form, including grade earned to date.

Teachers are expected to make a complete accounting of any unreturned or damaged books, locks, materials, supplies, equipment or other district property including replacement costs. Submit the list to the office.

In accordance with law and district policy, certain education records may be withheld if fees and fines are not paid.

Supervision of Students – Refer to District Policy JHFA

Staff members are responsible for the supervision of all students while in school or engaged in school sponsored activities.

All teachers are expected to be in their classrooms prior to the arrival of students.

Under no circumstances are classrooms or other areas where students are under the supervision of assigned staff to be left unattended while students are present. Teachers who may need to temporarily leave the classroom or their assigned duties in an emergency situation while students are present are expected to contact the office to arrange for temporary coverage.

No other staff member may leave their assigned group unsupervised except as appropriate supervision arrangements have been made to take care of an emergency.

During school hours, or while engaged in school-sponsored activities, students may be released only into the custody of parents or other authorized persons.

Talented and Gifted Programs-Refer to District Policies IGBB, IGBBA, IGBBA-AR, IGBBB, IGBBC The district has developed a written plan for the identification of and provision of programs and services for academically talented and/or intellectually gifted students.

Identified students must score at or above the 97th percentile on selected district tests. Additionally, talented and gifted students from special populations such as cultural and ethnic minorities, disadvantaged, underachieving gifted and disabled learners may also be identified.

Each teacher will receive a list of identified talented and gifted students assigned to his/her classroom. Teachers are expected to modify curriculum, instructional strategies and grading as may be necessary to meet the needs of identified students.

The district has established an appeals process for parents to utilize if they are dissatisfied with the identification process and/or placement of their student in the district's program and who wish to request reconsideration. A complaint procedure has also been developed for parents to resolve disputes regarding the appropriateness of programs and services provided to talented and gifted students. Staff should refer parents with questions to the building principal.

Tax Sheltered Annuities

Employees wishing to participate in Tax Sheltered Annuities (TSA/403b) must access the [Caruth Compliance Consulting firm site](#) to complete the necessary paperwork.

Teaching about Religion-Refer to District Policy INB

Religious education is the responsibility of the home and religious institution. Public schools are obligated to maintain neutrality in all such matters.

However, as religion influences many areas of education such as literature and history, its role in civilization may be taught when consistent with curriculum and teaching assignment. In such instances, teachers may provide information and opportunity for students to study forms of various religions.

Though teachers may be permitted to expose students to information concerning religious beliefs, teachers may not advocate, openly or covertly or by subtlety, a particular religion or religious belief.

Technology Use

The District is pleased to offer a variety of technology for instructional use. Please refer to the Acceptable Use Policy (IIBGA-AR) and the Expectations of Technology use (found in Appendix B of this handbook).

Telephones

Telephones are available throughout the building for business use. Personal phone calls or texting on district owned, or personally owned devices, are allowed during scheduled break and/or lunch times only. Long distance codes are provided for business use only. Staff members are responsible for all costs related to long distance calls made for personal use.

Tobacco-Free Environment – Refer to District Policies GBK, JFCG, JFCH, JFCI, KGC

In order to protect the health of students, staff and the general public, provide a healthy working environment and promote good health for students, tobacco use is prohibited on all district property and in district owned vehicles.

For the purposes of the listed policies, “tobacco” is defined to include any lighted or unlighted cigarette, cigar, pipe, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew, snuff, in any form.

Tuition Reimbursement

Tuition reimbursement forms are available at the school office. Legibly complete the form with required signatures and return the form to the district office for prior approval. Upon completion of the class submit official transcripts and tuition receipts for reimbursement.

Tutoring

No tutoring for which a staff member receives a fee is permitted in district schools or on school time and no district-owned materials or equipment may be used unless the tutoring is district authorized and/or sponsored program.

Use of Private Vehicles for District Business- Refer to District Policies EEAE, EEAE-AR, EEBB

The use of private vehicles for district business, including the transportation of students, is generally discouraged. Staff members should use district-owned vehicles whenever possible, scheduling activities and other transportation far enough in advance to avoid any non-emergency use of private vehicles. No staff member may use a private vehicle for district business without written permission from the superintendent.

Staff members who are authorized to use a private vehicle on district business will be reimbursed at the Internal Revenue Service rate.

Visitors-Refer to District Policy KK

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

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

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

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

Volunteers – Refer to District Policy IICC

Citizens who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets.

The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

Any person authorized by the district for volunteer service into a position having direct, unsupervised contact with students will be required to undergo an Oregon criminal records check.

The administration and volunteer coordinator are responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

All volunteers shall comply with current Board policy and state and federal laws.

Work Day Checkout

Staff may leave the building and District grounds during the 30 minute duty free lunch as necessary. Departures during preparation periods must be approved by the building principal or supervisor.

Staff are required to be on District premises during break periods.

All staff are required to check in/out with the office when leaving to enable staff to respond appropriately in the event of emergency situations.

Work Place Injuries

If injured, an employee must complete an 801 form and accident form prior to seeking medical attention. The District reserves the right to send a District representative to accompany the employee to a medical facility. Should an employee be injured but not need medical treatment, only an accident form is necessary.

Year End Checkout

Supervisors will collect all staff keys and key cards prior to the issuance of final paychecks unless assigned duties require continued access.

Checkout forms must be fully completed and signed by relevant supervisors prior to issuance of final paychecks.

Appendix A: How to Order Supplies

PLEASE PLAN AHEAD. The Accounts Payable Clerk works 3 days per week. Rush orders will be prioritized depending on the work load and schedule of the district office personnel responsible for the requisition process.

The district's priority vendor is the Umatilla-Morrow ESD / Intermountain Coop. Requests can be filled by the Coop for items ranging from pencils to furniture. Check with the Coop prior to ordering from other vendors.

A standard requisition form will be used and can be found on the district web site under the Staff Resources section.

Requisitions shall be typed or written in blue or black ink. Requisitions written with pencil or red ink will be returned.

Read and follow all directions from the vendor's order form. Enter catalog numbers on all items when applicable. Requisitions shall not be rounded to the nearest dollar. Check your math. Accurate shipping and handling charges shall be included in the requisition. Consult the vendor for accurate shipping costs.

Requisitions that read "see attached" must have two (2) copies of the attachment sent to the AP Clerk.

If a check needs to be sent with the purchase order, so note on the requisition. (i.e. hotels, conference, dues and membership).

If the Purchase Order needs to be faxed, or, if the requestor wants to mail the purchase order himself instead of the AP Clerk, so state on the requisition in BIG and BOLD letters.

Proof read your work before submitting to your supervisor.

The requestor of the order and supervisor shall sign the requisition.

Incomplete or incorrect requisitions will be returned.

Packing slips from **summer** orders shall be signed, dated and sent to the District Office no later than **August 30**. Items shipped over the summer were also billed over the summer and are past due for payment. It is essential the packing slips are returned immediately.

As packages arrive, pack slips must be sent to the AP clerk the same day the package arrives. Pack Slips shall be signed and dated indicating receipt of items. Missing items or back orders shall be noted.

If a package arrives without a pack slip, the recipient shall find the copy of the *Purchase Order* (Not Requisition) previously sent to him for that vendor. Confirm on the PO what items and how many were received. Sign, date and return the PO to the AP Clerk. E-mail will not suffice; a

signature from the recipient is required.

Expense reimbursements under \$20 will not be written through the district's accounts payable department. Those expenses will be reimbursed through your school/departments petty cash. Standard petty cash protocol will be followed.

A \$40 administrative fee will be charged to the employee for replacing a lost or damaged expense or tuition reimbursement or travel reimbursement check.

Cheryl, AP Clerk (6515) and Kim, Business Manager (3125), are available to answer questions.

Appendix B: Umatilla School District Expectations for Technology Use

Expectation of Prep Time: Prep time is paid time intended for use in improving and supporting instruction. Prep time is to be used for lesson planning, assessment review and development, standards review and analysis, collaboration with other teachers, grading, data management and contacting parents. Well used prep time is evident during classroom instruction. Well prepared teachers use engaging lessons tied to student needs based on relevant educational objectives.

Expectations of Technology Use: District technology is provided for educational use. It is important to note that the majority of employees use the technology in our District appropriately and to the benefit of our students. To ensure that ALL employees use our resources and time appropriately, we've developed some common expectations for use. This list was developed with involvement from administration and both unions. As technology evolves, new issues will arise. Please work with your supervisors and/or union leadership to clarify any new concerns or questions.

Requests for Sites: Our filtering software blocks groups of sites, not individual sites. We may open individual sites for use. If you believe a site should be opened for use, please submit a helpdesk ticket. In your ticket, please be sure to include both the specific web address of the site and a brief explanation of the site's instructional merit for student use or classroom planning.

Further Questions? Most questions may be answered by reviewing applicable board policies:

<http://policy.osba.org/umatilla/i/iibga%20g1.pdf>

<http://policy.osba.org/umatilla/i/iibga%20r%20g1.pdf>

Appropriate and Encouraged Instructional Use:

- Gathering research for content/objective relevant subject matter or professional development
- Student games with content/objective relevant educational value and specific purpose
- Developing classroom/school webpages for classroom use
- Utilizing lesson planning resources and classroom idea sharing sites
- Gathering and utilizing assessment data
- Carefully selected and pre-screened Youtube or other video sites with content/objective relevant educational purpose
- Participating in activities (webinars, coursework, etc.) related to approved professional development
- Participating in activities (webinars, coursework, etc.) related to approved professional development
- PowerSchool
- Participating in activities (webinars, coursework, etc.) related to approved professional development

Unacceptable Use of School Time/Technology:

- Using computers for unsupervised or unguided web surfing to make up for poor

instructional planning

- Browsing the latest news in Sports/Movies/Celebrity Gossip when it detracts from instructional time or lesson preparation
- Personal activities (banking, family web pages, photos, shopping) when it detracts from instructional time or lesson preparation
- Viewing or participating in dating or social networking pages on school time
- Subscribing to RSS feeds that are not relevant to education/content area on school computers

Additional restrictions set forth by Board Policy

<http://policy.osba.org/umatilla/i/iibga%20r%20g1.pdf>,

<http://policy.osba.org/umatilla/i/iibga%20g1.pdf>

Illegal Use/Activities:

- Pornography
- For profit (selling on Etsy, Ebay, Craig's List, etc.)
- Attempts to bypass District filters or networks

Please Avoid Bandwidth Hogging:

- Streaming radio can use significant bandwidth and create slowdowns during high-use periods. Please refrain from streaming radio sites during SBAC/MAPS/ELPA testing windows. Be sure music is school appropriate.
- Pop-ups and advertisements can be very active even when not in use. To save bandwidth, please close sites when not in use. Note: PowerSchool is not an issue, it may remain open throughout the day.

Important Safety Reminders:

- Log off your computer when not in use
- Update passwords regularly
- Do not allow students to use computers unsupervised

Appendix C



Communication and Conduct Expectations for the Umatilla School District



Unacceptable

Verbal

Verbal communication is frequently very negative, hostile, defensive, blaming, exaggerated, polarized (always/never) and/or sarcastic. Fellow workers feel the need to "walk on eggshells" around this person so as to not set off a hostile or defensive reaction.

Expected

Verbal

Verbal communication is generally respectful, sincere, clear, and win/win oriented. However, periodically this person can temporarily slip into sarcasm, negative exaggeration, etc. When this happens, this person readily recognizes it and makes clear efforts to re-establish positive relationships and communication.

Model

Verbal

Verbal communication is consistently respectful, friendly, clearly stated and obviously seeking win/win. Questions are sincere. Contributions of others are frequently acknowledged. Verbal communication is intentionally welcoming of other thoughts and opinions. Conflicting views often surface more frequently because people feel safe to disagree. This person welcomes the conflicting opinions and people trust that this person will honor their opinions and will strive toward win/win solutions as they work to resolve conflicts.



Umatilla School District #6R
Adapted from Linn Benton Lincoln Education Service District, 2008



Communication and Conduct Expectations for the Umatilla School District



Unacceptable

4:1 Positives to Correctives

Communication is characterized by comments that are almost always negative or corrective in nature.

Non-Verbal Communication

Non-verbal communication is characterized by frequent eye-rolling, pouting, sulking, sighing, "silent treatment," or other non-verbal signals demonstrating rejection or avoidance of others.

Expected

4:1 Positives to Correctives

This person's communication with any given person is mostly positive but negative or corrective comments are frequent and the ratio is closer to 1:1 or 2:1.

Non-Verbal Communication

Non-verbal communication is generally very positive and inviting. However, periodically this person can temporarily slip into using defensive or hostile non-verbal signals. When this happens, the person readily recognizes it and makes clear efforts to re-establish positive relationships and communication.

Model

4:1 Positives to Correctives

This person's communication with any given person is characterized by comments that are consistently positive - maintaining at least a 4:1 positive corrective ratio.

Non-Verbal Communication

Non-verbal communication is characterized by frequent smiling, comfortable eye contact and posture that is pleasant and demonstrates acceptance. Once senses from this person's non-verbal communication that they are engaged, focused, and responsive to those with whom they are communicating.



Umatilla School District #6R

Adapted from Linn Benton Lincoln Education Service District, 2008



Communication and Conduct Expectations for the Umatilla School District



Unacceptable

Assuming Responsibility

The person refuses to acknowledge any portion of responsibility for a communication problem with another staff member. They see themselves as "100% in the right!" and the other person as "100% to blame." They spend their energy on ways to justify and defend rather than on introspection and scanning for ways they can improve communication.

Expected

Assuming Responsibility

This person most often thinks "who am I in the matter?" except in certain cases with certain people. They believe that these certain people are 100% responsible for particular problems.

Model

Assuming Responsibility

This person consistently asks first "who am I in the matter?" "how can I think, respond, and act in such a way as to improve this situation?" They then act on the answers they find to those questions. If those actions don't produce results, they ask again.

They do not ignore the contributions of others to the problem and they clearly address those elements as they work to improve the situation - but they subscribe to the general philosophy that there is always something they can personally do to help improve the situation.

They consistently refuse to abandon their personal power to make a difference.



Umatilla School District #6R

Adapted from Linn Benton Lincoln Education Service District, 2008



Communication and Conduct Expectations for the Umatilla School District



Unacceptable

Honoring Those Not Present

This person frequently engages in gossip- sharing or stimulating the sharing of negative information about those not present.

Expected

Honoring Those Not Present

This person is generally honoring of those not present. However, in some situations they find themselves sliding into the sharing of negative information about those not present without a clear, and professionally compelling, need to do so. When they become aware of this, they quickly change the subject or otherwise disengage from the practice and work to restore honoring and respectful conversation.

Model

Honoring Those Not Present

The person simply refuses to engage in, encourage, or in any way be part of the sharing of negative information about those not present unless such information is shared with a supervisor, or it is shared where there is a clear and compelling "need to know." This person is polite and respectful as they decline to participate in such communication but they give the clear message that they do not value, and will not participate, in such a negative environment.



Umatilla School District #6R

Adapted from Linn Benton Lincoln Education Service District, 2008



Communication and Conduct Expectations for the Umatilla School District



Unacceptable

Job Performance

This person requires a high degree of monitoring and supervision to insure that they are fulfilling the requirements of their job description. He/she is not self-directed and essentially cannot be trusted to accomplish key job tasks without close oversight.

Expected

Assuming Responsibility

This person understands key job responsibilities and generally works hard to accomplish key tasks. However, he/she is sometimes prone to drift away from key job tasks and engage in non-essential work to the detriment of key tasks at hand. For this reason frequent supervisory check-ins are necessary.

Model

Assuming Responsibility

This person understands key job responsibilities and acts in a self-motivated, self-directed manner to accomplish those tasks. They do not hesitate to ask for direction and clarity when needed, but they generally understand what needs to be done and work to accomplish it in a professional, timely, quality manner. They require very little supervision or oversight.



Umatilla School District #6R

Adapted from Linn Benton Lincoln Education Service District, 2008

McNary Heights Elementary Communicable Disease Management Plan

School Year 2023-24



School/District/Program Information


District or Education Service District Name and ID: Umatilla School District #6R 2204

School or Program Name: McNary Heights Elementary

Contact Name and Title: Heidi Sipe, Superintendent

Contact Phone: 541-922-6500 Contact Email: sipeh@umatillasd.org

Table 1.

	<p>Policies, protocols, procedures and plans already in place Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Communicable Disease Plan</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>See Communicable Disease Plan</p>
<p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. OAR 581-022-2220</p>	<p>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA. Students exhibiting symptoms shall be isolated in the health room.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Emergency Operations Plan</p>
<p>Additional documents reference here:</p>	<p>OSNA Covid Toolkit 2022-2023</p>



SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> • Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. • In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Nicole Coyle, Principal coylen@umatillasd.org	Tim Young, Vice Principal youngt@umatillasd.org
School Safety Team Representative (<i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i>)	<ul style="list-style-type: none"> • Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. • Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 	Nicole Coyle, Principal coylen@umatillasd.org	Tim Young, Vice Principal youngt@umatillasd.org

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<ul style="list-style-type: none"> Supports building lead/administrator in determining the level and type of response that is necessary. Reports to the LPHA any cluster of illness among staff or students. Provides requested logs and information to the LPHA in a timely manner. 	Trista Tovey, School Nurse, toveyt@umatillasd.org	Tamara Bow, School Nurse, bowt@umatillasd.org
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	Vincent Stefani, Maintenance Director, stefaniv@umatillasd.org Rikkilynn Starliper, Food Service Director, starliperr@umatillasd.org	
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. Shares communications in all languages relevant to school community. 	Elizabeth Burres, Communications Coordinator, burrese@umatillasd.org	
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> Has responsibility over communicable disease response during periods of high transmission in community at large. May act as school level support to Building lead/Administrator activating a scaled response. 	Heidi Sipe, Superintendent, sipeh@umatillasd.org	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 		
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> • Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. • Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	Heidi Sipe, Superintendent, sipeh@umatillasd.org	
Others as identified by team			



Section 2. Equity and Continuity of Education and Mental Health

Preparing a plan that centers equity and supports mental health

Preparing a school to manage communicable disease cases or events requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for communicable disease management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of outbreaks (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

- [Behind the Motto](#)
- [Umatilla School District Equity Lens](#)



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Tribal Consultation Toolkit](#)

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

Table 3.

Centering Educational Equity

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will ensure continuity of instruction for students who may miss school due to illness.</p>	<p>Students are provided with make-up work and opportunity to submit work for the same period of time as their absence without penalty. Additional AfterSchool tutoring is available upon request as well and offered to students with extended absence.</p>
<p>Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which students and families may need differentiated or additional support.</p>	<p>To determine student needs, we utilize a number of resources. We identify student risk levels (academic, attendance, behavior) through Bright Bytes and meet monthly to assign interventions and support students. We also utilize MAPS testing three times per year to determine student academic achievement and growth in Reading, Language Usage and Math. Interventions for students include social, academic, behavioral and family support.</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to communicable disease .</p>	<p>Data teams are empowered to assign interventions and provide supports for students. These teams meet monthly to assign, monitor and change plans of support for students. A sample agenda showing this process is available here.</p>
<p>Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>Data team leads receive annual training and support their teams. They are also supported in ongoing training by instructional coaches and administrators.</p>



Section 3. Communicable Disease Outbreak Prevention & Response: Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing communicable disease transmission within the school environment for students, staff, and community members. Communicable disease, including norovirus, flu and COVID-19, will continue to circulate in our communities and our schools. Schools will utilize different mitigation measures based on local data, and observation of what is happening in their schools (e.g., transmission within their facilities and communities.). In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased transmission.



Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
 - Symptom-Based Exclusion Guidelines (pages 8-12)
 - Transmission Routes (pages 29-32)
 - Prevention or Mitigation Measures (pages 5-6)
 - School Attendance Restrictions and Reporting (page 33)
3. [Supports for Continuity of Services](#)

Table 5.

Communicable Disease Mitigating Measures

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures will the school implement to reduce the spread of communicable disease and protect in-person instruction?
Immunizations	<i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community. Shots are required by law for children in attendance at public and private schools, preschools, child care facilities, and Head Start programs in Oregon. Nearly every place that provides care for a child outside the home <u>requires shots or a medical or nonmedical exemption to stay enrolled.</u></i>
Face Coverings	Face coverings are optional; however, the district will encourage them during times of high transmission. Expectations for support for students and staff wearing masks is supported by posters across the school and district showing this graphic. English Spanish
Isolation	Students exhibiting symptoms will be isolated using procedures outlined in the Communicable Disease Plan.
Symptom Screening	The district provides communication with families and staff regularly about information of communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student home.
COVID-19 Testing	<i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i> COVID diagnostic testing is provided for both students and staff on-site, free of charge.
Airflow and Circulation	Our HVAC systems have been set to the recommendations set by the manufacturers to help us with increasing the amount of fresh outside air that is introduced into the system. Each classroom has a medical grade HEPA filtration unit with a MERV 16 filter in use during school hours.
Cohorting	Student seating charts are tracked in each classroom with students in the same seating charts as much as possible.
Physical Distancing	Signage and reminders are provided to encourage at least 3’ of physical distance between students when possible.

OHA/ODE Recommendation(s) Layered Health and Safety Measures	Describe what mitigating measures will the school implement to reduce the spread of communicable disease and protect in-person instruction?
Hand Washing	<p>All people on campus are encouraged to frequently wash their hands or use hand sanitizer. Staff remind students of handwashing with signage and regular verbal reminders from staff of the critical nature of hand hygiene.</p>
Cleaning and Disinfection	<p>Staff provide daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner.</p> <p>All restrooms disinfected regularly.</p> <p>During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area.</p>
Training and Public Health Education	<p>The school has a communication protocol that includes informing families and staff within the school community during times of increased illness. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.</p>

Table 7.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>STEPS FOR GRADUAL RETURN TO BASELINE RESPONSE: describe how does the school will gradually return to a baseline response. Describe how the school team will decide what measure(s) should remain at an increased level which others may not, prioritizing some measure(s) over others. How does the school reduce or make permanent implementation of enhanced mitigation measures once high transmission has ended?</p>
<p>COVID-19 Vaccination</p>	<p>During periods of medium transmission districts collaborate with the LPHA and OHA in the establishment of vaccine clinics at school sites or community partners.</p> <p>This collaboration decreases as case counts lower and increases as case counts rise. Ensure access and equity in vaccination, testing, treatment, community outreach, support services for disproportionately affected populations.</p>
<p>Face Coverings</p>	<p>Continued signage and supports for masking across the school facility along with reminders of respect for masking choices.</p>
<p>Isolation</p>	<p>The school will utilize the isolation protocols as outlined in the communicable disease plan.</p>
<p>Symptom Screening</p>	<p>As cases decrease, the school will continue to emphasize only coming to school or work healthy and reminding staff and families of the importance of staying home when sick can lower the risk of spreading infectious diseases.</p>
<p>COVID-19 Testing</p>	<p>The school will continue to offer free COVID-19 testing on site.</p>

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

[Link](#) where this plan is available for public viewing.

Date Last Updated: **8/2/2023**

Date Last Practiced: **8/2/2023**

Clara Brownell Middle School Communicable Disease Management Plan

School Year 2023-24



School/District/Program Information


District or Education Service District Name and ID: Umatilla School District #6R 2204

School or Program Name: Clara Brownell Middle School

Contact Name and Title: Heidi Sipe, Superintendent

Contact Phone: 541-922-6500 Contact Email: sipeh@umatillasd.org

Table 1.

	<p>Policies, protocols, procedures and plans already in place Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Communicable Disease Plan</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>See Communicable Disease Plan</p>
<p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. OAR 581-022-2220</p>	<p>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA. Students exhibiting symptoms shall be isolated in the health room.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Emergency Operations Plan</p>
<p>Additional documents reference here:</p>	<p>OSNA Covid Toolkit 2022-2023</p>



SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none">• Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained.• In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary.• Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners.	Rick Cotterell, Principal cotterellr@umatillasd.org	Anthony Brown, Dean of Students, browna@umatillasd.org
School Safety Team Representative (<i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i>)	<ul style="list-style-type: none">• Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures.• Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system.	Rick Cotterell, Principal, cotterellr@umatillasd.org	Anthony Brown, Dean of Students, browna@umatillasd.org

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<ul style="list-style-type: none"> Supports building lead/administrator in determining the level and type of response that is necessary. Reports to the LPHA any cluster of illness among staff or students. Provides requested logs and information to the LPHA in a timely manner. 	Tamara Bow, School Nurse, bowt@umatillasd.org	Trista Tovey, School Nurse, toveyt@umatillasd.org
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	Vincent Stefani, Maintenance Director, stefaniv@umatillasd.org Rikkilynn Starliperr, Food Service Director, starliperr@umatillasd.org	
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. Shares communications in all languages relevant to school community. 	Elizabeth Burres, Communications Coordinator, burrese@umatillasd.org	
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> Has responsibility over communicable disease response during periods of high transmission in community at large. May act as school level support to Building lead/Administrator activating a scaled response. 	Heidi Sipe, Superintendent, sipeh@umatillasd.org	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 		
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> • Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. • Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	Heidi Sipe, Superintendent, sipeh@umatillasd.org	
Others as identified by team			



Section 2. Equity and Continuity of Education

Preparing a plan that centers equity and supports mental health

Preparing a school to manage communicable disease case or event requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for communicable disease management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of outbreaks (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

- [Behind the Motto](#)
- [Umatilla School District Equity Lens](#)



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Community Engagement Toolkit](#)
3. [Tribal Consultation Toolkit](#)

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

Table 3.

Centering Educational Equity

OHA/ODE Recommendation(s)	Response:
<p>Describe how you will ensure continuity of instruction for students who may miss school due to illness.</p>	<p>Students are provided with make-up work and opportunity to submit work for the same period of time as their absence without penalty. Additional AfterSchool tutoring is available upon request as well and offered to students with extended absence.</p>
<p>Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which students and families may need differentiated or additional support.</p>	<p>To determine student needs, we utilize a number of resources. We identify student risk levels (academic, attendance, behavior) through Bright Bytes and meet monthly to assign interventions and support students. We also utilize MAPS testing three times per year to determine student academic achievement and growth in Reading, Language Usage and Math. Interventions for students include social, academic, behavioral and family support.</p>
<p>Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to communicable disease.</p>	<p>Data teams are empowered to assign interventions and provide supports for students. These teams meet monthly to assign, monitor and change plans of support for students. A sample agenda showing this process is available here.</p>
<p>Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.</p>	<p>Data team leads receive annual training and support their teams. They are also supported in ongoing training by instructional coaches and administrators.</p>

OHA/ODE Recommendation(s)	Response:



Section 3. Communicable Disease Outbreak Prevention & Response: Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing communicable disease transmission within the school environment for students, staff, and community members. Communicable disease, including norovirus, flu and COVID-19, will continue to circulate in our communities and our schools. Schools will utilize different mitigation measures based on local data, and observation of what is happening in their schools (e.g., transmission within their facilities and communities.). In the following section, teams will document their school’s approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased transmission.



Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
 - Symptom-Based Exclusion Guidelines (pages 8-12)
 - Transmission Routes (pages 29-32)
 - Prevention or Mitigation Measures (pages 5-6)
 - School Attendance Restrictions and Reporting (page 33)
3. [Supports for Continuity of Services](#)

Table 5.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</p>
<p>Immunizations</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community. Shots are required by law for children in attendance at public and private schools, preschools, child care facilities, and Head Start programs in Oregon. Nearly every place that provides care for a child outside the home <u>requires shots</u> or a <u>medical</u> or <u>nonmedical exemption</u> to stay enrolled.</i></p>
<p>Face Coverings</p>	<p>Face coverings are optional; however, the district will encourage them during times of high transmission. Expectations for support for students and staff wearing masks is supported by posters across the school and district showing this graphic. English Spanish</p>
<p>Isolation</p>	<p>Students exhibiting symptoms will be isolated using procedures outlined in the Communicable Disease Plan.</p>
<p>Symptom Screening</p>	<p>The district provides communication with families and staff regularly about information of communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student home.</p>
<p>COVID-19 Testing</p>	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i> COVID diagnostic testing is provided for both students and staff on-site, free of charge.</p>
<p>Airflow and Circulation</p>	<p>Our HVAC systems have been set to the recommendations set by the manufacturers to help us with increasing the amount of fresh outside air that is introduced into the system. Each classroom has a medical grade HEPA filtration unit with a MERV 16 filter in use during school hours.</p>
<p>Cohorting</p>	<p>Student seating charts are tracked in each classroom with students in the same seating charts as much as</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
	<p>possible.</p>
Physical Distancing	<p>Signage and reminders are provided to encourage at least 3’ of physical distance between students when possible.</p>
Hand Washing	<p>All people on campus are encouraged to frequently wash their hands or use hand sanitizer. Staff remind students of handwashing with signage and regular verbal reminders from staff of the critical nature of hand hygiene.</p>
Cleaning and Disinfection	<p>Staff provide daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner.</p> <p>All restrooms disinfected regularly.</p> <p>During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area.</p>
Training and Public Health Education	<p>The school has a communication protocol that includes informing families and staff of COVID-19 cases within the school community. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.</p>

PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

[Link](#) where this plan is available for public viewing.

Date Last Updated: **8/2/2023**

Date Last Practiced: **8/2/2023**

Umatilla High School Communicable Disease Management Plan

School Year 2023-24



School/District/Program Information


District or Education Service District Name and ID: Umatilla School District #6R 2204

School or Program Name: Umatilla High School

Contact Name and Title: Heidi Sipe, Superintendent

Contact Phone: 541-922-6500 Contact Email: sipeh@umatillasd.org

Table 1.

	<p>Policies, protocols, procedures and plans already in place Provide hyperlinks to any documents or other resources currently utilized in your school/district. Consider adding a brief description about how each is used within your school.</p>
<p>School District Communicable Disease Management Plan OAR 581-022-2220</p>	<p>Communicable Disease Plan</p>
<p>Exclusion Measures Exclusion of students and staff who are diagnosed with certain communicable diseases OAR 333-019-0010</p>	<p>See Communicable Disease Plan</p>
<p>Isolation Space Requires a prevention-oriented health services program including a dedicated space to isolate sick students and to provide services for students with special health care needs. OAR 581-022-2220</p>	<p>Investigation and control of disease. District policies and procedures incorporate a layered approach to identifying, monitoring, and mitigating outbreaks of communicable diseases including COVID-19 and works closely with LPHA. Students exhibiting symptoms shall be isolated in the health room.</p>
<p>Emergency Plan or Emergency Operations Plan OAR 581-022-2225</p>	<p>Emergency Operations Plan</p>
<p>Additional documents reference here:</p>	<p>OSNA Covid Toolkit 2022-2023</p>



SECTION 1. Clarifying Roles and Responsibilities

Identifying roles central to communicable disease management. Clarifying responsibilities related to communicable disease response is a first step in keeping communities healthy and safe. In general, decisions of school health and safety reside with school and district officials. Together with local public health officials, school/district administrators should consult a variety of individuals when making decisions about health and safety in school.

Table 2. Roles and Responsibilities

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Building Lead / Administrator	<ul style="list-style-type: none"> • Educates staff, families, and students on policies regarding visitors and volunteers, ensuring health and safety are being maintained. • In consultation with district leadership and LPHA staff, determines the level and type of response that is required/necessary. • Acts as key spokesperson to communicate health-related matters within school community members, health partners, and other local partners. 	Bob Lorence, Principal, lorenceb@umatillasd.org	April Dirksen, Vice Principal, dirksena@umatillasd.org
School Safety Team Representative (<i>or staff member knowledgeable about risks within a school, emergency response, or operations planning</i>)	<ul style="list-style-type: none"> • Trains staff at the start of the academic year and at periodic intervals on communicable disease management procedures. • Leads debrief of communicable disease event, informing continuous improvement of the planning, prevention, response, and recovery system. 	Bob Lorence, Principal, lorenceb@umatillasd.org	April Dirksen, Vice Principal, dirksena@umatillasd.org

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
Health Representative <i>(health aid, administrator, school/district nurse, ESD support)</i>	<ul style="list-style-type: none"> Supports building lead/administrator in determining the level and type of response that is necessary. Reports to the LPHA any cluster of illness among staff or students. Provides requested logs and information to the LPHA in a timely manner. 	Tamara Bow, School Nurse, bowt@umatillasd.org	Trista Tovey, School Nurse, toveyt@umatillasd.org
School Support Staff as needed <i>(transportation, food service, maintenance/custodial)</i>	<ul style="list-style-type: none"> Advises on prevention/response procedures that are required to maintain student services. 	Vincent Stefani, Maintenance Director, stefaniv@umatillasd.org Rikkilynn Starliperr, Food Service Director, starliperr@umatillasd.org	
Communications Lead <i>(staff member responsible for ensuring internal/external messaging is completed)</i>	<ul style="list-style-type: none"> Ensures accurate, clear, and timely information is communicated including those who may have been exposed, a description of how the school is responding, and action community members can take to protect their health. Shares communications in all languages relevant to school community. 	Elizabeth Burres, Communications Coordinator, burrese@umatillasd.org	
District Level Leadership Support <i>(staff member in which to consult surrounding a communicable disease event)</i>	<ul style="list-style-type: none"> Has responsibility over communicable disease response during periods of high transmission in the community at large. May act as school level support to Building lead/Administrator activating a scaled response. 	Heidi Sipe, Superintendent, sipeh@umatillasd.org	

School planning team members	Responsibilities:	Primary Contact (Name/Title):	Alternative Contact:
	<ul style="list-style-type: none"> • Responds to media inquiries during the communicable disease event and ensures that those responsible for communication are designated speakers. 		
Main Contact within Local Public Health Authority (LPHA)	<ul style="list-style-type: none"> • Notifies Building Lead/Administrator of communicable disease outbreak and offers recommendations for appropriate response. • Key spokesperson to communicate on health-related matters with community members, health facility staff, and other local community partners. 	Heidi Sipe, Superintendent, sipeh@umatillasd.org	
Others as identified by team			



Section 2. Equity and Continuity of Education

Preparing a plan that centers equity and supports mental health

Preparing a school to manage communicable disease case or event requires an inclusive and holistic approach to protect access to in-person learning for all students. In this section suggested resources are offered to help prepare for communicable disease management while centering an equitable and caring response.

Centering Equity

Identify existing district or school plans and tools that can be utilized when centering equity in prevention, response, and recovery from incidents of outbreaks (e.g., district or school equity plans/stances/lenses/decision tools, Equity Committee or Team protocols, district or school systems for including student voice, existing agreements or community engagement or consultation models, Tribal Consultation¹, etc.)

- [Behind the Motto](#)
- [Umatilla School District Equity Lens](#)



Suggested Resources:

1. [Equity Decision Tools](#) for School Leaders
2. [Community Engagement Toolkit](#)
3. [Tribal Consultation Toolkit](#)

¹ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

Table 3.

Centering Equity

OHA/ODE Recommendation(s)	Response:
Describe how you will ensure continuity of instruction for students who may miss school due to illness.	Students are provided with make-up work and opportunity to submit work for the same period of time as their absence without penalty. Additional AfterSchool tutoring is available upon request as well and offered to students with extended absence.
Describe how you identify those in your school setting that are disproportionately impacted by communicable disease and which students and families may need differentiated or additional support.	To determine student needs, we utilize a number of resources. We identify student risk levels (academic, attendance, behavior) through Bright Bytes and meet monthly to assign interventions and support students. We also utilize MAPS testing three times per year to determine student academic achievement and growth in Reading, Language Usage and Math. Interventions for students include social, academic, behavioral and family support.
Describe the process by which the school will implement a differentiated plan for those that are disproportionately impacted, historically underserved or at higher risk of negative impacts or complications related to communicable disease.	Data teams are empowered to assign interventions and provide supports for students. These teams meet monthly to assign, monitor and change plans of support for students. A sample agenda showing this process is available here .
Describe what support, training or logistics need to be in place to ensure that the named strategies are understood, implemented, and monitored successfully.	Data team leads receive annual training and support their teams. They are also supported in ongoing training by instructional coaches and administrators.



Section 3. Communicable Disease Outbreak Prevention & Response: Implementing mitigation activities, responding to periods of increased transmission, resuming baseline level mitigation, and debriefing actions to improve the process

Planning for and implementing proactive health and safety mitigation measures assists schools in reducing communicable disease transmission within the school environment for students, staff, and community members. Communicable disease, including norovirus, flu and COVID-19, will continue to circulate in our communities and our schools. Schools will utilize different mitigation measures based on local data, and observation of what is happening in their schools (e.g., transmission within their facilities and communities.). In the following section, teams will document their school's approach to the CDC, OHA and ODE advised health and safety measures at baseline, during increased transmission.



Suggested Resources:

1. [CDC Guidance for COVID-19 Prevention in K-12 Schools](#)
2. [Communicable Disease Guidance for Schools](#) which includes information regarding
 - Symptom-Based Exclusion Guidelines (pages 8-12)
 - Transmission Routes (pages 29-32)
 - Prevention or Mitigation Measures (pages 5-6)
 - School Attendance Restrictions and Reporting (page 33)
3. [Supports for Continuity of Services](#)

Table 5.

COVID-19 Mitigating Measures

<p>OHA/ODE Recommendation(s) Layered Health and Safety Measures</p>	<p>BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?</p>
<p>Immunizations</p>	<p><i>CDC, OHA, and ODE recommend COVID-19 vaccination for all eligible individuals. Please include whether your school will offer COVID-19 vaccine clinics or notices about where to access vaccines in your community. Shots are required by law for children in attendance at public and private schools, preschools, child care facilities, and Head Start programs in Oregon. Nearly every place that provides care for a child outside the home <u>requires shots or a medical or nonmedical exemption to stay enrolled.</u></i></p>
<p>Face Coverings</p>	<p>Face coverings are optional; however, the district will encourage them during times of high transmission. Expectations for support for students and staff wearing masks is supported by posters across the school and district showing this graphic. English Spanish</p>
<p>Isolation</p>	<p>Students exhibiting symptoms will be isolated using procedures outlined in the Communicable Disease Plan.</p>
<p>Symptom Screening</p>	<p>The district provides communication with families and staff regularly about information of communicable disease symptoms, including COVID-19. If symptoms are present families are asked to keep their student home.</p>
<p>COVID-19 Testing</p>	<p><i>OHA offers both diagnostic and screening testing programs to all public and private K-12 schools in Oregon. Please include whether your school will offer diagnostic and screening testing, respectively.</i> COVID diagnostic testing is provided for both students and staff on-site, free of charge.</p>
<p>Airflow and Circulation</p>	<p>Our HVAC systems have been set to the recommendations set by the manufacturers to help us with increasing the amount of fresh outside air that is introduced into the system. Each classroom has a medical grade HEPA filtration unit with a MERV 16 filter in use during school hours.</p>
<p>Cohorting</p>	<p>Student seating charts are tracked in each classroom with students in the same seating charts as much as possible.</p>
<p>Physical Distancing</p>	<p>Signage and reminders are provided to encourage at least 3’ of physical distance between students when possible.</p>

OHA/ODE Recommendation(s) Layered Health and Safety Measures	BASELINE MEASURES: describe what mitigating measures will the school implement all of the time, each and every day of the school year to reduce the spread of COVID-19 and protect in-person instruction?
Hand Washing	<p>All people on campus are encouraged to frequently wash their hands or use hand sanitizer. Staff remind students of handwashing with signage and regular verbal reminders from staff of the critical nature of hand hygiene.</p>
Cleaning and Disinfection	<p>Staff provide daily cleaning of all touch points in classrooms, transportation, common areas, cafeterias with a general cleaner.</p> <p>All restrooms disinfected regularly.</p> <p>During an outbreak or illness, illness cleaning (cleaned and disinfected) will be initiated by school and increased in that area.</p>
Training and Public Health Education	<p>The school has a communication protocol that includes informing families and staff of COVID-19 cases within the school community. These communications are meant to provide clarity and supporting materials to community members (in their preferred language) about the specific health and safety protocols in place at the school, and why these might differ from those of nearby schools or be different across school districts.</p>

PRACTICING PLAN TO IMPROVE PROCESS

Training exercises are essential to preparedness ensuring individuals understand their role in a communicable disease event. Exercises can also help identify gaps in the planning, thereby building upon and strengthening the plan over time. Schools, districts, and ESDs should schedule to exercise this plan annually and when any revisions are made to update the plan. The plan, or component(s) of the plan, can be tested through conversations, practice exercises, or other activities.

[Link](#) where this plan is available for public viewing.

Date Last Updated: **8/2/2023**

Date Last Practiced: **8/2/2023**

Teacher Support and Evaluation Guide

This guide represents a collaborative effort between the Umatilla School District and the Umatilla Education Association to support and evaluate licensed teachers in the Umatilla School District.

Key Points:

- ✓ This guide was created to meet Oregon's teacher evaluation requirements as outlined in OAR 581-022-1723, Senate Bill 290 and House Bill 3474. The 2012-13 served as a pilot year for this system. The evaluation system was revised in June of 2013 to ensure full compliance with all elements of teacher evaluation guidelines as issued by the State of Oregon. The last update for this guide was August 2023.
- ✓ Effective performance is the expectation for teachers. While teachers may have some areas of Highly Effective, and may strive for, Highly Effective performance, it is understood that Effective performance meets the expectations of the Umatilla School District.
- ✓ This system provides both supports for professional improvement and evaluative elements. The supports provided are to be used by the teacher for his/her personal growth. Unless a formal Plan of Assistance is in place, the data provided for teachers through the various support tools is for the teacher's personal use and is not part of the formal evaluation process.

Evaluation Cycle

Self-Assessment: During the self-assessment phase of evaluation, teachers will evaluate their performance on the rubric. Teachers will self-identify areas of strength and improvement.

Goal Setting: The teacher and principal will collaboratively review the rubric and develop goals for the teacher. They will select one primary focus area and one secondary area (planning and preparation for learning, classroom management, monitoring and assessment and follow-up, family and community outreach, professional responsibilities and student impact).

Monitoring: The teacher will be provided with both formal and information observation data. Informal observation data will be presented to the teacher in the form of feedback from peers, coaches and administrators after scheduled and unscheduled drop-in visits. Formal observation data will be collected during a scheduled teacher observation. The scheduled observation will include a pre-observation meeting, observation, and follow-up meeting.

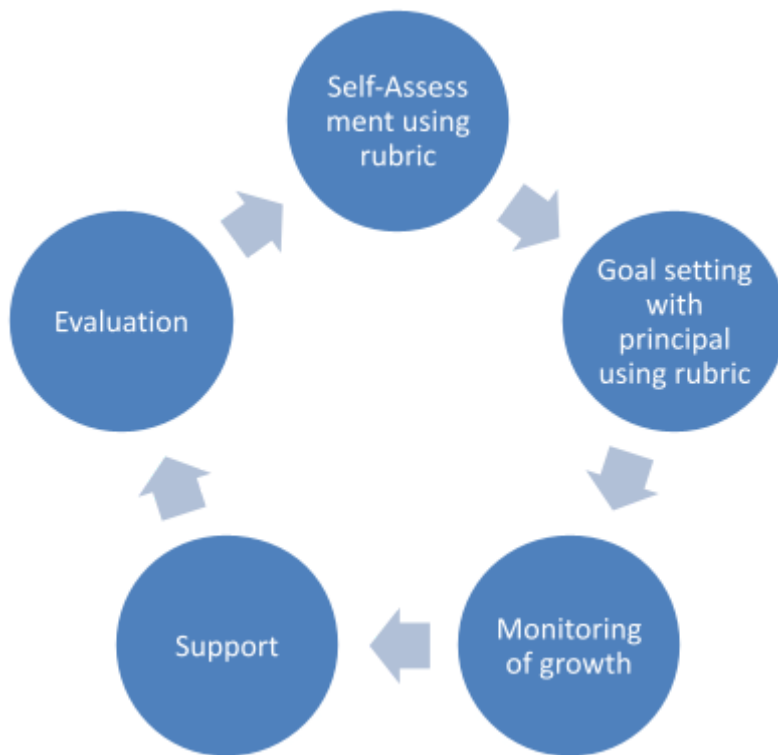
Support: Professional development in the district is provided through a number of resources including, but not limited to, focused professional development videos, feedback from TEAM visits, professional learning community work, and Friday afternoon trainings. The District operates a four and a half day week for students to maximize professional development time for staff. The calendar for professional development is set each year using the Umatilla School District Professional Development Needs Assessment data along with input from Site Council and Core Teams.

Additional support is available to individuals in need of additional development or development in areas not covered by the collective professional development offerings. Either the principal or the teacher may initiate

support. The teacher or administrator may request time to observe other teachers, receive observation data from others, attend conferences or plan collaboratively with a coach or administrator.

Professional development surveys will be utilized to monitor the impact of professional development and to identify needs for future professional development offerings at both the individual and group levels.

Evaluation: Student data, observation data, progress toward goals and work performance will be considered by the principal and reflected on the rubric document. The teacher and principal will meet to review the information and both parties will have an opportunity to summarize thoughts for current needs/strengths as well as future professional growth needs. All licensed educators will participate in the self-assessment, goal setting, monitoring, and support processes annually. The final evaluation component may be completed bi-annually at the administrator’s discretion for educators rating as “effective” in all categories the previous year.



Evaluation Timeline

August

- Self-Evaluation using rubric

August/September

- Goal setting meeting with evaluator (complete goal forms together)

September-January

- Tools- walkthroughs, surveys, videos
- Formal Observation
 - Pre-Observation Conference
 - Observation
 - Post-Observation Conference

January-February

- Self-Evaluation Rubric
- Evaluator Rubric
- Post-Conference to discuss self-evaluation rubric and evaluator rubric
- Final Evaluation
 - Note: These documents may be utilized in a single post-conference and evaluation meeting

February-May

- Continue working on goals
- Additional professional development time as needed

May-June

- Review goals and progress.

Resources/Tools

<i>Evaluative</i>	<i>Non-Evaluative</i>
<p>The formal observation process and final evaluation rubric will be placed in the employee's personnel file as the final evaluation documents.</p>	<p>Videos taken during TEAM visits are tools for growth.</p> <ul style="list-style-type: none">• Videos will <u>only</u> be shared with the teacher being observed• Teachers may not opt out of being video recorded• The observed teacher may choose to delete the video if he/she wishes• The video will <u>not</u> be used by administrators unless the teacher specifically shows the video to the administrator personally. Videos shown to administrators must be shown in entirety, no clips• Videos will be deleted from the recording device at the end of the work day in which they are taken.• Teachers <u>may not</u> distribute videos outside the district• If a teacher wishes, he/she may agree to share his/her video for the in-district video resource bank

<p>Information from administrator drop-in visits may be used for evaluative purposes. Data collected and utilized may include, but is not limited to:</p> <ul style="list-style-type: none"> ● E-cove data and forms collected by administrators may be saved and used for evaluative purposes ● Observation notes ● Emails ● Student work samples ● Teacher work samples 	<p>TEAM Visit Data is a tool for growth and development.</p> <ul style="list-style-type: none"> ● E-cove data and forms collected by teachers will not be used for evaluation ● Data collected by teachers and instruction coaches and/or consultants during the TEAM visit process will go to the teacher only ● Group data from TEAM visits may be utilized for supporting district professional growth, but individual teacher data will not be utilized from TEAM visits
	<p>The self-reflection rubric may be discussed with administration to set goals; however, scores from the self-reflection rubric will not be used for evaluation purposes.</p> <ul style="list-style-type: none"> ● The self-reflection rubric is intended to be a tool for identifying needs and seeking support or offering help to others in need of support
<p>The goal setting process is collaborative. Goal progress may be included in the evaluation under the comments section of the final evaluation.</p>	

Rubrics and Forms

Rubric: The rubric documents (Marshall Rubric) will be used up to four times per year. First, it will be used for self-reflection. It may also be used by the teacher prior to the final evaluation meeting for additional self-reflection and monitoring of growth and development. It will be used by the administrator as part of the final evaluation conference. Finally, it may be used during the final goal meeting at the end of the school year to monitor overall progress and growth.

Section A (Planning and Preparation for Learning) of the rubric will be monitored during the Pre-Observation and informal drop-in visits. Sections B-D (Classroom Management, Delivery of Instruction, and Monitoring, Assessment and Follow-Up) will be monitored during formal and informal observations. Sections E and F (Family and Community Outreach and Professional Responsibilities) will be monitored through attendance data, ongoing interactions, and student growth data. No portion of the rubric will be observed in entirety through the single formal observation, instead, the collection of various data points and sources will be used to monitor progress and performance on the rubric items. Section G is not part of the Marshall rubric, instead, it is the Umatilla School District's standardized expectation rubric for Student Impact. This rubric will be used to set goals for student learning and growth.

Please note: The Umatilla School District is using the Marshall Rubric. The rubric was created around the Model Core Teaching Standards (OAR 581-022-1724). The Model Core Teaching Standards are grouped into four domains of teaching: (A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibilities. The Model Core Teaching Standards include:

(A) The Learner and Learning

Standard # 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

(B) Content**Standard # 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard # 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

(C) Instructional Practice**Standard # 6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

(D) Professional Responsibility**Standard #9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard # 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Model Core Teaching Standards are further explored in the following resource:

http://www.ccsso.org/Documents/2011/InTASC_Stds_MS_Word_version_4_24_11.doc

A. Planning and Preparation for Learning

	<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does Not Meet Standards</i>
a. Knowledge	Has high level of knowledge in the subject area and remains up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a detailed plan for the year that is tightly aligned with high state/national standards and external assessments.	Plans the year so students will meet high state/national standards and be ready for external assessments.	Has done minimal planning on how to cover high state/national standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Units	Plans all units embedding big ideas, essential questions, knowledge, and skill goals that cover all Bloom's levels.	Plans most units with big ideas, essential questions, knowledge, and skill goals and most of Bloom's levels.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an ad hoc basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, formative, interim, and summative assessments to monitor student learning.	Plans formative and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Has an idea about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs each lesson with clear, measurable goals closely aligned with state/national	Designs lessons focused on measurable outcomes aligned with unit goals and	Plans lessons with some consideration of long-term goals.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.

	standards and unit outcomes.	state/national standards.		
g. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage most students.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons that use an effective mix of high-quality, multicultural learning materials and technology.	Designs lessons that use an appropriate, multicultural mix of materials and technology.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
j. Environment	Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating:

Comments:

B. Classroom Management

	<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does Not Meet Standards</i>
a. Expectations	Is direct, specific, consistent, and tenacious in communicating holding students accountable to high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with ad hoc rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful towards students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Has all students' respect and creates a climate in which disruption of learning is infrequent.	Commands respect and has few classroom disruptions.	Has the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions Often among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully and persistently teaches class routines up front so that students maintain them throughout the year.	Teaches and practices routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Motivates students to be self-disciplined, take responsibility for their actions, and	Nurtures students' self-discipline and teaches them to take	Tries to get students to be responsible for their actions and has	Is unsuccessful in fostering self-discipline in students; they are

	have a strong sense of efficacy.	responsibility for their own actions.	structures to aid self-discipline.	dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline. Has "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline skills and constantly struggles to get students' attention.
h. Efficiency	Skillfully uses coherence, momentum, and transitions so that every minute of classroom time produces learning.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and prevents virtually all discipline problems.	Has a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Gives out extrinsic rewards (e.g., free time) without using them as a lever to improve behavior.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.

Overall rating:

Comments:

C. Delivery of Instruction

	<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does Not Meet Standards</i>
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Mindset	Actively promotes "growth" mindset: take risks, learn from mistakes, through effective effort you can and will achieve at high levels.	Tells students that effective effort, not innate ability, is the key.	Doesn't counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability; some students have it, some don't.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is heading.
d. Connections	Hooks all students' interest and makes connections to prior knowledge, experience and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only sometimes successful in making the subject matter interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies,	Orchestrates effective strategies, materials	Uses a limited range of classroom	Uses only one or two teaching

	materials, and groupings to involve and motivate all students.	and classroom groupings to foster student learning.	strategies, materials, and groupings with mixed success.	strategies and types of materials and fails to reach most students.
<i>g. Engagement</i>	Gets all students highly involved in focused work in which they are active learners and problem solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
<i>h. Differentiation</i>	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits, but with mixed success.	Fails to differentiate instruction for students with learning deficits.
<i>i. Adaptability</i>	Deftly adapts lessons and units to exploit teachable moments and corrects misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
<i>j. Application</i>	Consistently has all students summarize and internalize what they learn and apply it to real world situations.	Has students sum up what they have learned and apply it in a different context.	Sometimes brings closure to lessons and asks students to think about applications.	Moves on at the end of each lesson without closure or application to other contexts.

Overall rating:

Comments:

D. Monitoring, Assessment, and Follow-Up

	<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does Not Meet Standards</i>
a. Criteria	Posts and reviews clear criteria for proficient work, including rubrics and exemplars, and all students internalize them.	Posts criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Uses only general diagnostic tools before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. Formative	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses ineffective methods ("Is everyone with me?") to check for understanding.	Does not check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently recognizes student work and progress.	Regularly recognizes student work and progress.	Recognizes some student work and progress.	Recognizes only a few samples of student work or progress or none at all.
f. Interims	Works with colleagues to use	Uses data from interim assessments	Looks over students' assessments to see if	Gives assessments and

	interim assessment data, fine-tune teaching, re-teach, and help struggling students.	to adjust teaching, re-teach, and follow up with failing students.	there is anything that needs to be re-taught.	moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention so they all reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail assignments some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Often fails to refer students for special services and/or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart data, draw action conclusions, and leverage student growth.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference in a timely manner.	Records students' grades and moves on with the curriculum in a timely manner.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	Works with colleagues to reflect on what worked and what didn't and continuously improve instruction.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not reflect and make adjustments when teaching is unsuccessful.

Overall rating:

Comments:

E. Family and Community Outreach

<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does Not Meet Standards</i>
-------------------------	------------------	------------------------------	--------------------------------

a. Respect	Shows great sensitivity and respect for family and community culture, socio-economics, values and beliefs.	Shows respect to parents and is sensitive to different families' culture, values, socio-economics and beliefs.	Tries respect for family and community culture, values, and beliefs.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parent a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user- friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Doesn't inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum for their children as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and comes across as unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.

<i>h. Reporting</i>	Uses conferences, report cards, and informal talks to give parents detailed and helpful feedback on children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Uses conferences and report cards to give parents feedback on their children's progress.	Gives out report cards and assumes parents will deal with the areas that need improvement.
<i>i. Outreach</i>	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents through a variety of means.	Tries to contact all parents but ends up communicating mainly with the parents that are easily accessible.	Makes little or no contact with parents.
<i>j. Resources</i>	Successfully enlists classroom volunteers and extra resources from homes and the community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating:

Comments:

F. Professional Responsibilities

	<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does Not Meet Standards</i>
a. Attendance	Has perfect, or near perfect, attendance (0-4 absences). Professional leave is excluded from absence count.	Has very good attendance (5-10 absences). Professional leave is excluded from absence count.	Has moderate absences (11-16 absences). Professional leave is excluded from absence count. If there are extenuating circumstances, please state below in comments area.	Has many absences (more than 16 absences). Professional leave is excluded from absence count. If there are extenuating circumstances, please state below in comments area.
b. Language	In professional contexts, speaks and writes correctly, succinctly, and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
c. Reliability	Carries out responsibilities conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and responsibilities; keeps accurate records. Follows up following absences.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines	Frequently skips responsibilities, is late, makes errors in records, and misses paperwork deadlines.
d. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and/or violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
e. Judgment	Is invariably ethical, honest, and forthright, uses impeccable judgment, and respects confidentiality.	Is ethical and forthright, uses good judgment, and maintains confidentiality with student records and staff information.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information or staff information.	Is frequently unethical, dishonest, uses poor judgment, and/or discloses student information.

f. Above-and-beyond

Is an important member of teacher teams and committees and frequently volunteers for extra-curricular activities.

Shares responsibility for grade- level and school-wide activities and takes part in extra-curricular activities.

When asked, will serve on a committee and attends extra-curricular activities.

Declines invitations to serve on committees and attend extra-curricular activities.

g. Leadership

Frequently contributes valuable ideas and expertise and instills in others a desire to improve student results.

Is a positive team player and contributes ideas, and expertise to the overall mission of the school.

Occasionally suggests an idea aimed at improving the school.

Rarely if ever contributes ideas that might help improve the school.

h. Openness

Seeks out feedback and suggestions and uses them to improve performance. Active listener.

Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.

Is somewhat resistant but does listen to feedback and suggestions.

Defensive about criticism and resistant to changing classroom practice.

i. Collaboration

Collaborates with colleagues to plan units, share teaching ideas, and look at student work.

Uses allocated time to meet with colleagues to share ideas about teaching and students.

Meets infrequently with colleagues.

Professional conversations lack educational substance.

j. Growth

Actively reaches out for new ideas and engages in action research with colleagues to figure out what works best.

Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well.

Can occasionally be persuaded to try out new classroom practices.

Is not open to ideas for improving teaching and learning.

Overall rating:

Comments:

G. Student Impact: Teacher and evaluator will determine appropriate student assessments to be reviewed for this section. At least two samples must be evaluated (one may be chosen by evaluator, one by teacher).

	<i>Highly Effective</i>	<i>Effective</i>	<i>Improvement Necessary</i>	<i>Does Not Meet Standards</i>	<i>N/A</i>
<i>Transcript Review</i>	Student grades (as per proficiency model) indicate a minimum of 85% of students achieving a 70% or higher on first semester's grade.	Student grades (as per proficiency model) indicate a minimum of 75% of students achieving a 70% or higher on first semester's grade.	Student grades (as per proficiency model) indicate a minimum of 65% of students achieving a 70% or higher on first semester's grade.	Student grades (as per proficiency model) indicate less than 65% of students achieving a 70% or higher on first semester's grade.	
<i>Growth on Formative/Summative Assessment</i>	100% of students improve 10% or better, on post-tests as compared to pre-tests on unit evaluation.	90% of students improve 10% or better, on post-tests as compared to pre-tests on unit evaluation.	80% of students improve 10% or better, on post-tests as compared to pre-tests on unit evaluation.	Less than 80% of students improve 10% or better, on post-tests as compared to pre-tests on unit evaluation.	
<i>Portfolio Assessment</i>	85% of students demonstrate proficiency on standards level work or above in a student portfolio.	75% of students demonstrate proficiency on standards level work or above in a student portfolio.	65% of students demonstrate proficiency on standards level work or above in a student portfolio.	Less than 65% of students demonstrate proficiency on standards level work or above in a student portfolio.	
<i>Standardized or Norm Referenced Assessment</i>	75% or more of Students who met growth projection on MAPS and class scored over 125% of projected growth met.	50%-74% of Students who met growth projection on MAPS and class scored 100% or more of projected growth met.	35% or more of Students who met growth projection on MAPS and class scored 75%-99% of projected growth met.	Less than 34% of Students who met growth projection on MAPS and class scored less than 75% of projected growth met.	

<i>Performance Assessment</i>	85% of students achieving a grade level standard or higher on rubric scored performance.	75% of students achieving a grade level standard or higher on rubric scored performance.	65% of students achieving a grade level standard or higher on rubric scored performance.	Less than 65% of students achieving a grade level standard or higher on rubric scored performance.	
<i>Other (must be approved by evaluator)</i>					

Overall rating:

Comments:

Goals: Two student growth and learning goals, one professional practice goal and one professional responsibility goal will be set.

Student Growth and Learning Goals: Using rubric section G, two student growth and learning goals will be set. The Teacher and Evaluator will collaboratively determine the appropriate student assessments to be reviewed for this section. At least two samples must be evaluated (one may be chosen by the teacher, one by the evaluator). Teachers responsible for student learning in state tested subjects and grades will use state assessments as one measure and will also select one or more additional measures.

Professional Practice: Using rubric sections A-E, one professional practice goal will be set. Self-reflection combined with evaluator input should be utilized in creating this goal.

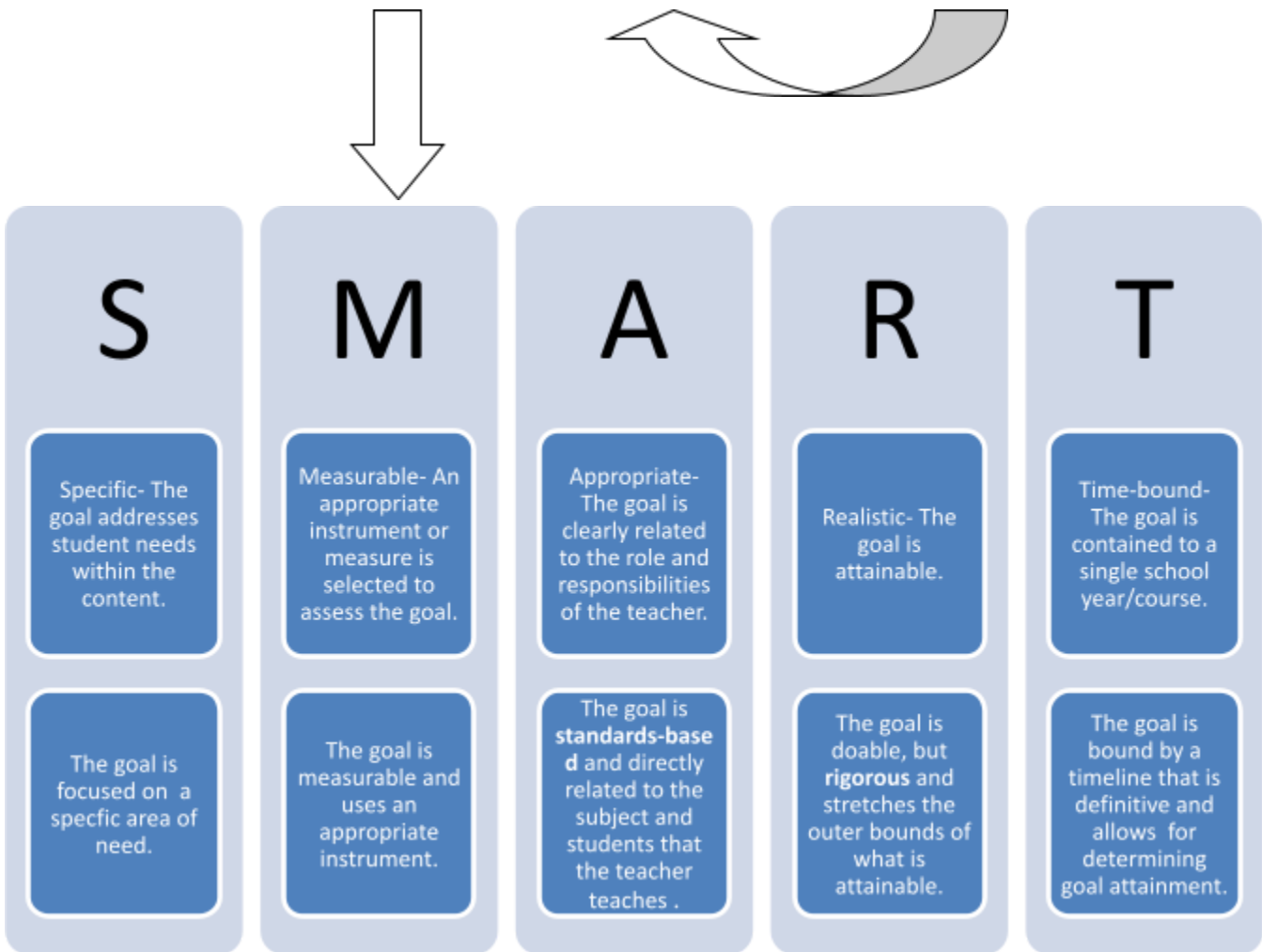
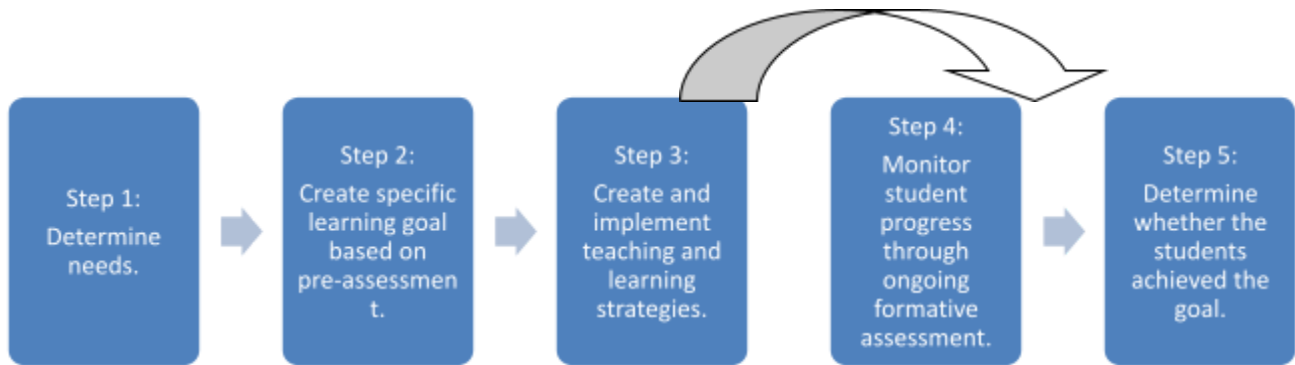
Professional Responsibility: Using rubric section F, one professional responsibility goal will be set. Self-reflection combined with evaluator input should be utilized in creating this goal.

Resources: The following checklist, graphic and chart may be helpful for setting your goals.

Guide for Developing SMART Student Learning Goals

Content	Context	Baseline Data	Types of Measures	Student Learning Goal	Strategies for Improvement
<p>The goal is being written around which grade/subject / level?</p> <p>Define the timeframe.</p>	<p>What are the characteristics or special learning circumstances of my class(es)?</p>	<p>What are the learning needs of my students?</p> <p>Attach supporting data/ pre-assessment.</p>	<p>State assessment data is mandatory if available for your grade/content area. If the results of the test are not available until after your summative review, you may use previous year's data and/or a combination of other data.</p>	<p>Does my goal meet the SMART criteria?</p>	<p>How will I help students attain this goal?</p> <p>Provide specific actions that will lead to goal attainment.</p>
<p>Did you identify one or more standards?</p> <p>Are your goals appropriate for your content area and the assessment used?</p> <p>Your timeframe needs to be significant for your course. For example, it can be a unit, semester, or year-long goal.</p>	<p>Did you address your total student population in your set of goals? An individual goal may cover a smaller group.</p> <p>Did you consider IEP, ELL, 504 plans?</p> <p>Did you consider historically underserved populations?</p>	<p>Did you identify the learning needs and skill level(s) of your students?</p>	<p>How will you provide opportunities to measure growth throughout the year?</p> <p>Are the measures valid and reliable?</p> <p>What support will be needed from the district on administration and interpretation of results?</p>	<p>Did you use the flow chart? See the following page.</p>	<p>Did you identify observable or documentable strategies?</p> <p>Are your strategies appropriate for learning content and skill level?</p> <p>Do you continually examine and adjust to better meet student needs?</p>

Step-By-Step SMART Goal Process - TEACHERS



*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

Sample SMART Goals

Specific – the goal is focused on a specific area of student need within the content.

Measurable – the goal will be assessed using an appropriate instrument.

Appropriate – the goal is standards-based and directly related to the responsibilities of the teacher.

Realistic – the goal is doable, while rigorous, stretching the outer bounds of what is attainable.

Time-bound – the goal contained to a simple school year/course.

**Note that analysis of pre-assessment data is needed to truly determine if the goal is SMART. You also want to make sure the goal meets the needs of all students in your classroom.*

<p>Writing in any content area</p> <p>For the ____ school year, 100% of students will show measurable growth in writing. Each student will improve by one performance level in two or more areas of the writing rubric (audience/purpose, idea development, organization & structure). Furthermore, 85% of the students will score a “3” or better overall.</p>	<p>Social Studies</p> <p>During this school year, 100% of my students will improve in analyzing primary and secondary source documents. Each student will increase his/her ability to analyze documents by at least one level on the rating rubric. Furthermore, 75% of students will score at “proficient” or above.</p>
<p>Basic Technical Drawing/Design/CAD</p> <p>During this school year, 100% of my students will demonstrate measurable progress in basic technical drawing. Each student will improve his or her own performance by at least 50% as evidenced by a performance assessment rubric. At least 85% of my students will score proficient on the end of the year performance assessment according to line quality, neatness, accuracy, and title block.</p>	<p>Math</p> <p>For the school year, all of my students will demonstrate measurable growth in mathematics. All students will meet typical growth identified by the CCSS grade-level assessment. At least 75% of my students will meet or exceed “proficient” on the end of the year CCSS assessment.</p>
<p>Physical Education</p> <p>During the ____ school year, each of my sixth-grade students will improve on the Presidential Fitness subtests (curl-ups, shuttle run, endurance run/walk, pull-ups, V-sit reach) by an overall average of 20%.</p>	<p>Reading in any content area</p> <p>During the ____ school year, students will improve their ability to analyze text critically and use textual based evidence in their writing. Students will improve their performance by one or more levels in both of these areas as evidenced by a district common assessment and rubric. Furthermore, 75% of students will perform at the proficient level on the post-assessment.</p>
<p>Life Skills- Resource Class</p> <p>During the school year, all my students will improve their fine motor skills in the areas of dressing, preparing food, and communication, as assessed by a classroom performance assessment of fine motor skills and dexterity. Each student will improve his or her ability by one or more levels on the rubric.</p>	<p>Science</p> <p>For the current school year, my students will improve their ability to use scientific inquiry processes. Each student will improve by one or more levels on the district science assessment rubric in the areas of developing hypotheses, investigative design, and data analysis. 85% of students will score at a proficient level on the year-end district science assessment.</p>

STUDENT GROWTH & Professional GOAL SETTING FORM (4 forms will be completed)

Teacher	
School	
Administrator	

Goal-Setting Conference	<p>Content</p> <p>The goal is being written around which grade/subject/level?</p>	
	<p>Context</p> <ul style="list-style-type: none"> ● What are the characteristics or special learning circumstances of my class(es)? ● What are the demographics of my classroom? 	
	<p>Baseline Data</p> <ul style="list-style-type: none"> ● What are the learning needs of my students? ● What are the assessments or evidence sources I will use? ● Attach supporting data. 	
	<p>Student Growth Goal Statement</p> <ul style="list-style-type: none"> ● SMART goal criteria is used to formulate the goal. 	
	<p>Professional Growth Goal:</p> <ul style="list-style-type: none"> ● What professional development will help me accomplish my goal? ● How will achieving my professional growth goal improve student learning and engagement? ● How has my self-reflection and assessment informed this goal? ● How might I team with colleagues to successfully achieve my goal? 	
	<p>Strategies for Improvement</p> <p>What strategies will I incorporate into my methodology/professional practice?</p>	

	Resources and Support: What resources and support do I need to meet my Professional Growth Goal?			
	<ul style="list-style-type: none"> • Teacher Signature: 	Date:		
Mid-Year Review	Collaborative Mid-Year Goal Review <ul style="list-style-type: none"> • What progress has been made? • Attach supporting data 			
	Strategy Modification <ul style="list-style-type: none"> • What adjustments need to be made to my strategies? 			
	Teacher Signature:	Date:	Administrator Signature:	Date:
Summative Conference	End-of-Year Data <ul style="list-style-type: none"> • What does the end of the year data show? • Attach data 			
	Reflection on Results <ul style="list-style-type: none"> • Overall, what worked or what should be refined? 			
	Professional Growth Plan Implications <ul style="list-style-type: none"> • How can I use these results to support my professional growth? 			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Umatilla School District Teacher Evaluation Summary Page

Teacher's name: _____

School year: _____

School: _____

Subject area: _____

Evaluator: _____

Position: _____

RATINGS ON INDIVIDUAL RUBRICS:

A. Planning and Preparation for Learning:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

D. Monitoring, Assessment, and Follow-Up:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

G: Student Impact

Highly Effective Effective Improvement Necessary Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Improvement Necessary Does Not Meet Standards

COMMENTS BY SUPERVISOR:

OVERALL COMMENTS BY TEACHER:

RENEW/NON-RENEW (circle one)

Evaluator's signature: _____ Date: _____

Teacher's signature: _____ Date: _____

(The teacher's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Acknowledgements

The Umatilla School District thanks Dr. Kim Marshall for his work. Dr. Marshall's work served a significant role in the development of our work. We also appreciate his willingness to allow modifications to his concepts as we have collaboratively done to create this final evaluation process.

The Umatilla School Board and Superintendent Sipe **thank the original design team** of Jeff Lowry, Stephanie Williams-Strege, David Lougee, Mary Buckallew, Cindy Townsend, Dani Forshee, Deb Decker, Pam Smith, Nancy Swarat, Chris Early, Rick Cotterell, Ryan Ferguson, Chris Wyland, Bob Lorence, Dianna Veleke and Scott Depew for their work on this project. They contributed many hours of volunteer service to complete this effort and their contributions are appreciated.

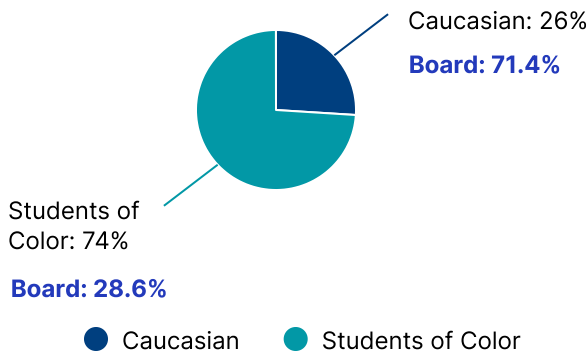


Umatilla School Board Advisor Openings

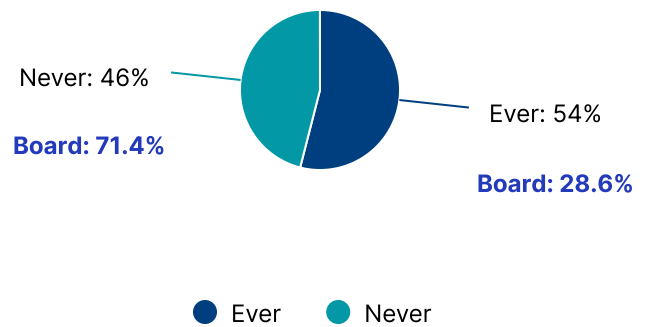
In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance. The composition of advisory committees to the Board will be broadly representative. Advisory members will serve for a period of one year and may be reappointed at the discretion of the Board. Advisory members will participate in the Board discussions and trainings but do not have voting rights.

Umatilla student and Board demographic snapshot:

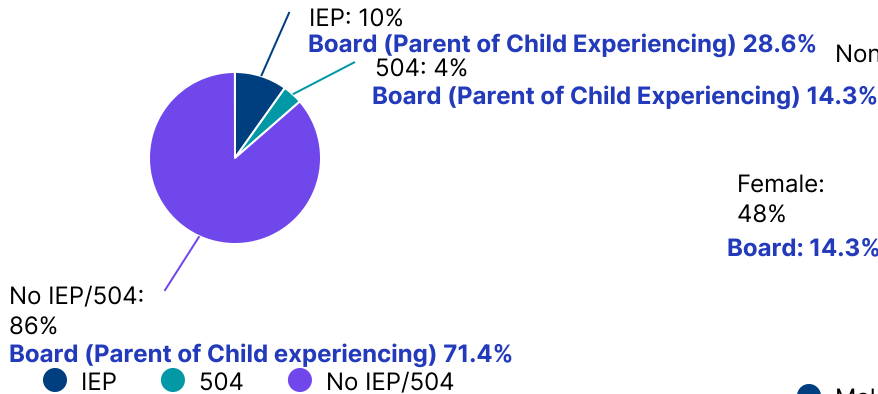
Race/Ethnicity



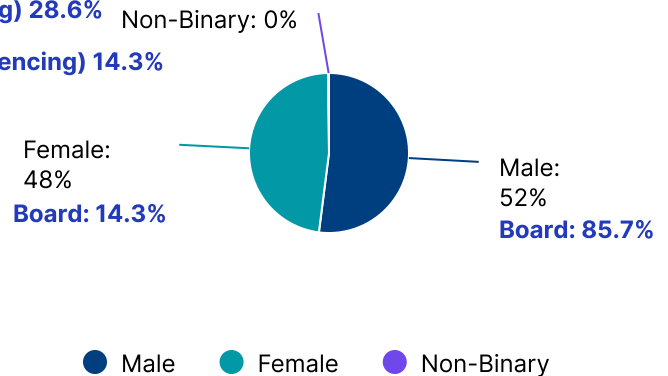
English as a Second Language



IEP/504



Gender



Based on the demographic review, the Board would like to add **female, people of color, and bilingual (Spanish/English)** representation through the advisory committee and will make two appointments. To express interest, please **write a letter** (not to exceed one page) and **email it to sipeh@umatillasd.org** or **deliver it to the Umatilla School District Office by September 1st, 2023 at 4 pm.**

Please explain your **previous experience** with the **school district and/or community** and explain why you're interested in the advisory position. **Previous leadership and experience with policy making and governance** will be prioritized when making the selection. Please note, current and former employees are not eligible for this role.

Wild Explorers Daycare Center Pricing

Age		20-45 hours/week	0-20 hours/week
6wks-1 year	(Infant)	\$663 Full-time	\$416 Part-time
1-2 1/2 years	(Toddler)	\$636 Full-time	\$399 Part-time
3-5 years	(Pre-school) Must be potty trained.	\$630 Full-time	\$396 Part-time
School age will follow daily rate of 3-5 years old when care is needed excluding AM Bus kids.			

Late Pick-Up Fee: \$20 each occurrence

Automatic paycheck withdrawal will be required for payment.

USDA food program provided.

Monthly fee begins the month child begins and ends upon withdrawal from program. No pro-rating available. To hold a spot during a period of absence, full monthly payment must be paid. Example: A 3 year old child begins October 10th and then withdraws May 4th, the family will be charged for the full rate for the months of October, November, December, January, February, March, April and May.

No charge for AM bus, but it must be utilized instead of kids going to parent's classroom.

No charge for student care, but students must take Careers:Childcare class for this service.

No charge for siblings of students, AM bus care only.

Parents must bring all the supplies needed, but we will have extras on site.

Cost comparison utilized: Unlicensed family rate from Oregon Department of Early Learning & Care <https://www.oregon.gov/dhs/assistance/child-care/pages/rates.aspx#groupC>

Resolution 24-01

BEFORE THE BOARD OF DIRECTORS OF

UMATILLA SCHOOL DISTRICT #6R

A resolution to adopt Member Paid Pre-Tax (MPPT) as the type of employee contributions to the Oregon Public Employees Retirement System (OPERS) for all substitute teachers and other non-contracted employees of Umatilla School District #6R (the District) and deem them “Picked Up” for purposes of Internal Revenue Code Section 414(h)(2).

WHEREAS, under IRC section 414(h)(2) and Oregon Revised Statute (ORS) 238A.335(2)(a), participating employers may voluntarily agree to “pick-up” the six percent (6%) PERS employee contributions withheld, and the Board of Directors has the authority to implement these provisions; and

WHEREAS, the Board of Directors has determined that even though the implementation of the provisions of IRC section 414(h)(2) is not required by law, the tax benefit offered by IRC section 414(h)(2) should be provided to such employees:

NOW, THEREFORE, BE IT RESOLVED:

- I. That the District will implement the provisions of Oregon Revised Statute (ORS) 238A.335(2)(a) and OAR 459-009-0200(3)(d) and voluntarily agree to “pick-up” the employee contributions withheld, and such picked-up contributions shall be known as “MPPT.” “Employee contributions” shall mean those contributions to OPERS which are deducted from the salary of employees and credited to individual employees’ accounts pursuant to ORS 238A.330(2).
- II. That employees shall not have the option of receiving the picked-up contributed amounts directly.
- III. That employee compensation shall be reduced by the amount necessary to make the employee contributions.
- IV. That the employer’s policy or agreement in this regard is not retroactive in its application.

PASSED AND ADOPTED by the governing board of Umatilla School District #6R on this _____ day of August, 2023.

BY _____
Signature of Official

Title of Official

Volleyball team has the following surplus:

Two full team sets of Asics and Reebok warm up gear. There are also three varieties of our old uniforms, yet they are not complete sets. Could date back to the '80s.





FAMILY HEALTH

A S S O C I A T E S

Derek T. Earl, DO, CIC | Jonas H. Oltman, DO | Patrick B. Johansing, DO | Shara M. Salverda, FNP | Jessica L. Oltman, FNP-C | Dawn R. Headings, FNP-BC
John R. Adair, PA-C | Maria A Faeteete, FNP-C | Jadie A. Dolan, FNP-C

July 20, 2023

Heide Sipe
Umatilla School District
1001 6th St
Umatilla, Oregon 97882

Dear Ms. Sipe,

We are happy to bring you FHA Umatilla's 3rd quarter update for the 2022-2023 year.

As a reminder, we are still offering services with Advantage Dental and hoping to have them in our FHAU office at least monthly. This service is not only for students, but also for any patient who has an appointment with one of our providers and needs this service.

We have enjoyed working with your team and bringing back the Wellness program. This quarter FHAU was able to provide care to 38 local youth, 22 of those were on the Oregon Health Plan.

As always, we continue to offer the following:

- Free walk-in sports physicals
- Community involvement

FHA continues to maintain an account at Columbia Bank specifically for the purpose of providing mental health services to USD students. We are depositing an additional \$710 this quarter. Overall, the current account balance is \$20,070.

Thank you for all you do for the community and our students. We look forward to what the new school year will bring!

Best Regards,

Derek T. Earl, DO
Medical Director

McNary Heights Elementary School

August Board Report 2023



Home of the Mustangs

Principal: Nicole Coyle Vice Principal: Tim Young
Director of Elementary Programs: Taunya Daniel

Enrollment:

August Professional Development:

- Admin: Safety Summit 8/7/23
- Admin/Teachers/Paras: Summer Institute 8/14-8/18
- New Teacher & Para Training: 8/21
- Teacher Inservice 8/22
- All Staff Inservice 8/23

Calendar

- Open House Grades 1-5 8/24 5pm-7pm
- First Day of School Grades 1-5 8/28
- Kinder Testing Appts. 8/28-8/31
- Kinder Open House 9/1 4pm-6pm
- Labor Day No school 9/4
- First Day of School Kinder 9/5

Summer Institute

This is a week-long opportunity for staff from across the district to participate in professional development classes. This year we are offering the following classes:

- Crisis Prevention and Intervention
- Understanding Poverty
- Adverse Childhood Experiences training
- UFLI (University of Florida Literacy Institute) Intervention resources
- Dual Language Implementation
- Math Curriculum training
- CPR & 1st Aid
- ESL Strategies in the classroom
- Using Technology to Enhance Wonders/Maravillas Core Instruction
- StudySync Implementation
- Tienet Training

McNary Heights Elementary School

August Board Report 2023



Home of the Mustangs

Principal: Nicole Coyle Vice Principal: Tim Young
Director of Elementary Programs: Taunya Daniel

- Student Engagement Strategies (both elementary and secondary options)
- Science of Reading with Barbara Steinberg
- Classroom Management
- Heggerty
- Writing across the secondary classroom
- Using Classroom Cameras
- Conscious Discipline

Many classes are led/taught in house by experts in a particular area while others are from curriculum publishers or outside experts. Last year, 80 certified and 69 classified staff members participated in Summer Institute. We are expecting similar numbers this year.



Clara Brownell Middle School
Board Report
Rick Cotterell

	Enrollment 2023-2024									
	Anticipated	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
6th	126									
7th	99									
8th	101									
Total	326									

August 2023

With the last of our hiring completed, we are ready to get this school year started. We welcome staff back to the building the week of August 21 for inservice trainings and activities. This is an important time to set the tone for the school year, providing a balance of training with time for teams to collaborate and plan for the return of students.

Sixth-grade students return to the building August 28 for orientation, and the rest of our students join them August 29 for the first day of school. During this first week, we set the expectation that learning is the primary purpose of school, while covering the policies and procedures students will need to be successful in our building. Parents are invited to join us on the evening of August 28 for our open house event, where they have an opportunity to meet our teachers and tour our campus.

Upcoming Events:

Inservice Week: August 21-24

6th-grade Orientation: August 28

Open House: August 28, 5:30-7pm

First Day of School: August 29

CBMS Picture Day: September 7

CBMS Core Team: September 13



**Clara Brownell Middle School
School Board Report
August 2023
Anthony Brown
Dean of Students/Athletic Director**

Discipline:

Student Activities:

- Athletics will officially begin once school starts.
- Middle school volleyball drill camp will be held on the 23rd and 24th from 3-4:30PM.
- Middle school football gear check out and paperwork will be held on the 23rd. Time TBD and will be posted on the school website.
- **Head coach volleyball- Salesh Karan**
- **Head coach football- Jeffery Collins**

UMATILLA HIGH SCHOOL



Board Report

August 2023

August is the Calm before the Storm!

I always enjoy coming into school in August and see what the maintenance crew has done. The classrooms are clean and the floors shine. A big thank you each of them for the hard work they do to make a building ready for students.

We are preparing for teachers to come back for Summer Institute and Inservice. Mrs. Tesch and Mrs. Armenta are prepared for registration. Mrs. Lorence and Mrs. Mendoza are ready to help new students with schedules and make any changes that are needed.

Sports are gearing up for their first official practice days on the 14. Mr. Durfey has impact testing scheduled and will be collecting all the necessary paperwork. Coaches and athletes have been very active this summer and it will be great to see their efforts pay off this fall during competitions.

New Staff:

We will be welcoming several new staff this year.

Rachel Blake will be teaching US History and Civics. She has been a stay at home mom for the past seven years, but now that her youngest is starting Kindergarten, she wants to begin her teaching career. She has her Masters in History from WSU and completed a long term sub position last year at Kamiakin High School. She is excited to be in Umatilla and will be a great fit with our staff.

Paul Lindell will be teaching Algebra 1 and Geometry. Paul has taught in Forest Grove for the past 9 years at a very large middle school. He and his wife decided to get out of the heavily populated area and seek a smaller school environment. We are excited to have him on board. He has a Masters in Education from the University of Multnomah.

I am currently looking to fill our two Science positions. I have an interview set up and hope to fill one of them this week.

August Maintenance Board Report

With summer coming to an end maintenance, grounds, and custodians have been wrapping up the last few projects around the district. Some of those completed projects include a full deep clean at all of the schools, and district buildings. New paint within the District Office board room. Painting the hallways in the main building of the Elementary School. Painting the High School stage and resurfacing the floor, and new stage curtains. All three gyms have had the floors resurfaced and bleachers/backboards have been inspected. The elementary School and Middle School has had the grease interceptors cleaned and inspected. Each school has had the fire system inspected and tested. The individual air purifiers in each classroom has had the filter replaced and unit cleaned. Roof inspections at all three schools have been done. The new playground at the Elementary School is finishing up and will be open before school starts. The new daycare is coming along great and is currently on schedule. Once completed, grounds will be working on landscaping around the new building. Maintenance has also been apart of a few new trainings this summer. We attended a fall protection class, aerial lift class. I attended the OSSOA conference in Redmond, and gained a ton of knowledge. I have also taken the IMP annual training as well. I will be continuing my training in building operations throughout this coming year.

STEAM Academy of Umatilla

August 2023 Board Report

Dear Members of the Umatilla School Board,

The summer months were productive with our 6 week summer school, or as the student's voted, Viking Fun Club. The total enrollment was 307 students, pre school through high school. This opportunity was available to all Umatilla students, as we strive to build bridges to successful futures.

Viking Fun Club provided academic enrichment and youth development. We expanded the camp offerings by adding NFL Flag Football, Speros, Dig IN, and Storybook STEM while continuing to provide JrFLL, STEM Around the World, Outdoor Survival and Recreational Sports. We had several special events during the summer; Go STEM Mobile Maker Lab, MCT The Secret Garden, Bilingual Basketball Camp, Open House, and the pool party.

We were featured on the NBC Tri-Cities news, here's the link:

https://www.nbcrighnow.com/umatilla-summer-school/video_7c52921a-8bf1-5cee-9d4e-2a4991494862.html?utm_medium=social&utm_source=facebook&utm_campaign=user-share&fbclid=IwAR0QX1xrtYopr+IBsUavMxdgcOXVzQPBmqFZ3oFDctU7SIDXG8J7eIXhJJU

The segment included interviews with students and staff...so fun! The Jump Start Kinder program was very successful as well. We had 25 students enroll and they're ready to start their education with great skills.

Sincerely,

Stephanie





Board Talking Points

August 2023

Welcome back as we start-up the new school year! August is always an exciting month as staff begin preparations for the first day of school.

The 2023 legislative session was one for the books. For a multitude of reasons, the session was tumultuous and unpredictable. In the end, K-12 received historic funding allocations, including a \$10.2 billion State School Fund and a new revenue stream for early literacy. However, two bills emerged that will result in significant changes within our districts:

SB 283 Education Workforce Centered on a desire to strengthen recruiting and retention efforts, SB 283 implements new legislation impacting all employee groups. Areas include licensing flexibility, employee working conditions, compensation for special education staff and substitutes, and creation of a task force to study a statewide teacher salary schedule. HR Departments and education attorneys across the state are interpreting the impact of this bill on current Collective Bargaining Agreements.

SB 819 Abbreviated Day SB 819 requires districts to change current practices regarding abbreviated days for students. Although not a common practice, district teams may determine a shortened school day is in the best interest of the student. However, parents now have sole determination on whether the student's day is shortened. This new law also will impact a variety of programs, including on-line learning due to the changes in what is considered meaningful access for students.

IMESD staff will continue to provide networking, communication, and direct support to districts as they interpret and implement new legislative requirements.

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