# WORK SESSION- BOARD OF DIRECTORS MEETING

Zone 1 Position 1, Anandita Tiwari – term expires 6/30/27
Zone 1 Position 2, Vacant
Zone 2 Position 1, William Hill – term expires 6/30/27
Zone 2 Position 2, David Stevens – term expires 6/30/29
Zone 3 Position 1, Jeff Johnson – term expires 6/30/29
Zone 3 Position 2, Greg Bicondoa- term expired 06/30/27
Zone 3 Position 3, Randy Richardson– term expires 6/30/27

**South Umpqua School District**

The meeting will be held at the
South Umpqua School District, 558 Chadwick Ln, Myrtle Creek, OR 97457
Wednesday, October 15, 2025
6:15 PM

BOARD MEMBERS PRESENT:

- ❑ Randy Richarson
- ❑ Jeff Johnson
- ❑ David Stevens
- ❑ Anandita Tiwari
- ❑ William Hill
- ❑ Greg Bicondoa
- ❑ VACANT

BOARD NORMS

- Respect the diversity of communication and opinion in our group
- Encourage everyone's participation in our group.
- Use organizational tools and strategies to help us communicate efficiently (i.e. parking lot, facilitator, agenda, identifying purpose/intent of discussion
- Respect time, stay on task
- Avoid sidebar conversations (including electronic ones).
- Identify (using italics on agenda) and respect confidentiality (when in doubt, don't spread it about)
- Have fun ☺

# AGENDA

1.**Call to Order/Roll Check**
2.**Flag Salute**
3.**Adoption or Adjustment of Agenda- Revised to add out of state travel request for South Umpqua High School Students.**
It is recommended that the board adopt the agenda for October 15, 2025.
4.**Citizens Request of the Board**
5.**Superintendent Communication**
5.1.Division 22 Report
6.**South Umpqua High School — Request for out-of-state travel to Grand Canyon University**

7. **Facilities Assessment- Joe Slack, HGE**
8.**2024-25- Disciplinary Data Update**
9.**SEL Curriculum Update**
10.**Consent Agenda *(All items may be adopted by a single motion unless pulled for special consideration.)***
It is recommended that the Board approve the consent agenda for October 15, 2026.

10.1. Second reading and approval of board policy JFCED — Personal Electronic Devices
10.2. Approve employment of Natalee Dold, Temporary Elementray Teacher at Tri City Elementary

11. **Action Items**
    11.1. Approve out of state travel for South Umpqu High School Students
12. **Announcements:**

**Regular Board Meeting November 5, 2025, 6:15 pm**
**Regular Board Meeting December 03, 2025, 6:15 pm**

13. **Board Member Comments**
14. **Board chair closing comments**
15. **Adjourn Meeting**

# Superintendent's Reports

October 15, 2025

To: Board of Directors

From: Superintendent, Erika Bare

**Subject: Superintendent Reports**

Date: October 15, 2025

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**Summary:**

Superintendent Erika Bare will provide announcements/reports to the Board on items of interest.

**Strategic Plan Update:**

**Empowered and Valued Staff:** We had two powerful days for professional growth on October 9th and 10th.

On October 9th, all classified staff participated in conference style PD where they were able to select from trainings designed to help them in their specific roles. This is our second year of doing this, and it was very well received. It addressed two strategies within this pillar:

1. Provide meaningful professional development for all staff
2. Ensure that all staff are recognized as educators, and everyone is provided support regardless of their role.

Also on October 9th, all licensed staff were trained in how to utilize our new evaluation rubric to maximize student achievement, and how to right powerful student learning goals so that we can have an eye on improving student learning in every classroom with concrete ways to measure progress.

On October 10th we hosted the Douglas ESD day of professional development. There were a number of awesome sessions, and both licensed and classified staff were able to select sessions that applied to their work. There were close to 500 educators from Douglas County who attended.

SOUTH UMPQUA SCHOOL DISTRICT
Unlocking Unlimited Potential in Every Student

# Board Reports

October 15, 2025

To: Board of Directors

From: Superintendent, Erika Bare

**Subject: Annual Division 22 Compliance Report**

Date: October 15, 2025

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**Summary:**

Each year we are required to report to the Board our compliance with standards adopted by the State Board of Education and set out in Oregon Administrative Rules Chapter 581, Division 22. The Division 22 compliance report is based on our compliance with standards in the previous school year.

During the 24-25 school year there were two areas that were out of compliance.

In standard 581-022-2060: **Comprehensive school counseling** we discovered that education and career plan and profile for all students grades 7-12 were not completed during the 24-25 school year. This will be remedied by the conclusion of student led conferences scheduled for November 24 and 25th of 2025.

In standard 581-022-2205: **Substance use prevention and intervention plan** it was discovered that although we do every component of the requirement, we do not have this in a written comprehensive plan as newly required by the statute. This will be complete by December of 2025.

# South Umpqua School District

## Report on Compliance with Public School Standards

## 2024-25 School Year

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

The table below contains a summary of **South Umpqua** School District's compliance with each of the requirements of Oregon's administrative rules found in DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS during the 2024-25 school year. For each rule reported as out of compliance, **South Umpqua** School District has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance. The corrective action must be approved by ODE and completed by the district by the beginning of the 2026-27 school year.

**What are the requirements of the standards?** For a general overview of what each rule/standard requires, consult this high-level Rules at a Glance summary. For specific, comprehensive requirements, use the links below for each individual rule.

## Category: High-Quality Learning Experiences for All Students

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2000 Diploma Requirements | **In compliance** | The district has met all of the requirements for this rule. These courses are offered in junior and senior year. | Not applicable |
| 581-022-2010 Modified Diploma | **In compliance** | The district has met all of the requirements for this rule. The district complies with all requirements for the modified diploma. Evidence: Policy IKF, | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | student transcripts, graduation records. | |
| 581-022-2015 Extended Diploma | **In compliance** | The district has met all of the requirements for this rule. The district complies with all requirements for the Extended Diploma. Evidence: Policy IKF, student transcripts, graduation records. | Not applicable |
| 581-022-2020 Certificate of Attendance | **In compliance** | The district has met all of the requirements for this rule. The district shall award a certificate of attendance to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma if the student has maintained regular full time attendance for at least four years beginning in grade nine, and considers all other circumstances outlined in the rule. Evidence: Policy IKF, student transcripts | Not applicable |
| 581-022-2050 Human Sexuality Education | **In compliance** | The district has met all of the requirements for this rule. Comprehensive sexuality education program that meets the | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | Health Education Standards, including instruction on child abuse prevention, healthy relationships, and healthy sexuality. Evidence: Board policy IGAI, Great Body Shop K-8, HS health curriculum/standards. | |
| 581-022-2055 Career Education | **In compliance** | The district has met all of the requirements for this rule. K-12 Career Education as part of Comprehensive School Counseling. Evidence: Board policy IJ. | Not applicable |
| 581-022-2263 Physical Education Requirements<br>*Elementary Grades | **In compliance** | The district has met all of the requirements for this rule. Elementary requirements are 150 min/week, throughout the school year. Evidence: School master schedules. | Not applicable |
| 581-022-2263 Physical Education Requirements<br>*Middle Grades | **In compliance** | The district has met all of the requirements for this rule. Elementary requirements are 150 min/week, throughout the school year. Evidence: School master schedules. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2340 Media Programs | **In compliance** | The district has met all of the requirements for this rule. Cohesive K-12 media program, including expectations around facilities and materials, staff, program development, instructional goals, and program maintenance. The district employs classified staff member at each school site and a licensed media specialist overseeing the program. Evidence: HR staffing records | Not applicable |
| 581-022-2350 Independent Adoptions of Instructional Materials | **In compliance** | The district has met all of the requirements for this rule. The district followed the adoption cycle established by the State Board of Education and provide free and appropriate instructional materials that meet guidelines. Evidence: Policy IIA, II-AR, board minutes and reports of all instructional materials and adoptions processes were made public and are on file with board secretary. | Not applicable |
| 581-022-2355 Instructional Materials Adoption | **In compliance** | The district has met all of the requirements for this rule. Core adoptions (math, ELA, science, ss, | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | health), CTE program (M98) plan, Arts programs, electives, extracurricular programs 6-12. | |
| 581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials | **In compliance** | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2440 Teacher Training Related to Dyslexia | **In compliance** | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2500 Programs and Services for TAG Students | **In compliance** | The district has met all of the requirements for this rule as evidenced by our TAG plan available on our website. | Not applicable |
| 581-022-2505 Alternative Education Programs | **In compliance** | The district has met all of the requirements for this rule. The district follows all policies and procedures relative to alternative education programs. Evidence: Policy IGBHA, board minutes available in with board secretary. | Not applicable |

## Category: Aligned and Focused Educational Systems

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2025 Credit Options | **In compliance** | The district has met all of the requirements for this rule. | Not applicable |
| 581-022-2030 District Curriculum | **In compliance** | The district has met all of the requirements for this rule. We incorporated the new requirement to include SEL, personal financial education, and higher education and career path. Financial education and higher education and career path are incorporated into junior and senior coursework. SEL is incorporated into students daily and weekly schedules. | Not applicable |
| 581-022-2060 Comprehensive School Counseling | **Out of compliance** | The district has met almost all of the requirements for this rule. Comprehensive district and school counseling program based on Oregon's Framework for Comprehensive School Counseling Programs to support the academic, career, social-emotional, and community involvement development of every student. Annual review of the district and each schools' counseling plan/program. Evidence: Board policy IJ, Student Services SEL | It was discovered that education and career plan and profile for all students grades 7-12 were not completed during the 24-25 school year. This will be remedied by the conclusion of student led conferences scheduled for November 24 and 25th of 2025. |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | curriculum/plan, HSS plan and review process. It was discovered that Education and career plan and profile for all students in grades 7-12 that builds upon itself each year were not conducted in 24-25. This will be remedied in November of 2025. | |
| 581-022-2100 Administration of State Assessments | **In compliance** | The district has met all of the requirements for this rule. The district has met and followed all definitions and policies related to test administration. Evidence: Policy IL, meeting notes from state assessment trainings and signed TA agreements. | Not applicable |
| 581-022-2110 Exception of Students with Disabilities from State Assessments | **In compliance** | The district has met all of the requirements for this rule. The district does not exempt students with disabilities with an IEP or a Section 504 plan from state testing, unless the parent has made a request for exemption. Evidence: Copies of any/all parent opt out forms on file at each school. IEP/504 students are | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | monitored by Office of Student Services for compliance. | |
| 581-022-2115 Assessment of Essential Skills: Diploma Requirements | **Waived through the end of 2027-28 school year** | Not applicable | Not applicable |
| 581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement | **In compliance** | The district has met all of the requirements for this rule. Evidence: Policy IKF, Student work samples. | Not applicable |
| 581-022-2120 Essential Skill Assessments for English Language Learners | **Waived through the end of 2027-28 school year** | Not applicable | Not applicable |
| 581-022-2250 District Improvement Plan | **In compliance** | The district has met all of the requirements for this rule. The district CIP/AFSS plan is up to date, with community input and annual evaluation of the plan. Evidence: Plan posted on district website. | Not applicable |
| 581-022-2260 Records and Reports | **In compliance** | The district has met all of the requirements for this rule. The district complies with all requirements for filing state records and reports, and maintains student records and policy for | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | Student Activity funds. Evidence: Policy IGDG, annual audit, reports on file with ODE. | |
| 581-022-2265 Report on PE Data | **In compliance** | The district has met all of the requirements for this rule. The district provides data to ODE annually on PE minutes, physical capacity and facilities. Evidence: Reports on file with ODE. | Not applicable |
| 581-022-2300 Standardization | **In compliance** | The district has met all of the requirements for this rule. The district complies with the methods of verifying and documenting compliance with Division 22 standards and presents to the board annually. Evidence: Board minutes on file in office of the Board Secretary, Division 22 compliance report posted to district website. | Not applicable |
| 581-022-2305 District Assurances of Compliance with Public School Standards | **In compliance** | The district has met all of the requirements for this rule. The district complies with the methods of verifying and documenting compliance with Division 22 standards and presents to the board annually. Evidence: Board | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | minutes on file in office of the Board Secretary, Division 22 compliance report posted to district website. | |
| 581-022-2315 Special Education for Children with Disabilities | **In compliance** | The district has met all of the requirements for this rule. The district provides an educational program to serve eligible students with disabilities in accordance with all applicable OARs. Evidence: HR staffing records, enrollment records, student services/Special Education plans, and IEPs | Not applicable |
| 581-022-2320 Required Instructional Time | **In compliance** | The district has met all of the requirements for this rule. Requirements for instructional time in grades K-12: Grade 12 – 966 hours; Grades 9-11 – 990 hours; and Grades K-8 – 900 hours. Evidence: Instructional hour calculations by grade level and school are kept in the office of Director of Teaching and Learning and reviewed/updated, as needed, due to weather related school closures. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2325 Identification of Academically Talented and Intellectually Gifted Students | **In compliance** | The district has met all of the requirements for this rule. The district TAG plan was updated in 2023 and includes a screening and identification process beginning in grade 2. Evidence: TAG plan posted to website and available in office of student services, records of identified students and Personal Education Plans (PEPs) | Not applicable |
| 581-022-2335 Daily Class Size | **In compliance** | The district has met all of the requirements for this rule. The district maintains class sizes that promote effective practices consistent with expected outcomes. Evidence: Powerschool data reports, enrollment reports by school/grade/classroom. | Not applicable |
| 581-022-2400 Personnel | **In compliance** | The district has met all of the requirements for this rule. All teachers, specialists and administrators employed by the district are appropriately licensed through TSPC. Evidence: HR records, TSPC records. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2445 Universal Screenings for Risk Factors of Dyslexia | **In compliance** | The district has met all of the requirements for this rule. The district use a universal screener from ODE's list of approved screeners (Haggerty through 2023 and DIBELS beginning in 2023-24 SY. The screener is used to determine risk factors of dyslexia in kindergarten and for students entering Oregon schools for the first time in first grade. Evidence: Haggerty curriculum, DIBELS data, school records and data reports. | Not applicable |

## Category: Engaged Partners and Communities

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2005 Veterans Diploma | **In compliance** | The district has met all of the requirements for this rule. The district complies with all requirements to offer Veteran diplomas. Evidence: Policy IKF. | Not applicable |
| 581-022-2255 School and District Performance Report Criteria | **In compliance** | The district has met all of the requirements for this rule. The district posts school and district report cards to the website | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | annually. Evidence: School and District Report cards posted on websites. | |
| 581-022-2270 Individual Student Assessment, Recordkeeping and Reporting | **In compliance** | The district has met all of the requirements for this rule. The district has a written complaint policy that describes the process and posts the link on the district website. Evidence: Policies KL, AC-AR, GBM-AR, KL-AR, JBA-AR, link on district website. | Not applicable |
| 581-022-2330 Rights of Parents of TAG Students | **In compliance** | The district has met all of the requirements for this rule. The district notifies parents at the time of identification regarding services and programs offered, and provides an opportunity to have input on their child's plan. Parents may opt their student out of the TAG program at any time. Evidence: TAG plan posted to website and available in the office of student services, parent notification records, student records, and PEPs. | Not applicable |
| 581-022-2370 Complaint Procedures | **In compliance** | The district has met all of the requirements for this rule. The | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | district has a written complaint policy that describes the process and posts the link on the district website. Evidence: Policies KL, AC-AR, GBM-AR, KL-AR, JBA-AR, link on district website. | |

## Category: Safe & Inclusive Schools

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2045 Substance Use Prevention and Intervention Plan | **Out of compliance** | The district has met all of the requirements for this rule except the written comprehensive plan for substance use and prevention intervention. | This plan is being actively worked on by a team and will be complete by December 1, 2025. |
| 581-022-2205 Policies on Reporting of Child Abuse | **In compliance** | The district has met all of the requirements for this rule. The school board has adopted policies on Child Abuse Reporting and the district follows all policies and reporting requirements. Evidence: Staff SafeSchools training records, policies BBFC, JHFE. | Not applicable |
| 581-022-2210 Anabolic Steroids and Performance Enhancing Substances | **In compliance** | The district has met all of the requirements for this rule. The | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | district complies with all training requirements for coaches and athletic directors and utilizes evidence based programs. Evidence: Policy IGACE, training documents on file in office of Athletic Director. | |
| 581-022-2215 Safety of School Sports – Concussions | **In compliance** | The district has met all of the requirements for this rule. The district complies with all policies and training requirements. Evidence: Policy IGDJ, OSAA guidelines/policies, training documents on file in office of Athletic Director. | Not applicable |
| 581-022-2220 Health Services | **In compliance** | The district has met all of the requirements for this rule. The district has practices in place that govern health, including: school nursing services, prevention of communicable disease, availability of health rooms/space, vision and hearing screenings, health records, staff CPR training, medically fragile student services, medication administration, and medical emergency response for each | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | building. Evidence: HR training schedules and sign in sheets, student services training schedules and sign in sheets, school communicable disease and health/safety plans, ESD/Evergreen staffing records for school nurse services, school and HR and school records of CPR trainings, vision/hearing screenings. | |
| 581-022-2223 Healthy and Safe Schools Plan | **In compliance** | The district has met all of the requirements for this rule. The district follows all regulations for establishing and updating HASS Plans, annual statements/final test results re: lead in water tested as per ODE schedule outline in the HASS plan. Evidence: Safety committee notes and testing results on file in facilities department. | Not applicable |
| 581-022-2225 Emergency Plans and Safety Programs | **In compliance** | The district has met all of the requirements for this rule. The district complies with all requirements for the Emergency and Safety Plan, which includes | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | staff and student safety training, procedures for accident reports, required drills for fire, earthquake, lockdown, lockout, shelter in place, and evacuation. Evidence: Safety committee notes on file in the facilities dept, school drill schedules/records for each school site, SRO training schedule. | |
| 581-022-2230 Asbestos Management Plans | **In compliance** | The district has met all of the requirements for this rule. The district complies with all asbestos management plan requirements including training for custodial and maintenance staff, per OSHA guidelines. Evidence: Asbestos Mgmt Plan on file in facilities dept. | Not applicable |
| 581-022-2267 Annual Report on Restraint and Seclusion | **In compliance** | The district has met all of the requirements for this rule. The district completes the required annual reports and data collections for Restraint and Seclusion Incidents and Seclusion Rooms. Evidence: Reports and Collections on file with ODE and available in the office of student services, and posted on website. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2308 Agreements Entered Into with Voluntary Organizations | **In compliance** | The district has met all of the requirements for this rule. The district has adopted policy IGDJ with requires organizations to adopt and implement policies prohibiting discrimination, maintain a complaint process with sanctions, and administer an annual survey. Evidence: Policy IGDJ | Not applicable |
| 581-022-2310 Equal Education Opportunities | **In compliance** | The district has met all of the requirements for this rule. The board has adopted and the district follows all policies and requirements regarding Equal Opportunity and prohibition of harassment, intimidation, bullying, and cyberbullying. Evidence: Policies GBN, JB, HBA and accompanying Ars, SWIS records/data. | Not applicable |
| 581-022-2312 Every Student Belongs | **In compliance** | The district has met all of the requirements for this rule. The board has adopted and the district follows policy ACB and all requirements that prohibit the use or display of hate symbols, and had established procedures for addressing bias incidents. Evidence: Policy ACB. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2345 Auxiliary Services | **In compliance** | The district has met all of the requirements for this rule. The district is in compliance with statute and rules regarding transportation, food, custodial, facilities, equipment and materials used. Evidence: Vendor contracts, compliance documentation on file in the business office and facilities department. | Not applicable |
| 581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses | **In compliance** | The district has met all of the requirements for this rule. The district is in compliance with OAR 581-021-0510. Evidence: HR Records, ODE/TSPC records. | Not applicable |
| 581-022-2510 Suicide Prevention Plan | **In compliance** | The district has met all of the requirements for this rule. The district has a policy and plan for suicide prevention for students in K-12. The plan includes procedures for prevention, intervention, postvention, and reentry into school after an event. Evidence: Policy JHH, plan on file in student services dept and posted on district website. | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2515 Menstrual Dignity for Students | **In compliance** | The district has met all of the requirements for this rule. The district has complied with all requirements of this rule. Evidence: Dispensers installed with products freely available at all schools, grant and purchasing records. | Not applicable |

## Category: Committed and Supportive Staff

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| 581-022-2405 Personnel Policies | **In compliance** | The district has met all of the requirements for this rule. The district has adopted personnel policies that include affirmative action, staff development, equal employment opportunity, evaluation procedures, employee communication system, release of information in and employee file for anyone convicted of a crime under ORS 342.143, and meets requirements for bonded employees. Evidence: Policies | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | GCL/GDL, GBA, GCN/GDN, IIBGA-AR, GBL. | |
| 581-022-2410 Teacher and Administrator Evaluation and Support | **In compliance** | The district has met all of the requirements for this rule. The district has established a local evaluation system aligned with the Oregon Framework for Teacher and Principal Evaluation and Support. Evidence: Policies GCN/GDN, Teacher and administrator evaluation documents and handbook. | Not applicable |
| 581-022-2415 Core Teaching Standards | **In compliance** | The district has met all of the requirements for this rule. The district uses core teaching standards to evaluate teachers including The Learner and Learning, Content, Instructional Practice, Professional Responsibility. Evidence: Policies GCN/GDN, Evaluation documents. | Not applicable |
| 581-022-2420 Educational Leadership - Administrator Standards | **In compliance** | The district has met all of the requirements for this rule. The district evaluates administrators on the adopted leadership standards of Visionary Leadership, Instructional Improvement, | Not applicable |

| Rule # and Title | Status | Explanation/Evidence | Corrective Action Plan & Timeline |
|---|---|---|---|
| | | Effective Management, Inclusive Practice, Ethical Leadership, Socio-political Context. Evidence: Policy CCG, Admin evaluation documents. | |

SOUTH UMPQUA SCHOOL DISTRICT
Unlocking Unlimited Potential in Every Student

# Superintendent's Reports

October 15, 2025

To: Board of Directors

From: Superintendent, Erika Bare

**Subject: Request for out-of-state travel**

Date: October 15, 2025

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**Summary:**

November 2-4, 2025, between nine and 11 senior South Umpqua High School students will be traveling to Grand Canyon University (GCU) to participate in a Discover GCU trip. GCU pays for all expenses for students and the chaperone, except substitute costs and transportation to and from the student's home to the Oregon airport. They will travel either from the Eugene or Medford airport to Phoenix.

SOUTH UMPQUA SCHOOL DISTRICT
Unlocking Unlimited Potential in Every Student

# Board Reports

October 15, 2025

To: Board of Directors

From: Superintendent, Erika Bare
Director of Student Services, Emily Veale

**Subject: Current Bullying School Data and SEL Curriculum Adoption**

Date: October 15, 2025

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**Summary:**

School Bullying Data

Reportable discipline comparisons from 2023-24 school year and 2024-present

Reported bullying data 2024-25-current

| School | 2024-2025 | September – October 8, 2025 |
|---|---|---|
| South Umpqua High School | 0 | 0 |
| Coffenberry Middle School | 0 | 0 |
| Myrtle Creek Elementary | 1 | 0 |
| Tri City Elementary | 1 | 2 |
| Canyonville School | 2 | 0 |

**Curriculum Adoption Process**

The purpose of this briefing is to provide an update and recommendation regarding the district's Social Emotional Learning (SEL) curriculum adoption process, which is aligned with Oregon Department of Education guidance and district priorities related to student safety, mental health, and bullying prevention.

This adoption aims to ensure that all students have equitable access to consistent, developmentally appropriate SEL instruction that strengthens well-being and supports positive school climates.

A district team is currently engaged in a process to adopt a comprehensive SEL curriculum that aligns with both CASEL (Collaborative for Academic, Social, and Emotional Learning) standards and the Oregon Department of Education's Transformative SEL (TSEL) Guidance.

The goal is to identify curriculum materials that:

- Build student competencies in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Integrate instruction that supports bullying prevention, Erin's Law, and suicide prevention efforts.
- Promote belonging, resilience, and respectful communication among students.

Guidance used in the review process includes:

- CASEL Framework
- ODE TSEL Guidance Framework

**Curriculum Review and Selection Process**

The curriculums reviewed were selected using the Oregon Department of Education's Transformative SEL Guidance (TSEL) and CASEL standards to ensure relevance, equity, and developmental appropriateness.

Our SEL Curriculum Adoption Team includes:

- Secondary Administrator
- Elementary Administrator
- Three classroom teachers (elementary and secondary levels)
- High School Graduation Coach
- Behavior and Crisis Coordinator

The team was intentionally composed to reflect multiple perspectives across grade levels and disciplines, ensuring both instructional and behavioral expertise.

Each curriculum is being reviewed through a structured rubric that evaluates:

- Alignment with CASEL and ODE TSEL standards
- Bullying prevention and trauma-informed components
- Integration of Erin's Law and suicide prevention education
- Ease of implementation, teacher support, and professional learning availability
- Cultural responsiveness and student engagement
- Research base and demonstrated impact on student outcomes

Timeline (subject to change)

- Initial Curriculum Review Meeting (3 curriculum presentations) — October 2025
- Public Viewing Period — November 2025 (specific dates TBD)
- Curriculum Team Second Review Meeting — November 2025
- Completion of Evaluation Rubrics and Final Recommendation — December 2025
- Solicitation of Curriculum Quotes — December 2025
- Board Review and Approval — January 2026

Board Members: If you would like to have a login to access materials to review please email me at Emily.veale@susd.k12.or.us

Name of Reviewer:

Name of Curriculum:

## SEL Instructional Materials Evaluation

| **Metric**<br>*How well do the materials, programs, or practices address:* | **SCORE** | **NOTES** |
|---|---|---|
| **SELF-AWARENESS & IDENTITY** (TSEL Standard 1)<br>Students are taught to identify and reflect on their:<br>• thoughts<br>• emotions<br>• behaviors<br>• intersectional identity<br>• capabilities across situations and environments | **3 – Fully in place**<br>**2 – Partially in place**<br>**1 – Not in place** | |
| **SELF-MANAGEMENT & AGENCY** (TSEL Standard 2)<br>Students are taught to use emotional management strategies to:<br>• build a sense of personal and collective agency.<br>• work toward the achievement of goals. | **3 – Fully in place**<br>**2 – Partially in place**<br>**1 – Not in place** | |
| **SOCIAL AWARENESS & BELONGING** (TSEL Standard 3)<br>Students are taught how to develop social awareness that:<br>• foster a sense of belonging.<br>• lead to co- constructing community. | **3 – Fully in place**<br>**2 – Partially in place**<br>**1 – Not in place** | |
| **RELATIONSHIP SKILLS &**<br>**COLLABORATIVE PROBLEM-SOLVING** (TSEL Standard 4)<br>Students are taught how to:<br>• establish and maintain healthy, supportive relationships.<br>• navigate diverse settings to collaboratively solve problems | **3 – Fully in place**<br>**2 – Partially in place**<br>**1 – Not in place** | |
| **RESPONSIBLE DECISION-MAKING & CURIOSITY** (TSEL Standard 5)<br>Students are taught the importance of curiosity and self-analysis so that they can make caring choices that impact:<br>• personal wellbeing<br>• social wellbeing<br>• collective wellbeing | **3- Fully in place**<br>**2– Partially in place**<br>**1– Not in place** | |

| | | |
|---|---|---|
| **Anit-Bullying** Does this curriculum support anti-bullying through preventative lessons around:<br>• **Relationships**<br>• **Social awareness**<br>• **Empowering students** | **3 – Fully in place**<br>**2 – Partially in place**<br>**1– Not in place** | |

**TOTAL: ____/18**

Any additional note:

| **Metric:**<br>*How well do the materials, programs, or practices address:* | **SCORE:** | **NOTES:** |
|---|---|---|
| **CULTURAL RELEVANCE**<br>• affirms the learner's cultural knowledge and experiences.<br>• is accessible to all (through representation, and ways of learning).<br>• is grounded in authentic context of students' interests (relevance) | **3 – Fully in place**<br>**2 – Partially in place**<br>**1– Not in place** | |
| **STUDENT DIFFERENTIATION**<br>• provides extensions and/or opportunities for all learners to engage.<br>• digital materials allow adaptation of documents and other resources to meet learner needs. | **3 – Fully in place**<br>**2 – Partially in place**<br>**1– Not in place** | |
| **CONTENT ADAPTABILITY**<br>• is flexible and adaptable to allow differentiation within content areas | **3 – Fully in place**<br>**2 – Partially in place**<br>**1– Not in place** | |
| **MATERIALS USABILITY**<br>• digital materials allow for intuitive navigation and meaningful interaction on a variety of devices. | **3 – Fully in place**<br>**2 – Partially in place**<br>**1– Not in place** | |
| **EVIDENCE BASED PRACTICES**<br>• Instruction is clearly sequenced, active, focused, and explicit | **3 – Fully in place**<br>**2 – Partially in place**<br>**1– Not in place** | |
| **SERVICE & ACTION LEARNING (Civic Engagement)**<br>• engages learners in service opportunities that highlight their agency, and potential to act in real world situations.<br>• promotes contribution to the lives of others and community | **3 – Fully in place**<br>**2 – Partially in place**<br>**1– Not in place** | |
| **TEACHER GUIDANCE W/CURRICULUM**<br>• provides teacher guidance for how to utilize the materials, visual models, and ancillary materials | **3 – Fully in place**<br>**2 – Partially in place**<br>**1– Not in place** | |
| **TEACHER/ADULT SEL DEVELOPMENT AND SUPPORT**<br>• contains adult-level explanations, examples of SEL concepts, so that educators can improve their own knowledge and skills. | **3 – Fully in place**<br>**2 – Partially in place**<br>**1– Not in place** | |
| **HOME CONNECTION/PARENT SUPPORT**<br>• provides information in plain language for parents/caregivers–about the program, ideas and resources that foster learners' well-being. | **3 – Fully in place**<br>**2 – Partially in place**<br>**1– Not in place** | |

**TOTAL: _____/27**

**Total of pages 1&2_____/45**

South Umpqua SD 19

# Personal Electronic Devices */**

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

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

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

1. The student's medical provider's order for the care and treatment of a medical condition;[3]

2. The student's individualized education program, as defined in ORS 343.035 or an education plan developed for the student in accordance with section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794);[4]

3. A written exemption provided for the student based on a request received in JFCEB-AR. School administration will respond to such a request within [ten] school days.[5]

Personal electronic devices may be kept by students in lockers or backpacks, but personal electronic devices are not to be stored on the student's person or in the student's clothing during regular instructional hours.

Students in violation of this policy will be subject to disciplinary action. Discipline for mere possession or use of a personal electronic device may not include loss of instructional time for the student (including

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

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

[3] JFCEB-AR must be submitted to the building administrator, along with a copy of the order.

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

[5] JFCEB-AR must be submitted to the building administrator.

suspension or expulsion), but could include other disciplinary action. However, if the actions taken by a student violate another conduct policy, the student may be subject to discipline up to and including expulsion.

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

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

In accordance with ORS 336.840, students may be allowed to use personal electronic devices[6] that support academic activities and independent communications[7], except as prohibited by this policy. In academic activities in which a personal electronic device is required as part of the curriculum, students may be allowed, but not required to use their own personal electronic devices for that portion of the curriculum. Students using their own device must be granted access to any applications or electronic materials that are available to students who do not use their own personal electronic devices. These applications must be free of charge if students who do not use their own devices have access free of charge.

Requests for exemptions to this policy can be processed in accordance with JFCEB-AR, Request for Personal Electronic Devices Exemption. Appeals can be filed with the superintendent.

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

This policy takes effect on January 1, 2026.

END OF POLICY

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**Legal Reference(s):**

ORS 332.107
ORS 336.840

[6] The use of "personal electronic device" in this paragraph comes from ORS 336.840, which does not define the term. However, the definition in EO 25-09 wouldn't necessarily apply. Consequently, items like laptop computers or other devices required to support academic activities would likely be considered personal electronic devices within this paragraph.

[7] "Independent communication means communication that does not require assistance or interpretation by an individual who is not part of the conversation, but that may require the use or assistance of an electronic device. ORS 336.840(1).