

**SEASIDE SCHOOL DISTRICT 10**  
2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

**2024-2025 Board of Directors**

Board Chair: Shannon Swedenborg

Board Vice-Chair: Katherine Davidson

Board Members: Sondra Gomez, Jason Haag,  
Kevin LaCoste, Chuck Mattocks, and Brian Taylor

Superintendent: Susan Penrod

**Regular Meeting**

**Tuesday, October 21, 2025 at 6:00 PM**

**Location: Secondary School Library AND Virtual**

**2600 Spruce Drive, Suite 200**

**Seaside, OR 97138**

*Meetings may be held in-person only, virtual only, or most commonly, in-person with an option to join virtually. Please check the location above for the specifics of this meeting. Information regarding virtual meeting access is available on our website Meetings page - <https://www.seaside.k12.or.us/meetings>.*

*An opportunity for public comment is generally included in meeting agendas. When public comment is included in the agenda, those wishing to speak before the Board will have the opportunity to do so during the designated Public Comment time(s). Speakers may offer objective criticism of school operations and programs; however, the law prohibits the Board from hearing complaints regarding any personally identifiable District staff member. The Board asks anyone wishing to communicate a complaint of this nature to follow the process in Board policy [KL: Public Complaints](#).*

*Persons having requests for special needs and accommodations should contact the School District office at 2600 Spruce Drive, Suite 100, Seaside, OR 97138, 503-738-5591. Speech/hearing impaired individuals may reach the Oregon Relay Service by dialing 711. Requests should be made 48 hours in advance of the event.*

1. **CALL TO ORDER**

1.1. Acknowledgement of Board Members Present

1.2. Pledge of Allegiance

2. **AGENDA REVIEW**

2.1. Request for Addition to the Consent Agenda:

- Approve Zac Sweet as a high school Robotics Volunteer Coach

**Attachments:**

Robotics\_Sweet\_Volunteer Coach

Attachments}}

8

3. **REPORTS**

3.1. STUDENT BUSINESS

**Description:** *This standing agenda item is for monthly reports from the SSD Student Reps. to the Board and for other requests/reports from students.*

**Attachments:**

Student Business Oct 2025

1 9

Attachments}}	
3.2. BUSINESS & FISCAL SERVICES REPORT	
<b>Speaker(s):</b> Toni Vandershule	
<b>Description:</b> <i>Description: This standing agenda item is for the Board to receive the monthly financial report from the Business Manager and other information relating to that department.</i>	
3.2.1. Revenue & Expenditure by Function	
<b>Attachments:</b>	
Board Report By Function Sept 2025 1	10
Attachments}}	
3.2.2. Revenue & Expenditure by Object	
<b>Attachments:</b>	
Board Report By Object Sept 2025 2	11
Attachments}}	
3.3. SUPERINTENDENT’S REPORT	
<b>Speaker(s):</b> Susan Penrod	
<b>Description:</b> <i>This standing agenda item is for the Board to receive a monthly report from the Superintendent.</i>	
<b>Attachments:</b>	
October 21, 2025 Supt Report	12
Attachments}}	
3.4. ENROLLMENT REPORT	
<b>Speaker(s):</b> Susan Penrod	
<b>Attachments:</b>	
Enrollment Report Oct 2025	16
Attachments}}	
3.5. SUPERINTENDENT ADVISORY COMMITTEE REPORT - Community Stakeholder Relations	
<b>Speaker(s):</b> Sondra Gomez/Brian Taylor	
3.6. DIVISION 22 STANDARDS REPORT	
<b>Speaker(s):</b> Susan Penrod	
<b>Attachments:</b>	
2024-2025 Division 22 Standards Report Presentation	25
2024-2025 Division 22 Standards Report	17
Attachments}}	
3.7. ACADEMIC PROGRESS REPORT - PACIFIC RIDGE ELEMENTARY	
<b>Speaker(s):</b> Juli Wozniak	
<b>Attachments:</b>	
2025-26 PRES Academic School Board Report	39
Attachments}}	
3.8. ADMINISTRATIVE REPORTS	
<b>Description:</b> <i>This standing agenda item is for the Board to receive brief informal monthly reports from school and department administrators regarding general business that does not warrant a formal report.</i>	
3.9. CANNON BEACH ACADEMY REPORT	
<b>Speaker(s):</b> MaryEllen Rogozinski	
<b>Attachments:</b>	
2024-25 Cannon Beach Academy Annual Report	66
Attachments}}	
3.10. UNION REPORTS	

**Description:** *This standing agenda item is to receive regular reports from Licensed and/or Classified union representatives.*

4. **PUBLIC COMMENT**

**Description:** *The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Remember that we are all role models for our students, please share your thoughts respectfully. Should any public comment include complaints regarding a personally identifiable staff member, the Board Chair will direct the speaker to the proper administrative process found in Board policy KL: Public Complaints. Speakers will have three minutes to express their thoughts.*

5. **CONSENT AGENDA - Action**

**Description:** *To make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. If discussion is desired, any item placed on the Consent Agenda may be removed to Action items, at the request of any board member, before a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.*

5.1. Approve the Minutes of the September 16, 2025 Regular Meeting of the School Board

**Attachments:**

Seaside SD 09-16-2025 SB Meeting Minutes 84  
Attachments}}

5.2. Approve Continuation of Swim Co-Op with Warrenton High School

**Attachments:**

Swim Co-Op Warrenton 93  
Attachments}}

5.3. Approve New Job Description - Speech Language Pathologist

**Attachments:**

Speech Language Pathology Job Description 94  
Attachments}}

5.4. Approve Coaching Employment

- Briley Reeves - High School Baseball - Head Coach
- Gavin Meyer - Middle School Girls Wrestling - Head Coach
- Lynn Addis - Middle School Girls Wrestling - Assistant Coach

**Attachments:**

Coaching Recommendation Oct 3, 2025 97  
Attachments}}

5.5. Approve High School Boys Soccer Volunteer Coach - Henry Chapman

**Attachments:**

HS Boys Soccer Volunteer Coach - Henry Chapman 98  
Attachments}}

6. **ACTION ITEMS**

6.1. Resolution #1 - Local Option Levy

**Speaker(s):** Susan Penrod

**Attachments:**

Resolution #1 for Local Option Levy 2026.docx 99  
Attachments}}

6.2. Budget Committee - Removal of Inactive Member Kimberly Seaberg

**Speaker(s):** Susan Penrod

7. **BOARD REFLECTIONS/ANNOUNCEMENTS**

**Description:** *This standing agenda item allows the Board to reflect upon statements made during public comment or topics covered and to share announcements or reports of their board-related activities.*

7.1. Book Study Discussion

**Speaker(s):** Shannon Swedenborg

**Attachments:**

School Board Book Study, 2025-2026

Attachments}}

102

8. **INFORMATION ONLY**

8.1. EMPLOYMENT ACTIONS:

District Office Employment

- Debra Sinclair/Payroll Specialist

8.2. Classified Employment

- Jamie Dunn - Assistant Cook
- Kayla Sanchez - Elementary EA/SPED
- Korbin Mathison - Substitute Custodian
- Susan Lemas - Substitute Assistant Cook

8.3. Classified Resignation

- David Lampien/Assistant Cook

8.4. School Board Member Speech Rights

**Attachments:**

2025-SchoolBoardMember-SpeechRights PACE

Attachments}}

103

8.5. BOARD POLICY/FIRST READING

**Description:** These policy actions were recommended by the Oregon School Board Association (OSBA) as part of their Policy Plus service, typically as a result of new legislation or to revise outdated language. They are presented for a first reading and will be brought back in the following month for a second reading and possible action.

8.5.1. BHD - Board Member Stipends and Reimbursement

**Description:** Recommended for Revision

**Attachments:**

BHD - Board Member Stipends and Reimbursement

Attachments}}

106

8.5.2. EHB - Cybersecurity

**Description:** Recommend for Adoption

**Attachments:**

EHB - Cybersecurity

Attachments}}

108

8.5.3. EHB-AR - Cybersecurity

**Description:** Recommend for Adoption

**Attachments:**

EHB-AR - Cybersecurity

Attachments}}

109

8.5.4. GBNA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

4

	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	GBNAAJHFF - Suspected Sexual Conduct with Students and Reporting Requirements Attachments}}	113
8.5.5.	GCAA - Standards for Competent and Ethical Performance of Oregon Educators	
	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	GCAA - Standards for Competent and Ethical Performance of Oregon Educators Attachments}}	116
8.5.6.	IF - District Curriculum	
	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	IF - District Curriculum Attachments}}	122
8.5.7.	IGBAB/JO-AR - Education Records/Records of Students with Disabilities Management	
	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	IGBABJO-AR - Education RecordsRecords of Students with Disabilities Management Attachments}}	123
8.5.8.	IGBHD - Program Exemptions	
	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	IGBHD - Program Exemptions Attachments}}	133
8.5.9.	IIA - Instructional Materials	
	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	IIA - Instructional Materials Attachments}}	134
8.5.10.	IIA-AR(1) - Instructional Materials	
	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	IIA-AR(1) - Instructional Materials Attachments}}	139
8.5.11.	IIA-AR(2) - Reconsideration of Core Instructional Materials	
	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	IIA-AR(2) - Reconsideration of Core Instructional Materials Attachments}}	142
8.5.12.	IIA-AR(3) - Reconsideration of Supplemental Instructional Materials	
	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	IIA-AR(3) - Reconsideration of Supplemental Instructional Materials Attachments}}	147
8.5.13.	IIA-AR(4) - Reconsideration of Library Materials in a School or Classroom Library	5

	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	IIA-AR(4) - Reconsideration of Library Materials in a School or Classroom Library Attachments}}	151
8.5.14.	IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form	
	<b>Description:</b> Recommend for Revision	
	<b>Attachments:</b>	
	IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form Attachments}}	156
8.5.15.	JFCEB - Personal Electronic Devices and Social Media	
	<b>Description:</b> Recommend to Delete (old)	
	<b>Attachments:</b>	
	JFCEB - Personal Electronic Devices and Social Media Attachments}}	158
8.5.16.	JECEB - Personal Electronic Devices	
	<b>Description:</b> Recommend to Re-Adopt (new)	
	<b>Attachments:</b>	
	JECEB - Personal Electronic Devices Attachments}}	160
8.5.17.	JFCEB-AR - Request for Personal Electronic Devices Exception	
	<b>Description:</b> Recommend to Adopt	
	<b>Attachments:</b>	
	JFCEB-AR - Request for Personal Electronic Devices Exception Attachments}}	163
8.5.18.	JGE - Expulsion	
	<b>Description:</b> Recommend to Revise	
	<b>Attachments:</b>	
	JGE - Expulsion Attachments}}	165
8.5.19.	JHCA/JHCB - Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening	
	<b>Description:</b> Recommend to Delete	
	<b>Attachments:</b>	
	JHCA/JHCB - Immunization, Physical Examination, Vision ScreeningEye Examination and Dental Screening Attachments}}	169
8.5.20.	JHCA - Immunization, School Sports Participation, Concussions and Other Brain Injuries	
	<b>Description:</b> Recommend to Adopt	
	<b>Attachments:</b>	
	JHCA - Immunization, School Sports Participation, Concussions and Other Brain Injuries Attachments}}	172
8.5.21.	JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements	
	<b>Description:</b> Recommend to Revise	
	<b>Attachments:</b>	
	JHFFGBNAA - Suspected Sexual Conduct with Students and Reporting Requirements	175

Attachments}}

8.5.22. JO/IGBAB-AR - Education Records/Records of Students with Disabilities Management

**Description:** Recommend to Revise

**Attachments:**

JOIGBAB-AR - Education Records/Records of Students with Disabilities Management

178

Attachments}}

8.5.23. JOA - Directory Information

**Description:** Recommend for Revision

**Attachments:**

JOA - Directory Information

188

Attachments}}

9. **ADJOURN**



**SEASIDE HIGH SCHOOL**  
**SEASIDE MIDDLE SCHOOL**  
GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL  
WENDY CROZIER, ASSOCIATE PRINCIPAL  
JASON BOYD, ASSISTANT PRINCIPAL  
KAROLINA GAGE, ASSISTANT PRINCIPAL  
CHAD CLOUSE, ATHLETIC DIRECTOR

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October 20, 2025

Susan Penrod, Superintendent  
Seaside School District  
2600 Spruce Dr. Suite 100  
Seaside, OR 97138

Dear Supt. Penrod:

I would like to recommend the following people for the Seaside High extracurricular/stipend positions listed below for the 2025-26 school year.

**Robotics Assistant Volunteer:** Zac Sweet

Sincerely,

Jeff Roberts

## **Student Business**

*Report from Student Representative Ella Crater*

### **Sports this week:**

- **Mon-** JV Volleyball (Home), Varsity Volleyball (Home), JV Football Home
- **Tue-** Cross Country Meet @ Tillamook, JV & Varsity Boys Soccer (Home), Varsity Girls Soccer @ Rainer
- **Wed-** Varsity & JV Volleyball (Home),
- **Thur-** Varsity Girls & Boys Soccer (Home) vs. Astoria
- **Fri-** Varsity Football (Home) vs. St. Helen's

### **Events (we would love to see you at):**

- Tuesday 8:00PM @ Broadway Field- Powderpuff
- Friday 2:45-3:45PM @ HS Main Gym- Airband Assembly
- Friday 5:00PM- Homecoming Parade (Start @ Old HS)- Tailgate to Follow @ Broadway Field
- Saturday- Homecoming Dance 7:30-10:00PM @ SHS Aux Gym (We would love some more chaperones)

Overall it is a busy time as a student, with the end of the term coming up, and winter sports just around the corner. I look forward to being able to share more at the next board meeting (and hopefully some photos of all of the fun homecoming activities).

**Seaside School District  
Financial Report  
2025-2026**

For Period Ending September, 2025

**General Fund - Revenue & Expenditures by Function Code**

	Budget	Actual	Encumbrances	% Remaining	Variance
<b>Revenue:</b>					
Local Revenue	\$ 22,598,580	\$ 150,626	\$ -	99.33%	\$ (22,447,954)
Intermediate Revenue	1,700,000	-	-	100.00%	(1,700,000)
State Revenue	450,000	-	-	100.00%	(450,000)
Federal Revenue	48,000	-	-	0.00%	(48,000)
Transfers	-	9,999	-	0.00%	9,999
Beginning Fund Balance *	8,396,763	-	-	100.00%	(8,396,763)
<b>Total Revenues</b>	<b>\$ 33,193,343</b>	<b>\$ 160,625</b>	<b>\$ -</b>	<b>99.52%</b>	<b>\$ (33,032,718)</b>

<b>Expenditures:</b>					
1000- Instruction	\$ 15,989,324	\$ 1,272,795	\$ 12,570,956	13.42%	\$ 2,145,573
2000- Support Services	10,292,719	2,218,353	6,133,672	18.86%	1,940,694
5200- Transfers	811,300	-	-	100.00%	811,300
6100- Operating Contingency	6,100,000	-	-	100.00%	6,100,000
<b>Total Expenditures</b>	<b>\$ 33,193,343</b>	<b>\$ 3,491,148</b>	<b>\$ 18,704,628</b>	<b>33.13%</b>	<b>\$ 10,997,567</b>

\*Pending audit completion

For Period Ending September, 2025

**Special Revenue Funds - Revenue & Expenditures by Function Code**

	Budget	Actual	Encumbrances	% Remaining	Variance
<b>Revenue:</b>					
Local Revenue	\$ 1,268,666	\$ 90,605	\$ -	92.86%	\$ (1,178,061)
State Revenue	3,224,199	25,973	-	99.19%	(3,198,226)
Federal Revenue	1,785,752	-	-	100.00%	(1,785,752)
Interfund Transfers	195,000	-	-	100.00%	(195,000)
Sale of Fixed Assets	-	-	-	0.00%	-
Beginning Fund Balance *	708,808	-	-	100.00%	(708,808)
<b>Total Revenues</b>	<b>\$ 7,182,425</b>	<b>\$ 116,578</b>	<b>\$ -</b>	<b>98.38%</b>	<b>\$ (7,065,847)</b>

<b>Expenditures:</b>					
1000- Instruction	\$ 4,008,854	\$ 315,277	\$ 2,385,504	32.63%	\$ 1,308,073
2000- Support Services	1,695,255	226,054	771,191	41.17%	698,010
3000- Community Services	1,420,900	103,242	828,185	34.45%	489,473
4000- Facilities Acquisition & Const	-	-	-	0.00%	-
5100- Debt Services	28,710	4,590	20,655	0.00%	3,465
7000- Reserved for Next Yr	28,706	-	-	0.00%	28,706
<b>Total Expenditures</b>	<b>\$ 7,182,425</b>	<b>\$ 649,163</b>	<b>\$ 4,005,535</b>	<b>35.19%</b>	<b>\$ 2,527,727</b>

\*Pending audit completion

**Seaside School District  
Financial Report  
2025-2026**

For Period Ending September, 2025

**General Fund - Revenue & Expenditures by Object Code**

	Budget	Actual	Encumbrances	Variance
<b>Revenue:</b>				
1111 Current Taxes	\$ 19,241,100	\$ -	\$ -	\$ (19,241,100)
1112 Prior Taxes	574,780	70,273	-	(504,507)
1114 PILOT (Payment In Lieu Of Taxes)	20,000	10,183	-	(9,817)
1121 Current Local Taxes	2,100,000	-	-	(2,100,000)
1122 Prior Local Taxes	57,000	7,462	-	(49,538)
1190 Interest on Taxes	-	-	-	-
1411 Transportation Fees/Other	-	-	-	-
1510 Interest	450,000	50,422	-	(399,578)
1740 Student Fees	5,700	-	-	(5,700)
1910 Rentals	20,000	-	-	(20,000)
1920 Contributions & Donations	-	-	-	-
1940 Services Provided To Others	-	-	-	-
1960 Recovery of Expenditures	-	-	-	-
1990 Miscellaneous Revenue	130,000	12,286	-	(117,714)
1991 E-Rate Reimbursement	-	-	-	-
<b>Total Local Revenue</b>	<b>22,598,580</b>	<b>150,626</b>	<b>-</b>	<b>(22,447,954)</b>
2101 County School Fund	1,600,000	-	-	(1,600,000)
2102 General Education Service District	100,000	-	-	(100,000)
2199 Other Intermediate Sources	-	-	-	-
<b>Total Intermediate Revenue</b>	<b>1,700,000</b>	<b>-</b>	<b>-</b>	<b>(1,700,000)</b>
3101 State School Fund Grant	-	-	-	-
3103 Common School Fund	200,000	-	-	(200,000)
3104 State Timber Revenue	250,000	-	-	(250,000)
3199 Unrestricted Revenue	-	-	-	-
3204 Driver Education	-	-	-	-
3299 Other Restricted Grants in Aid	-	-	-	-
<b>Total State Revenue</b>	<b>450,000</b>	<b>-</b>	<b>-</b>	<b>(450,000)</b>
4300/4500 Federal Revenue	48,000	-	-	(48,000)
4801 Federal Forest Fees	-	-	-	-
<b>Total Federal Revenue</b>	<b>48,000</b>	<b>-</b>	<b>-</b>	<b>(48,000)</b>
5200 Interfund	-	-	-	-
5300 Other Sources	-	9,999	-	9,999
5400 Beginning Fund Balance *	8,396,763	-	-	(8,396,763)
<b>Total Other Sources</b>	<b>8,396,763</b>	<b>9,999</b>	<b>-</b>	<b>(8,386,764)</b>
<b>Total Revenues</b>	<b>\$ 33,193,343</b>	<b>\$ 160,625</b>	<b>\$ -</b>	<b>\$ (33,032,718)</b>

<b>Expenditures:</b>				
100 - Salaries	\$ 13,776,748	\$ 1,645,033	\$ 11,335,640	\$ 796,075
200 - Benefits	8,273,999	926,267	6,110,941	1,236,791
300 - Purchased Services	1,951,753	237,725	875,911	838,117
400 - Supplies & Materials	1,672,050	352,162	360,372	959,516
500 - Capital Outlay	100,000	243,590	17,864	(161,454)
600 - Other Objects	507,493	86,371	3,900	417,222
700 - Transfers	811,300	-	-	811,300
800 - Operating Contingency	6,100,000	-	-	6,100,000
800 - Unappropriated EFB	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 33,193,343</b>	<b>\$ 3,491,148</b>	<b>\$ 18,704,628</b>	<b>\$ 10,997,567</b>

\*Pending audit completion

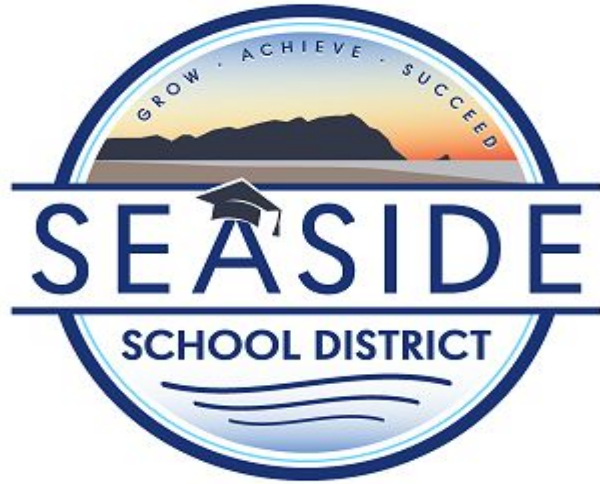
For Period Ending September, 2025

**Special Revenue Funds - Revenue & Expenditures by Object Code**

	Budget	Actual	Encumbrances	Variance
<b>Revenue:</b>				
Local Revenue	\$ 1,234,634	\$ 90,605	\$ -	(1,144,029)
Intermediate Revenue	34,032	-	\$ -	(34,032)
State Revenue	3,224,199	25,973	-	(3,198,226)
Federal Revenue	1,785,752	-	-	(1,785,752)
Interfund Transfers	195,000	-	-	(195,000)
Sale of Fixed Assets	-	-	\$ -	-
Beginning Fund Balance *	708,808	-	-	(708,808)
<b>Total Revenues</b>	<b>\$ 7,182,425</b>	<b>\$ 116,578</b>	<b>\$ -</b>	<b>(7,065,847)</b>

<b>Expenditures:</b>				
100 - Salaries	\$ 2,688,956	\$ 329,555	\$ 2,510,327	(150,926)
200 - Benefits	1,441,427	154,429	1,209,775	77,223
300 - Purchased Services	592,242	134,572	84,092	373,578
400 - Supplies & Materials	2,400,383	25,008	180,686	2,194,689
500 & 600 - Capital & Other Objects	30,711	5,599	20,655	4,457
700 - Transits	-	-	-	-
800 - Reserved for Next Yr	28,706	-	-	28,706
<b>Total Expenditures</b>	<b>\$ 7,182,425</b>	<b>\$ 649,163</b>	<b>\$ 4,005,535</b>	<b>\$ 2,527,727</b>

\*Pending audit completion



Superintendent's Report  
School Board Meeting  
October 21, 2025

Thank You To Sondra and Kat For Attending!



# Federal and State Funding Updates

- Despite the federal shutdown, there are no disruptions in federally funded education programs in Oregon at this time.
- Most US Department of Education (ED) staff have been furloughed.
- Federal Nutrition funding had been reduced to one month reimbursement increments instead of three months.

# Potential Statewide Budget Reduction

- Legislative Fiscal Office (LFO) has requested budget reduction planning from all state agencies, including Oregon Department of Education (ODE).
- Purpose is to prepare options for the Legislature to consider in 2026 session.
- Timeline
  - Oct 17 – Draft options due to DAS.
  - Nov 3 – Final options due to LFO.
  - November 17-19 - Presentation to the legislature on reduction scenario
  - Feb 2026 – Legislature will consider statewide rebalancing decisions.
- How could this affect our district?
  - Reminder that SSD is not in the State School Fund
  - Several grants funded through the Corporate Activity Tax (CAT)

**SEASIDE SCHOOL DISTRICT 10  
Enrollment - 10/01/2025**

	<b>Pacific Ridge Elementary</b>	<b>Seaside Middle</b>	<b>Seaside High</b>	<b>TOTAL</b>	<b>CB Academy</b>	<b>TOTAL w/ CBA</b>
<b>PreK*</b>	<b>29</b>			<b>29</b>		<b>29</b>
<b>Kindergarten</b>	<b>85</b>			<b>85</b>	<b>4</b>	<b>89</b>
<b>1st Grade</b>	<b>75</b>			<b>75</b>	<b>6</b>	<b>81</b>
<b>2nd Grade</b>	<b>89</b>			<b>89</b>	<b>4</b>	<b>93</b>
<b>3rd Grade</b>	<b>104</b>			<b>104</b>	<b>8</b>	<b>112</b>
<b>4th Grade</b>	<b>101</b>			<b>101</b>	<b>4</b>	<b>105</b>
<b>5th Grade</b>	<b>105</b>			<b>105</b>	<b>8</b>	<b>113</b>
<b>6th Grade</b>		<b>105</b>		<b>105</b>		<b>105</b>
<b>7th Grade</b>		<b>127</b>		<b>127</b>		<b>127</b>
<b>8th Grade</b>		<b>108</b>		<b>108</b>		<b>108</b>
<b>9th Grade</b>			<b>127</b>	<b>127</b>		<b>127</b>
<b>10th Grade</b>			<b>142</b>	<b>142</b>		<b>142</b>
<b>11th Grade</b>			<b>123</b>	<b>123</b>		<b>123</b>
<b>12th Grade</b>			<b>98</b>	<b>98</b>		<b>98</b>
<b>GR</b>			<b>1</b>	<b>1</b>		<b>1</b>
<b>TR</b>			<b>5</b>	<b>5</b>		<b>5</b>
<b>TOTAL</b>	<b>588</b>	<b>340</b>	<b>496</b>	<b>1424</b>	<b>34</b>	<b>1458</b>

Pacific Ridge Elementary	Avg Class Size
PreK - 2 classes	14.5
Kinder - 5 classes	17
1st Grade - 5 classes	15
2nd Grade - 5 classes	17.8
3rd Grade - 5 classes	20.8
4th Grade - 5 classes	20.2
5th Grade - 5 classes	21

\*PreK numbers are not reported to ODE (Total w/out PreK = 1429)

# Seaside 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 Seaside 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, Seaside 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
<a href="#">581-022-2000 Diploma Requirements</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2010 Modified Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2015 Extended Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2020 Certificate of Attendance</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2050 Human Sexuality Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2055 Career Education</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Elementary Grades	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2263 Physical Education Requirements</a> *Middle Grades	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2340 Media Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2350 Independent Adoptions of Instructional Materials</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2355 Instructional Materials Adoption</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2440 Teacher Training Related to Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2500 Programs and Services for TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2505 Alternative Education Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Category: Aligned and Focused Educational Systems

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2025 Credit Options</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2030 District Curriculum</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2060 Comprehensive School Counseling</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2100 Administration of State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2110 Exception of Students with Disabilities from State Assessments</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2115 Assessment of Essential Skills: Diploma Requirements</a>	<b>Waived through the end of 2027-28 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2115(2) Assessment of Essential Skills: Local Performance Assessment Requirement</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2120 Essential Skill Assessments for English Language Learners</a>	<b>Waived through the end of 2027-28 school year</b>	Not applicable	Not applicable
<a href="#">581-022-2250 District Improvement Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2260 Records and Reports</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2265 Report on PE Data</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2300 Standardization</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2305 District Assurances of Compliance with Public School Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2315 Special Education for Children with Disabilities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2320 Required Instructional Time</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2325 Identification of Academically Talented and Intellectually Gifted Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2335 Daily Class Size</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2400 Personnel</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2445 Universal Screenings for Risk Factors of Dyslexia</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Category: Engaged Partners and Communities

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2005 Veterans Diploma</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2255 School and District Performance Report Criteria</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2270 Individual Student Assessment, Recordkeeping and Reporting</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2330 Rights of Parents of TAG Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2370 Complaint Procedures</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

## Category: Safe & Inclusive Schools

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2045 Substance Use Prevention and Intervention Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2205 Policies on Reporting of Child Abuse</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2210 Anabolic Steroids and Performance Enhancing Substances</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2215 Safety of School Sports – Concussions</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2220 Health Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2223 Healthy and Safe Schools Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2225 Emergency Plans and Safety Programs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2230 Asbestos Management Plans</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2267 Annual Report on Restraint and Seclusion</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2308 Agreements Entered Into with Voluntary Organizations</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2310 Equal Education Opportunities</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2312 Every Student Belongs</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2345 Auxiliary Services</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2510 Suicide Prevention Plan</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2515 Menstrual Dignity for Students</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

### Category: Committed and Supportive Staff

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2405 Personnel Policies</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable

Rule # and Title	Status	Explanation/Evidence	Corrective Action Plan & Timeline
<a href="#">581-022-2410 Teacher and Administrator Evaluation and Support</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2415 Core Teaching Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable
<a href="#">581-022-2420 Educational Leadership - Administrator Standards</a>	<b>In compliance</b>	The district has met all of the requirements for this rule.	Not applicable



# Division 22 Standards Assurances for the 2024-25 School Year

October 21, 2025

Seaside School District

Susan Penrod, Superintendent

# What are the Division 22 Standards?



- Standards for Public Elementary and Secondary Schools: all Oregon administrative rules (OARs) set out in Chapter 581, Division 22.

Example: 581 - 022 - 0102 Definitions  
Chp. Div. Rule Title

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.
- Compliance with these rules ensures a baseline level of service across the state.

# Division 22 Rule Categories

Division 22 standards include over 50 rules.

*Priorities for*  
**STUDENT  
SUCCESS**

1. High-quality learning experiences
2. Aligned & focused educational systems
3. Engaged partners & communities
4. Safe & inclusive schools
5. Committed & supported staff



27

# What are the Division 22 Standards Assurances?

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## Combined Accountability Model

Districts report annually on compliance with each of the standards and include an explanation and corrective action plan for any rule with which the district is out of compliance.

### Local Accountability

Districts must:

- report to their local school board by Nov 1
- make a report available on the district website by Nov 1



### State Accountability

- Districts must submit assurances to ODE by Nov 15
- ODE reviews all submissions and follows up with districts that have self-reported as being out of compliance



# Division 22 Standards & Assurances of Compliance

## “The Why”

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- Signals our commitment to providing a high-quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.



# What happens if the district is out of compliance?



- ODE reviews the district's proposed corrective action plan and either approves or rejects it.
- If the plan is not approved as submitted, ODE contacts the district and provides technical assistance and support.
- Once the district has an approved plan in place, ODE specialists may continue to provide support, as needed.
- The corrective action must be complete by the beginning of the next school year.
- If a district fails to come back into compliance after an opportunity for corrective action, ODE may withhold a portion of the district's State School Fund monies.

# Division 22 Waivers for 2024-25

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- [581-022-2115\(3\) Assessment of Essential Skills:](#)
  - **Essential Skills Graduation Requirements** are waived for students graduating through the end of the 2027-28 school year.
  - Note: Local Performance Assessment requirement in Section (2) remains in effect.
- [OAR 581-022-2120 Essential Skill Assessments for English Language Learners](#)
  - This related policy requirement has also been waived through the end of the 2027-28 SY.



# Rule Revisions in Effect for the 2024-25 SY



## **OAR 581-022-2030 District Curriculum**

Beginning in 2024-25, districts must have had:

- a planned K-12 instructional program for Social and Emotional Learning; and
- a planned 9-12 instructional program which includes the Personal Financial Education and Higher Education and Career Path Skills content standards.

# Rule Revisions in Effect for the 2024-25 SY



## **Modified Diploma, Extended Diploma, and Certificate of Attendance**

Districts must annually provide parents information about diploma availability and requirements, and disclosure about certificates of attendance. On-site access to all courses is required for a diploma at all high schools.

## **OAR 581-022-2045 Substance Use Prevention and Intervention Plan**

Requires a written comprehensive plan for substance use prevention and intervention. Includes K-12 substance use prevention education that meets the Health Education Standards; **requires a minimum of 1 ODE Opioid Prevention Education lesson in grades 6, 7, and 8 and once in High School (SB 238 – 2023).**<sup>33</sup>

# District Report on Compliance with Division 22 Standards

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Seaside School District's report is compliant on all of the standards.

# Looking Ahead: Compliance for the 2025-26 SY

# New/Revised Rules & Requirements



## Educational Equity Advisory Committees

Requires that districts establish a committee composed of parents, employees, students and community members to be selected by the school board and superintendent. For school districts with an average daily membership (ADM) of less than 10,000, the school district is required to first convene an educational equity advisory committee by September 15, 2025.

# New/Revised Rules & Requirements



## Administration of State Assessments

- Added SEED (Student Educational Equity Development) Survey as required OSAS (Oregon Statewide Assessment System) component
- Added mention of ELPA Screener as required OSAS component (not a new requirement, just making the rule more complete)
- Added clarification that districts must abide by ODE decisions regarding student test records

# New/Revised Rules & Requirements



## **Educational Leadership – Administrator Standards**

Administrator standards have been updated to the Professional Standards for Educational Leadership, which are currently used by TSPC for administrator licensure. These standards have more specific, detailed language and a greater focus on key issues such as equity, talent development, leadership capacity, and instructional leadership.

**Districts must align administrator evaluations to the updated standards by September 30, 2027.**



# Pacific Ridge Elementary

**Strategic Plan Update & Academic Report**  
School Board Meeting ~ October 2025



# Learning Targets



1. Understand SSD's strategic plan.
2. Identify PRE's student support as it relates to setting students on a successful path beyond graduation.
3. Learn how PRE is supporting students to become positive members in our community.

# Demographics

- **Preschool - 5th Grade**
  - 589 students
- **Staffing**
  - 54 Certified Staff + 3 Building Administrators
  - 40 Educational Assistants to include special education, Preschool, English Language Development (ELD), Librarians, Intervention, secretaries, Kindergarten and Building Support Staff.



# Demographics

## Special Programs

- Students who qualify for:
  - Special Education: 112 or 19% of total student population. (37 students Speech/Language)
  - English Language Development: 106 students / Monitoring 28 students: 134 or 23% of total student population
  - McKinney Vento: 11 students or 2%



Seaside School District  
**Strategic Plan**

2025-2028  
Updated: July 2025

*GROW, ACHIEVE, SUCCEED!*



# Goal 1 - All students will be on track to graduate with a plan beyond high school.

## Performance Indicators:

- All students will meet math and literacy targets.
  - ◆ 3rd Grade STAR & State Math Assessments
  - ◆ 3rd Grade STAR & State Reading Assessments

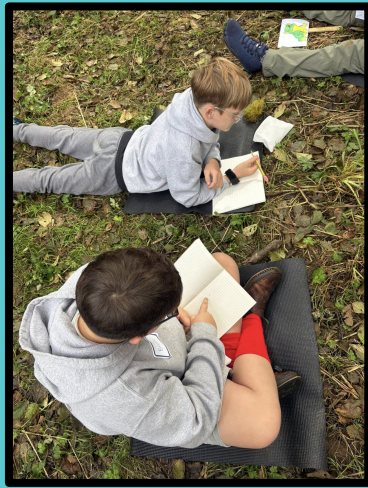


## Marzano's Research:

In classrooms headed by teachers characterized as “*most effective*,” students posted **achievement gains of 53** percentage points over the course of **one academic year**, whereas in classrooms led by “*least effective*” teachers, student **achievement gains averaged 14** percentage points (Marzano, 2003).

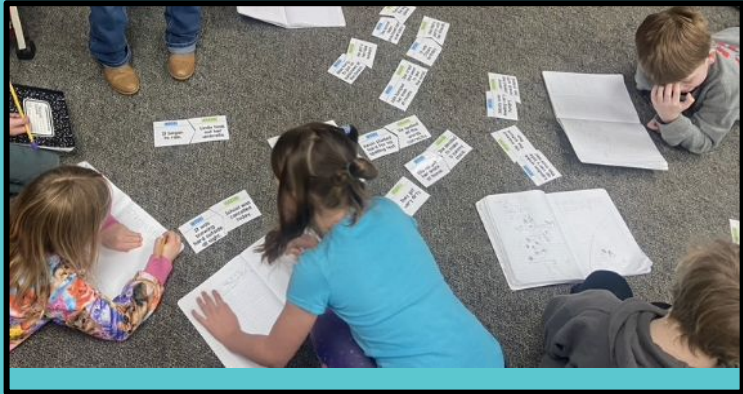
# Continued Learning & Growth through Professional Development:

- Marzano Professional Development for **Teachers & Support Staff** on **Instructional Strategies**
- Individual Instructional **Coaching for Teachers**
- **Learning Walks** 3 times per trimester
- **Instructional Rounds** for **Teacher Teams**
- **Conscious Discipline** training for **Classified Staff**



# How are we supporting ALL students to meet their literacy targets.

- Core ELA Curriculum - Wonders (3rd Year Implementation)
- Alignment of standards & curriculum at all grade levels through collaborative Unit Mapping
- 2021 - WIN (What I Need) Intervention/Enrichment for all students K-5 ~ 30 minutes, 4 days per week.



# Star Reading Data

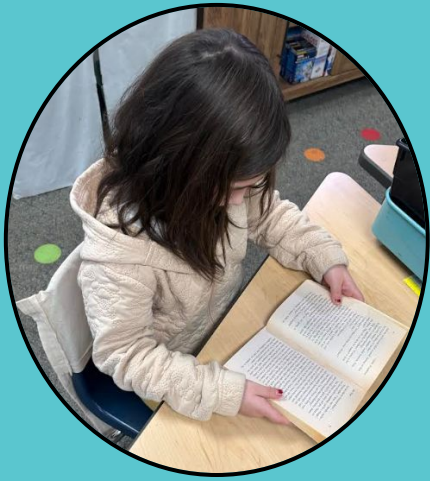
## Spring 2025 - 3rd Grade

Grade

### 3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	3rd Grade		3	3%	7	7%	8	8%	79	81%	97
2023-2024 School Year	2nd Grade		9	12%	7	9%	11	15%	48	64%	75
2022-2023 School Year	1st Grade		3	30%	2	20%	0	0%	5	50%	10





# ELA State Test Data Spring 2025 - 3rd Grade

Roster	Teacher	Total	Total				
School		99	2414 ± 8	 Percent: 29% 20% 34% 16% Count: 29 20 34 16	51%		
State		38057	2405 ± 1	 Percent: 36% 24% 20% 21% Count: 13.6K 9K 7.5K 7.9K	41%	49	

# How are we supporting ALL students to meet their math targets.



- Core Math Curriculum - iReady (2nd Year Implementation)
- Alignment of standards & curriculum at all grade levels through collaborative Unit Mapping
- Small group instruction with intervention teachers using Freckle curriculum

# 3rd Grade - Star Math Data



Grade

## 3rd Grade

School Year	Grade	% Benchmark Distribution	Below 10 PR		10 - 24 PR		25 - 39 PR		At/Above 40 PR		# Students
			Number	%	Number	%	Number	%	Number	%	
2024-2025 School Year	3rd Grade		7	7%	13	13%	15	15%	66	65%	101
2023-2024 School Year	2nd Grade		7	8%	11	13%	17	20%	52	60%	87
2022-2023 School Year	1st Grade		5	6%	8	9%	8	9%	64	75%	51 85



# Math State Test Data Spring 2025 - 3rd Grade

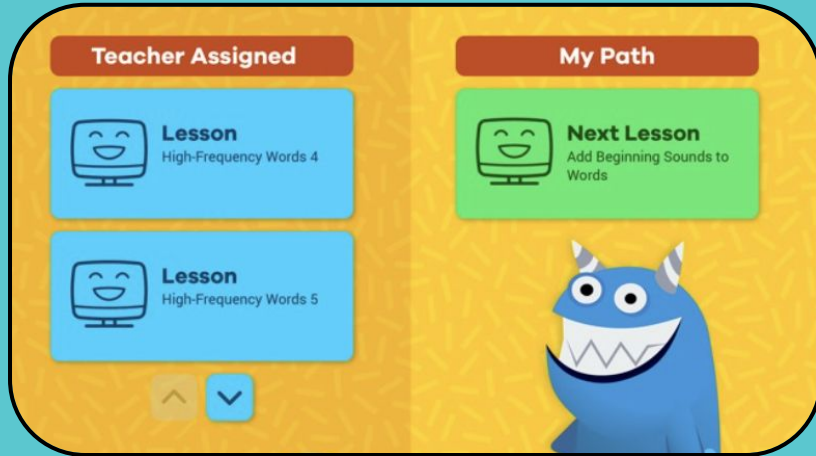
Roster	Teacher	Total	Total				
			Student Count	Test Completion Rate	Average Scale Score	Performance Distribution	Percent Proficient
State			38176		2410	<p>Percent Count</p> <p>37% 23% 23% 17% 14.1K 8.7K 9K 6.4K</p>	40%
School			98		2416 ± 8	<p>Percent Count</p> <p>32% 26% 30% 13% 31 25 29 13</p>	43%

# iReady Math - Diagnostic Data

## Fall-Spring 2025 3rd Grade

Grade		Overall Grade-Level Placement					
Grade 3	Final Diagnostic		9%	31%	46%	12%	1%
	Fall		0%	6%	60%	27%	8%



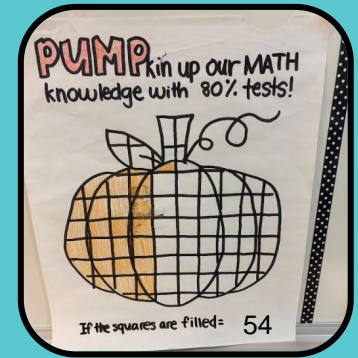
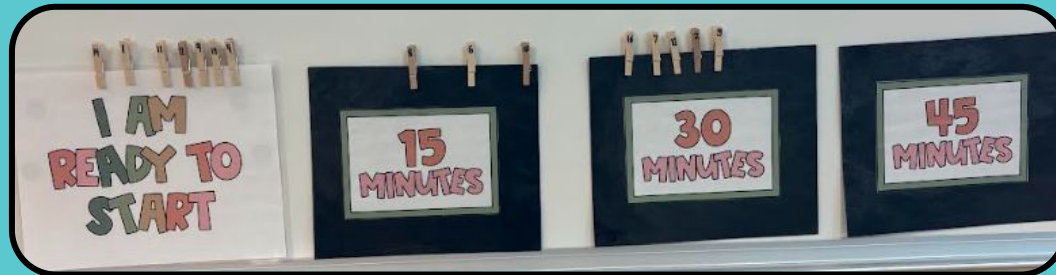
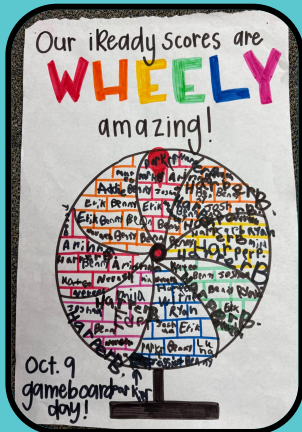


## i-Ready Fluency Flight

### Math Facts Fluency Program

#### Four Stages of Fluency Development

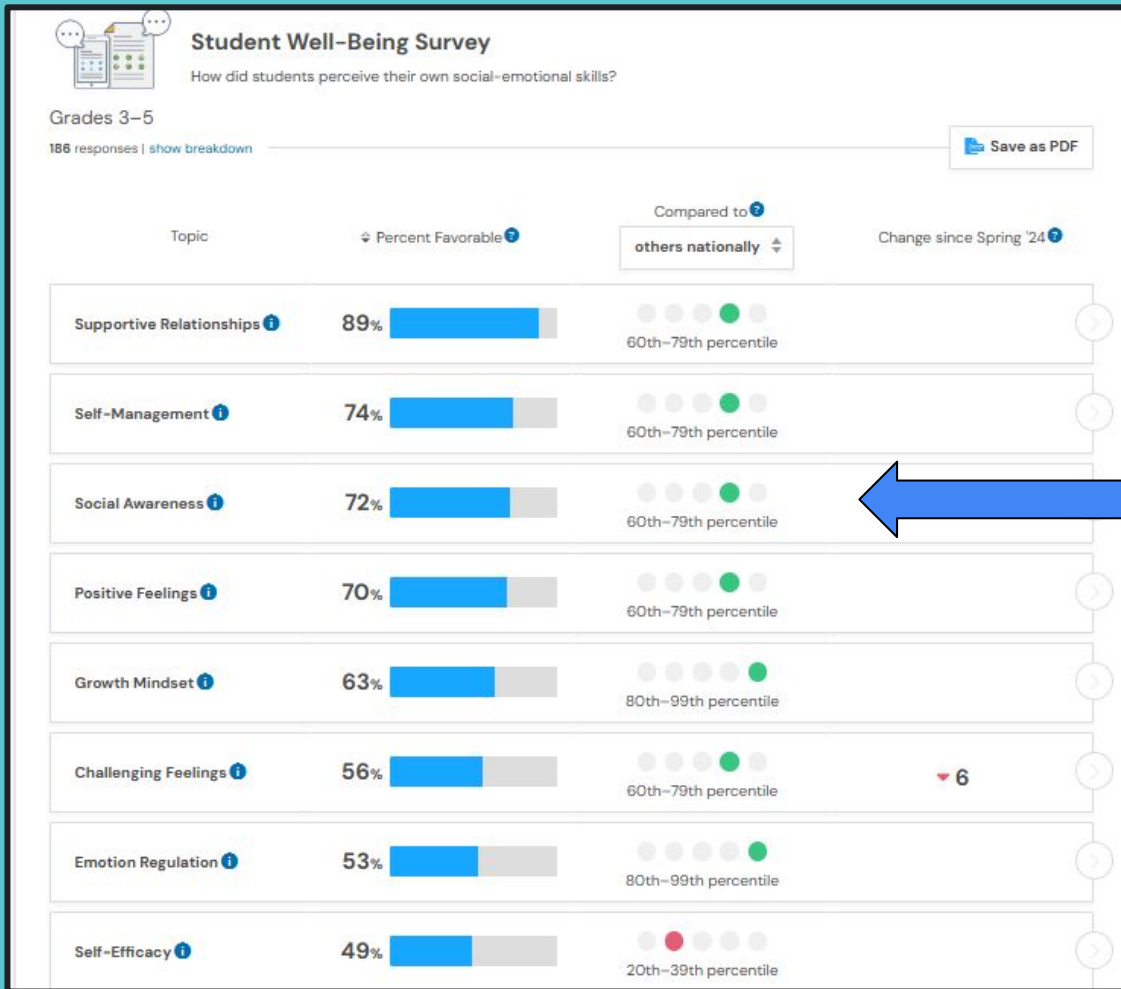
- 1 Basic Understanding:** Visuals, stories, and strategies to make sense of operations and facts
- 2 Accuracy:** Practice until facts are answered accurately
- 3 Automaticity:** Continued practice until facts are answered accurately and efficiently
- 4 Maintenance:** Retain automaticity of facts



# **Goal 2 - All students will develop the social and emotional skills to be positive members of the community.**

## Performance Indicators:

- SEL Student Surveys
- Attendance Data
- Positive Behavior Interventions & Supports (PBIS)



**All students will develop the social and emotional skills to be positive members of the community.**



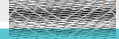
QUESTION



During the past 30 days...How much did you care about other people's feelings?

88% 

responded favorably



88% of respondents answered 'Cared quite a bit' or 'Cared a tremendous amount'

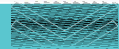
QUESTION



During the past 30 days...How well did you get along with students who are different from you?

80% 

responded favorably



80% of respondents answered 'Got along pretty well' or 'Got along extremely well'



## QUESTION



During the past 30 days...How clearly were you able to describe your feelings?

52% 

responded  
favorably

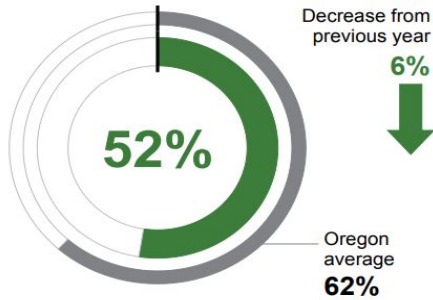
## Next Steps...

- Developing a plan with our counselors to create resources for teachers using Wayfinder.
- Currently, we are working with classified staff using Conscious Discipline (an SEL framework to teach social emotional, and executive skills to students).



### REGULAR ATTENDERS

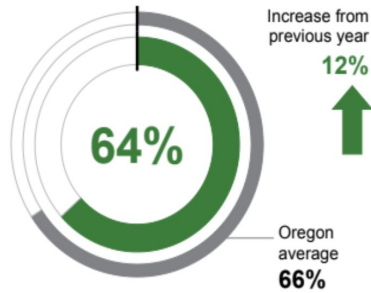
Students who attended more than 90% of their enrolled school days.



22-23 School Year

### REGULAR ATTENDERS

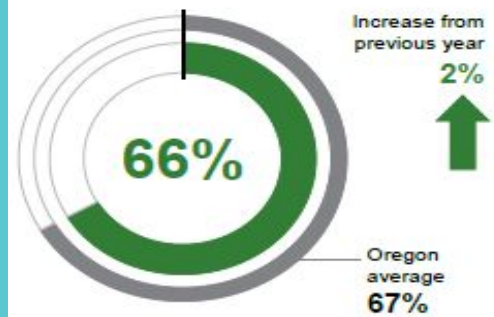
Students who attended more than 90% of their enrolled school days.



23-24 School Year

### REGULAR ATTENDERS

Students who attended more than 90% of their enrolled school days.



24-25 School Year

## Attendance Interventions Include

- ~ Parent phone calls, nudge letters & meetings
- ~ Student interviews to determine needs
- ~ Bi-monthly SST dedicated to determining the barriers to attendance
- ~ Individualized attendance intervention plans developed for any student with chronic attendance concerns
- ~ School Counselors support (community resources)

# Tier 2 / 3 Attendance Team

- Comprised of Admin, Dean, Counselors, and Secretaries
- The team meets weekly to review attendance data
- Targeted supports for students who are below 75% attendance data collected and reviewed before October parent-teacher conferences.

## Supports include:

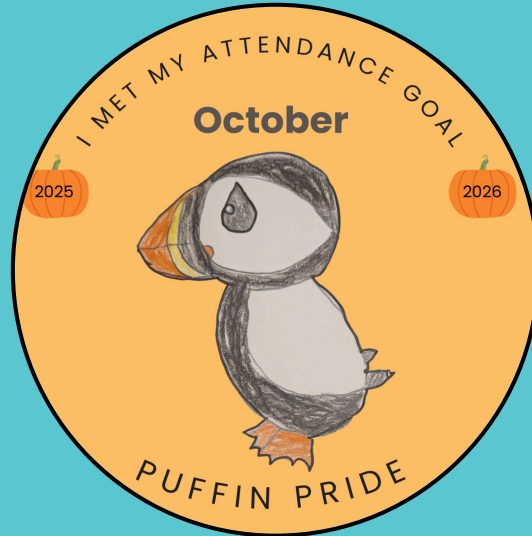
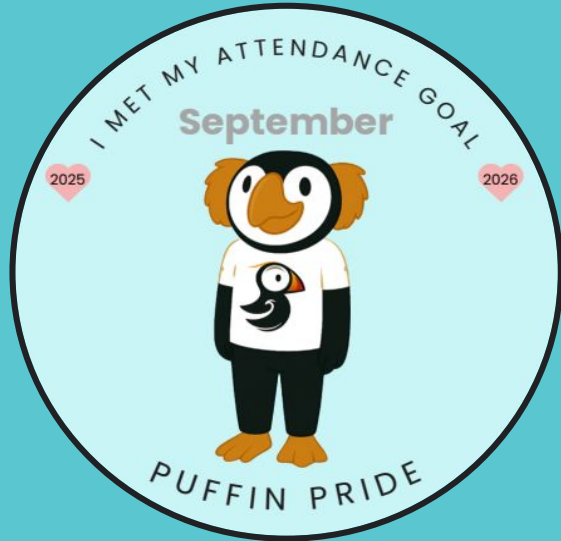
- Phone calls home
- Nudge letters at conferences
- Setting up conferences for students who are below 75% attendance 10/16-10/17
- Referrals to Care Coordination
- Family Surveys
- Building relationships with families



# Celebrating Attendance: Tier 1 Incentives

## Attendance Stickers

Students with 90% or more get a puffin sticker



Tracking Grade-level Attendance



## SEL Lessons

- Once a month
- Wayfinder Curriculum
- Bully Prevention
- Safe Oregon
- Erin's Law
- Small SEL groups
- Surveyed staff to determine needs and focus of small groups
- Individual meetings with Students

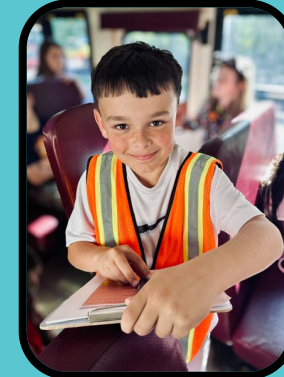


Supporting students **gross motor** and **sensory** needs.

- Providing a peace corner in all areas.
- Launch Pad
- Mission Control

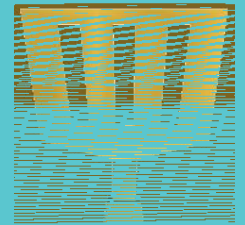


# PBIS Interventions & Celebrations



## Golden Awards

- Specials
- Cafeteria
- Broom



# Review: Learning Targets



1. Understand SSD's strategic plan.
2. Identify PRE's student support as it relates to setting students on a successful path beyond graduation.
3. Learn how PRE is supporting students to become positive members in our community.

Thank you to the School Board for ALL of  
your support!



Questions?



**The Cannon Beach Academy Annual Report**

September 2024 - June 2025

# Table of Contents

Item	Page Number
<u>Overview</u>	
The CBA Vision	3
The CBA Mission Statement	3
History of the School	4
Letter from the Director	4-5
<u>General Information</u>	
School Calendar	5-6
Enrollment	6
Wait List	6
Student (Ethnic) Demographics	6
Economically Disadvantaged Students	7
<u>Personnel</u>	
Employees	7
Recruitment	7
Hiring Procedure	7
Organization Chart	7
Professional Development	8
Evaluation Schedule/Plan/Tool	8
Employee Handbook	8
Staff Demographics	8
<u>Board of Directors</u>	
Members	8
Minutes	8
Policies	8
Strategic Plan	8
Calendar	8
<u>Curriculum/Programs</u>	
Education Program Description	9
<u>Student Achievement/Measures</u>	
Statewide Assessment Scores	9
Assessment Results Analysis	10
STAR Assessment	10-11
Assessment Results Analysis	11
iReady Diagnostic Results	11-13
ELD Program	13
ELD Placement Data	13-14

Assessment Results Analysis	14
Student After School Clubs	14
Attendance Data	14
<u>Parent/Community Engagement</u>	
Parent Satisfaction - Survey	14
Analysis & Plan of Action	14
<u>Continuous Improvement</u>	
Goals/Focus Area	15
Parent Engagement	15
Community/Business Partners	15-16
Plan(s) for Parent Engagement	16
<u>Facilities</u>	
Overview	16-17
Permits	17
Insurance	17
Capital Improvement	17
<u>Financial Management</u>	
Audit	17
<u>Local School District</u>	
Connections/Contacts	17
Federal Funds	17
Professional Development	17-18

## Overview

### **The Cannon Beach Academy Vision:**

It is our vision to create and operate a school that will provide our children skill, knowledge and compassion they will need to succeed in life.

### **The Cannon Beach Academy Mission Statement:**

Our mission is to provide expanded high quality educational choices within the public school system. The Cannon Beach Academy shall strive to provide:

- a balanced education to nurture the development of the whole child, encouraging each child to become a life-long learner and a benefit to society. The school places equal emphasis on a solid academic foundation, artistic expression, attention to the inner emotional life of each child, social development and responsibility, cultural diversity, a healthy lifestyle and appreciation of the environment and the arts.
- a focus on children who have been historically underserved, due to factors such as race, ethnicity, culture and socioeconomic background.
- opportunities for parents and members of the community to be directly involved in the school operation and make significant contributions to their children's educational environment.

## **History of the School:**

Our school was born out of a true “grassroots” movement that began in 2011 when the Cannon Beach City Council voiced concerns over the existing Cannon Beach Elementary School’s location, which was in the tsunami inundation zone. A task force of ten members was formed with the intent of finding a new location for the elementary school. These volunteers worked diligently over the next eighteen months, identified a new location for the school and were in negotiations with the Seaside School District (SSD) for a plan to move the district school to this new site. However, in May of 2013, the SSD school board voted to close the Cannon Beach Elementary School due to budget constraints. After this announcement, parents and community members joined together to form The Cannon Beach Academy to help keep a school in our community. We opened our doors, as a K-2 school, with 22 students in September, 2017. We have grown over the past five years and now we serve 36 students in grades K-5. This has all been made possible because of the hundreds of volunteers, donors and community members who support our school.

## **Letter from the Director:**

Seaside School District,

On behalf of Cannon Beach Academy, I want to thank you for being our sponsoring school district and for your continued support. We are grateful for the opportunity to serve kids within the community of Cannon Beach and its surrounding areas.

The 2024-2025 school year was a wonderful year of learning and evolving. We had local businesses/organizations such as Ocean Beauty Seafood, Sea Level Bakery, Josi Farms, Haystack Rock Awareness Program, North Coast Watershed Association, Nehalem River Ranch, and the Oregon Shores Conservation Coalition provide unique demonstrations and hands-on exploration for our students.

Our After School Clubs continue to be a big hit and included the addition of Eco Kids Club which was led by volunteer and board member, Betty Gearen. This club taught students the importance of recycling and taking care of our community. The students worked in the garden, built a worm bin, compost bin, bird houses, and a bee habitat. They created costumes out of recycled materials and participated in the 12 Days of Earth Day Parade and Fair. The Running Club was co-led by Ananda Osterhaus and myself. We received another generous donation to purchase running shoes for all of our runners. We participated in Astoria’s Run on the River 5K for a third year in a row. Several of our families also participated in the Singing Sands 5K as part of the Sandcastle Competition in June. Our local artist, Tom Grogg, volunteered his time again to teach the kids amazing art techniques. Much of the art decorates the walls of our school. Lori O’Neil offered a once a month Art Club for our littlest CBA students. ECOLA Bible College students volunteered with our after school clubs. We had 6 students every week during the school year. Their assistance was greatly appreciated!

Our school garden and greenhouse was an exciting addition to our program. The kids planted kale, spinach, onions, scallions, broccoli, peas, carrots, tomatoes, beets, and a variety of herbs and flowers. It was great fun to watch the growth over the course of the school year...and sampling the produce was even better!

Our building had some much needed updates this last school year. We held a “Seed to Table” fundraiser at the Bistro in September and were able to raise over \$50,000 to update our kitchen and build a greenhouse. We repaired our Fire Sprinkler System and installed new lighting in all of the classrooms. Mo’s Seafood and Chowder, Suzy Scoops, and Pelican Brewing raised money to help<sup>69</sup> with our capital projects. The City of Cannon Beach replaced our roof over the summer, with the

addition of some new skylights. Having a space that is not only safe but also welcoming and inspiring means the world to our students, staff, and families.

Please feel free to review my monthly [Director's Reports](#) for more detailed information and pictures from the school year. One of my favorite parts of this job is sharing the fun, meaningful experiences we have at Cannon Beach Academy with you. Whether it's a field trip or presentation, a community event, an after school activity, or a celebration of learning, these memories remind us why this school is so special.

As I reflect on another incredible year, I continue to be so incredibly grateful for this sweet little school—a place where creativity, connection, and community thrive. From classroom adventures to family events, each experience has been a reminder of how special this journey is. Thank you for your continued support, your trust, and your partnership in making this a place where students and families feel truly at home.

With heartfelt appreciation,

MaryEllen Rogozinski  
Director, Cannon Beach Academy

## **General Information**

### **School Calendar: [2024-2025 CBA Calendar](#)**

#### **August**

Staff In-Service/Preparation

#### **October**

Parent/Teacher Conferences  
Trunk of Treat

#### **December**

Lamplighting Ceremony  
Winter Break

#### **February**

100th Day of School

#### **April**

Tree Planting  
Spring Dance  
Open House  
STARBASE

#### **September**

Open House  
First Day of School  
Seed to Table Fundraiser  
After School Clubs Begin  
Field Trip to Josi Farms  
STAR Testing

#### **November**

End of Term 1  
Oregon Charter School Conference

#### **January**

School Board Recognition Month  
National School Choice Week  
STAR Testing

#### **March**

End of Term 2  
Parent/Teacher Conferences  
Spring Break

#### **May**

Teacher Appreciation Week  
State Testing  
STAR Testing  
Music Concert in the Park

Mental Math Challenge  
 12 Days of Earth Day Parade & Fair

Run on the River 5K

**June**

End of Term 3  
 5th Grade Celebration  
 Kindergarten Graduation  
 Last Day of School  
 Singing Sands 5K

**July**

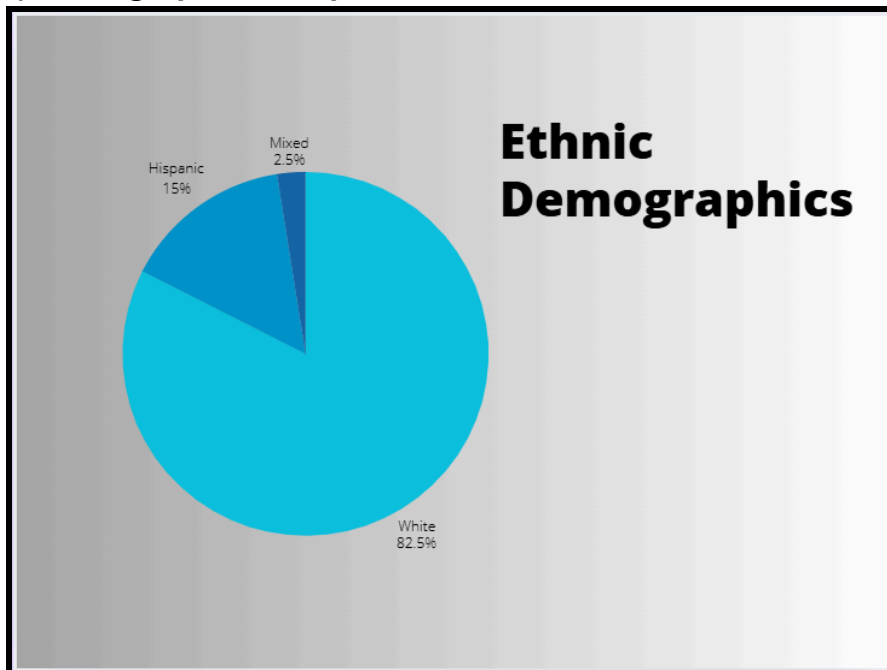
4th of July Parade

**Enrollment:**

2024-25 School Year	K	1st	2nd	3rd	4th	5th	Total
Enrollment September 2024	7	6	5	4	8	6	36
Returning students from previous year	6	4	4	7	6	n/a	27
New enrollments during 2024-2025 school year	0	0	0	3	1	0	4
Withdrawals during 2024-25 school year	0	0	0	0	0	0	0
Final enrollment June 2025	7	6	5	7	9	6	40

**Wait List:** None

**Student (Ethnic) Demographics - Reported as of June 2025:** 40 students



**Economically Disadvantaged Students:** 22.5% (Self-disclosed)

## Personnel

### **Employees:**

- MaryEllen Kiffe, Director, Grades 3/4/5 Teacher, Running Club
- Christy Renville, K/1/2 Teacher, PE Teacher, STEM Teacher, Art Club
- Hannah Clark, ELD Teacher
- Brenda Holmes-Stanciu, Science Teacher
- Pamela Leloff, Administrative Assistant, Cook
- Business Manager: Tonya Mosher

### **Volunteers/Independent Contractors:**

- Ananda Osterhaus, Art Teacher, Running Club
- Betty Gearen, Garden Teacher, Eco Kids Club
- Bethany Sandness, Music Teacher
- Lori O'Neil, Long-term Substitute Teacher, Art Club
- Tom Grogg, Art Club
- Students from ECOLA Bible College, After School Clubs

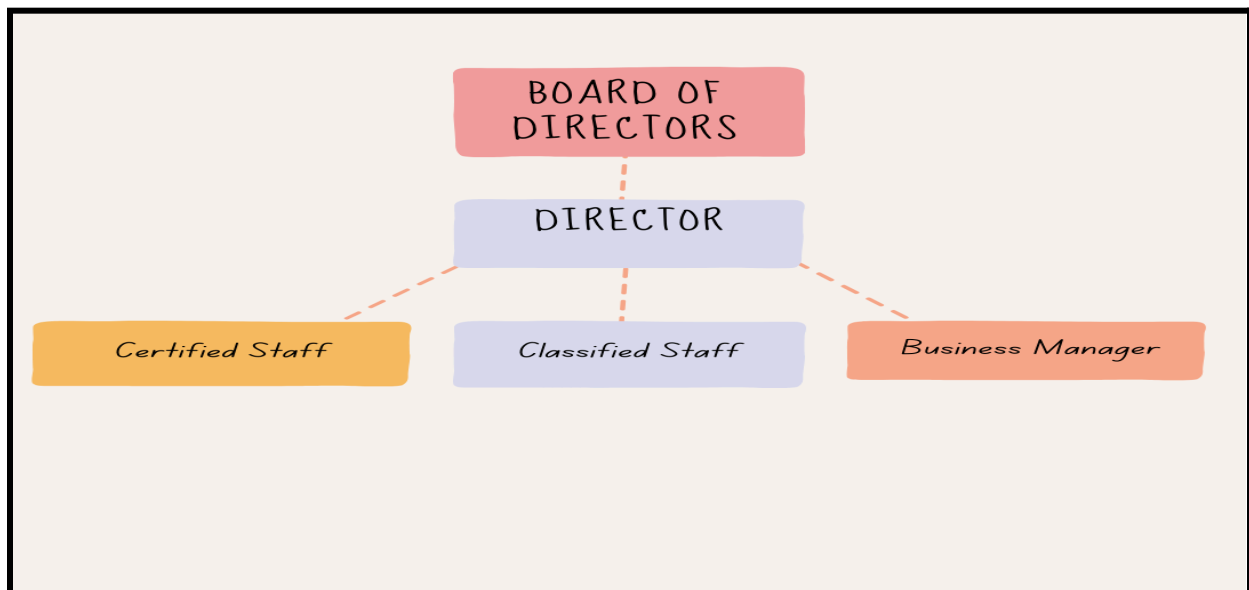
### **Recruitment:**

Job postings can be found on our website as well as on the Cannon Beach Chamber of Commerce website.

### **Hiring Procedure:**

1. Post position
2. Review candidates' resumes and letters of recommendation
3. Conduct phone interview
4. Schedule in-person interview
5. Call references on applicable candidates
6. Offer position
7. Complete background check/fingerprinting
8. Complete HR paperwork

### **Organization Chart:**



### **Professional Development:**

During the inservice training in August, teachers received training with iReady in math and reading. Teachers that needed to update their First Aid/CPR/AED certification attended the training offered by Seaside School District.

Teaching staff met weekly for one hour for professional development. This allowed staff to develop the knowledge and skills they need to address students' learning challenges. Additionally, the professional development time is used to improve instruction.

Staff also met on a monthly basis to discuss progress in the iReady reading and math curriculum. These meetings evaluated weekly lesson progress, individualized online lessons, and test data.

Throughout the year during inservice days, teachers were given additional training for Special Education, ELD, Oregon Statewide Assessment System (OSAS), and ELPA.

### **Evaluation Schedule/Plan/Tool:**

- Goal Setting and Observation Cycle: [CBA Goal Setting Observation Cycle 2024-25](#)
- Professional Growth Log: [CBA Professional Growth Log 2024-25](#)
- Pre-Observation Conference: [CBA Pre-Observation Conference 2024-25](#)
- Post-Observation Conference: [CBA Post-Observation Conference 2024-25](#)
- End of Year Reflection Tool: [CBA End of Year Educator Reflection Tool 2024-25](#)

**Employee Handbook:** [CBA Staff Handbook](#)

### **Staff Demographics:**

- White: 100%

### **Board of Directors**

#### **Members:**

- Phillip Vincent, President
- Sean Radway, Vice President
- Alec Holser, Secretary
- Barb Knop, Treasurer
- Christine Coulter, Member
- Betty Gearen, Member
- Chet Moritz, Member

**Minutes:** The minutes are on our website: <https://www.thecannonbeachacademy.org/our-board>

**Policies:** The policies are on our website: <https://www.thecannonbeachacademy.org/our-board>

**Strategic Plan:** The strategic plan is on our website:

<https://www.thecannonbeachacademy.org/our-board>

**Calendar:** The Board meets monthly every third Wednesday of the month at 6pm. The full calendar is on our website: <https://www.thecannonbeachacademy.org/our-board>

## Curriculum/Programs

### **Education Program Description:**

The Cannon Beach Academy consists of 2 successfully blended classrooms, K/1/2 and 3/4/5. MaryEllen Kiffe was the core teacher for third through fifth grade. Christy Renville was the core teacher for kindergarten through second grade. Each class has a maximum of 25 students.

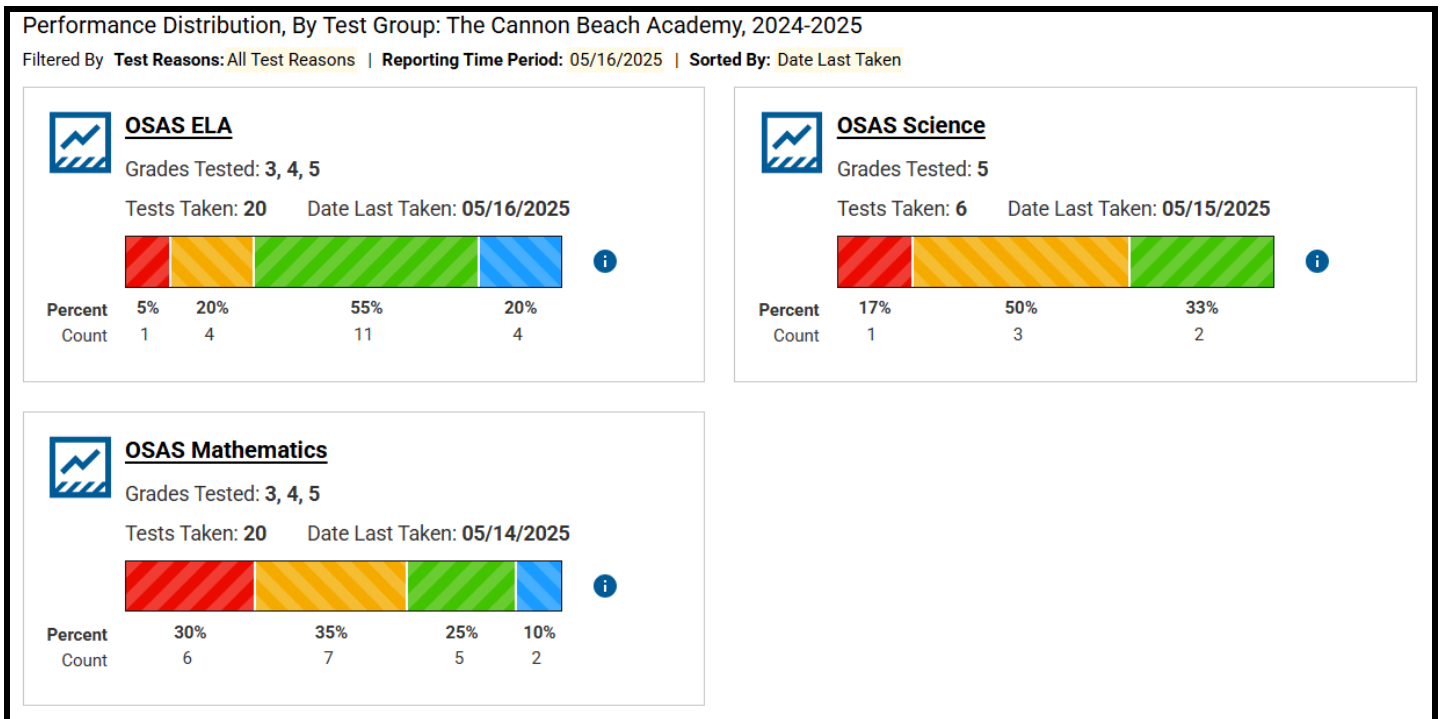
For core academics (reading and math), MaryEllen Kiffe and Christy Renville teach small groups where students are placed at their academic level based on the beginning of the year iReady Diagnostic. Christy also taught PE, Health, and STEM. Lori O’Neil, a long-term substitute teacher, taught intervention groups in both math and reading. She also taught French once a week. Hannah Clark worked with our ELD students. Brenda Holmes-Stanciu taught Science and worked with Betty Gearen on Garden lessons. Ananda Osterhaus taught Art once a week. Bethany Sandness, an independent music teacher, came in once a week to teach Music.

We used the iReady curriculum in reading and math. Core Knowledge was used for Social Studies. We followed the Next Generation Science Standards (NGSS) for Science. The Great Body Shop and Second Step was used for Health and SEL. National Geographic Reach was used for the ELD program. Teachers create plans for Art, Garden, Spanish/French, STEM, and PE.

### **Student Achievement Measures**

#### **Statewide Assessment Scores**

The Oregon Statewide Assessment System (OSAS) was given to students in grades 3, 4, and 5. Sample size is too small to be analyzed by the Oregon Department of Education with regards to comparisons to the Seaside School District, or disaggregated data. The charts and graphs below report the results of the English Language Arts (ELA), Math, and Science (5th Grade) tests.



#### **Assessment Results Analysis:**

For ELA, fifteen of the twenty students who were assessed met or exceeded the

achievement standard (level 3 or higher, 75%), and four nearly met the standard (20%). We will analyze which specific areas of the ELA test students scored lower and make sure to address those areas in our teaching.

For Math, seven of the twenty students met the achievement standard (level 3 or higher, 35%), and seven students nearly met (35%). We will analyze which specific areas of the math test students scored lower and make sure to address those areas in our teaching.

**STAR Assessment:**

The Cannon Beach Academy administers the STAR tests at least three times per year to measure growth. The following information shows the number of students at each percentile rank. Also noted is the overall percentile rank for each test. This data reflects the end of the year scores. (Students who enrolled during the school year are not included in the results due to the lack of a pre-test for comparison.)

Star Early Literacy is a customized reading test for students to take on a computer. The test is designed for students in grades pre-K through 3 (beginning readers who do not yet read independently or need early literacy skills assessed).

STAR Early Literacy, Grade K-1, Overall Median Percentile Rank: 46 (13 students total)

STAR Reading, Grades 2-5, Overall Median Percentile Rank: 71 (18 of 22 students)

STAR Math, Grades K-2, Overall Median Percentile Rank: 46 (18 students total)

STAR Math, Grades 3-5, Overall Median Percentile Rank: 48 (18 of 22 students)

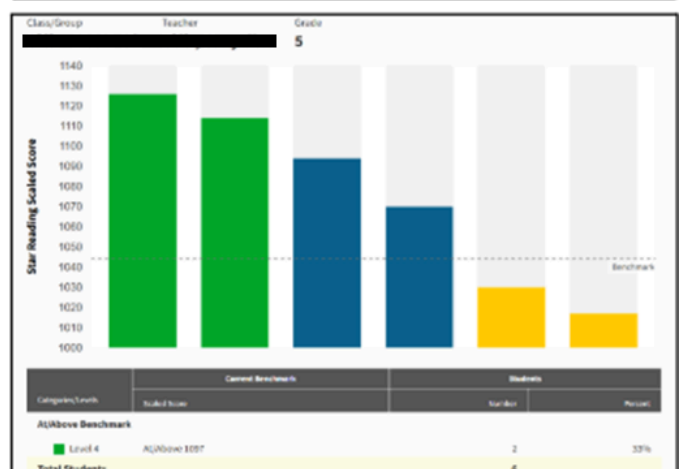
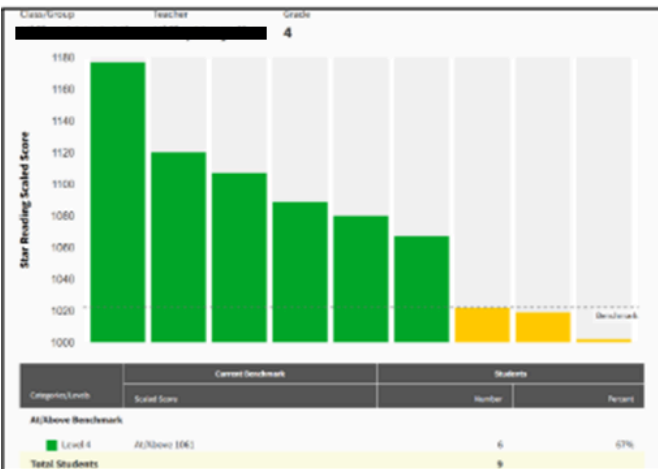
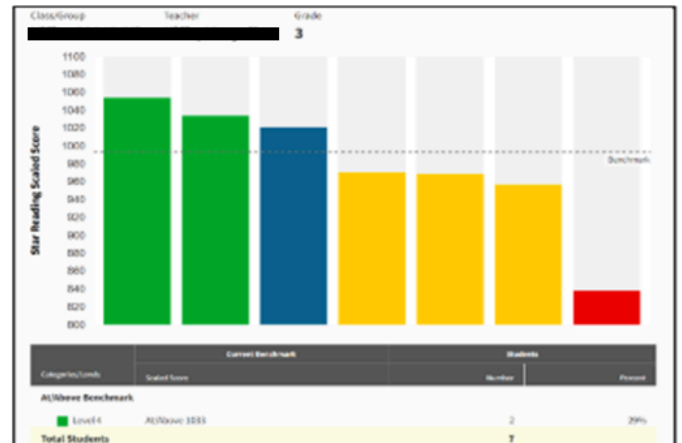
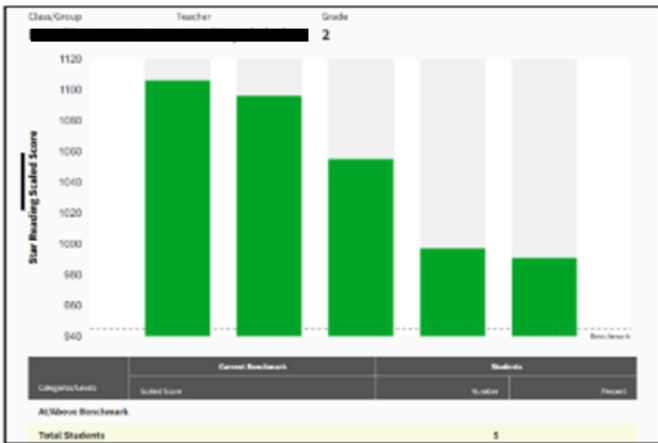
The 2024-25 school year was the seventh year using this assessment. Growth rates are reported from Fall 2024 to Spring 2025. The projected Student Growth Percentile (SGP) is 50.

Early Literacy SGP: 44

Reading SGP: 53

Math SGP: 55.5

## STAR Spring Early Literacy/Reading Results:



### Assessment Results Analysis:

We need to direct additional attention on the students who fall below the 25th percentile. STAR allows teachers to print reports that determine students academic strengths and areas of need. For individual students who fall below the 25th percentile, teachers can target areas of need during independent work time or small group instruction. Students below the 25th percentile also receive additional support from our intervention teacher.

### iReady Diagnostic Results:

Our students in grades K-5 took a Fall and Spring iReady Diagnostic in math and reading. Based on a student's initial diagnostic result, iReady makes recommendations for

instructional grouping. Our teachers are able to set up their small groups based on this information. We also determine which students would benefit from intervention services (2+ Grade Levels Below). The iReady curriculum includes instructions for reteaching and scaffolding as well as lesson and unit assessments. Students also work on Personalized Instruction on their Chromebooks that adjusts to the student’s current reading and math level.

Results of the Fall (initial) Reading iReady Diagnostic: 37 students

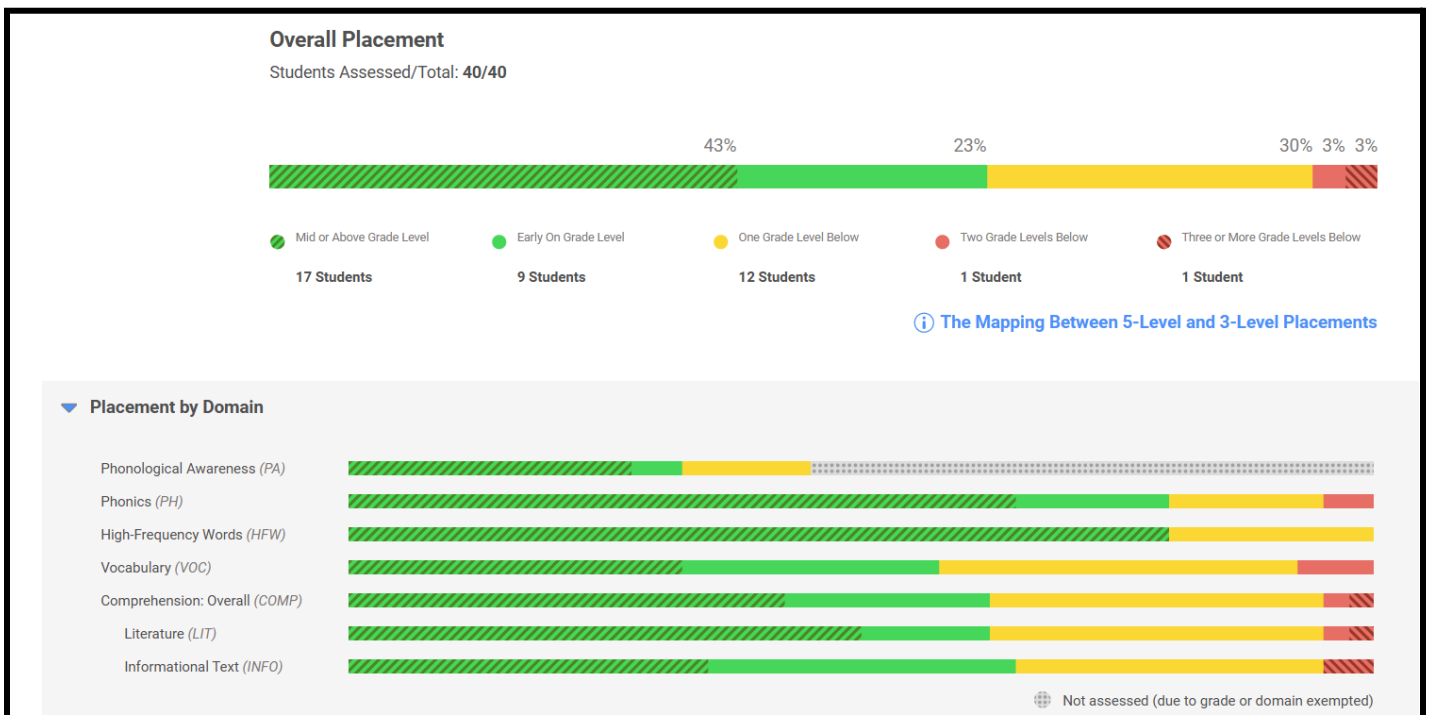
- 19% Mid or Above Grade Level
- 22% Early On Grade Level
- 46% 1 Grade Level Below
- 11% 2+ Grade Levels Below
- 3% 3+ Grade Levels Below

Results of the Fall (initial) Math iReady Diagnostic: 37 students

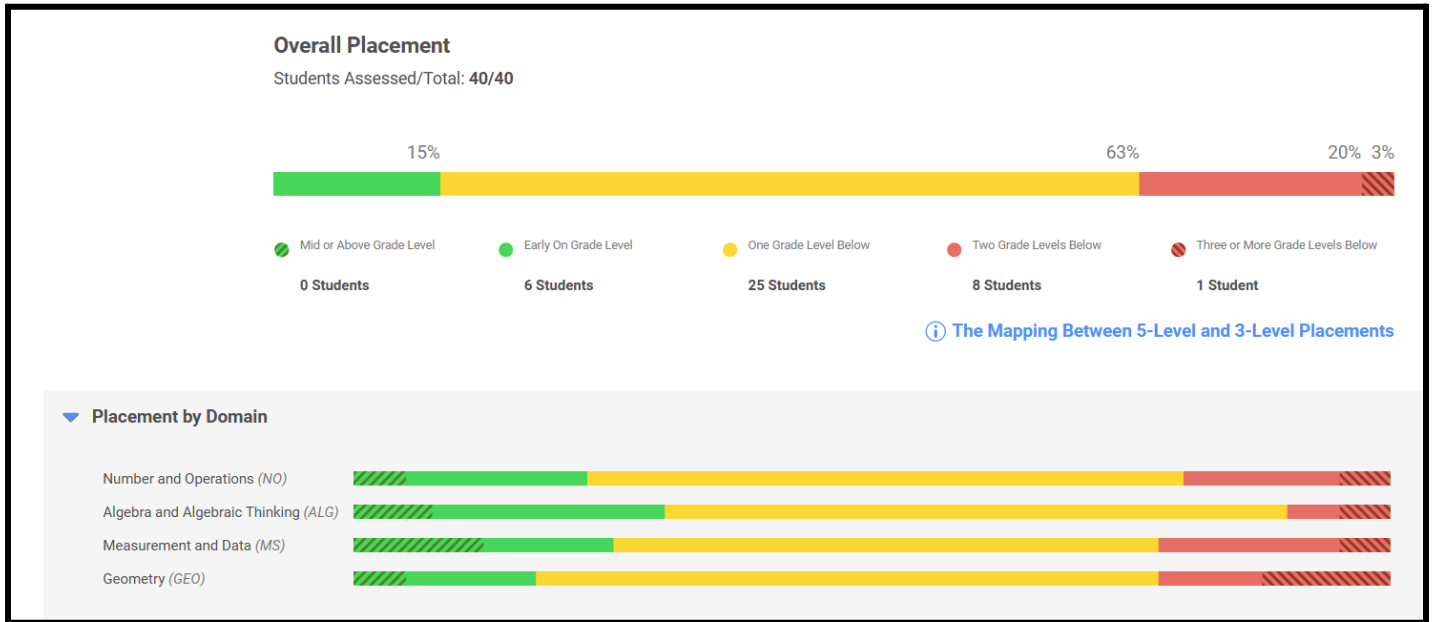
- 16% Early On Grade Level
- 62% 1 Grade Level Below
- 19% 2+ Grade Levels Below
- 3% 3+ Grade Levels Below

The following data shows the Spring (final) Diagnostic results for Grades K-5 (40 students).

*iReady Reading Diagnostic (Spring 2025):*



*iReady Math Diagnostic (Spring 2025):*



**ELD Program:**

Total number of students enrolled in school: 40

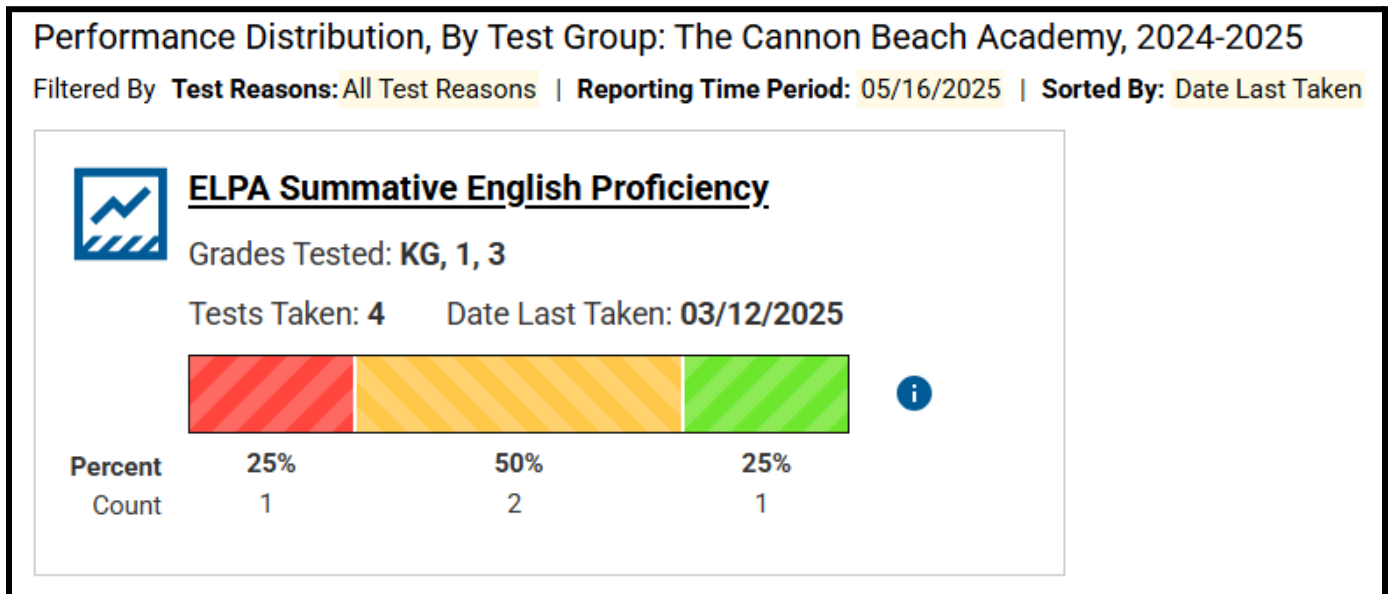
Number of students enrolled in ELD: 4

Percentage of students enrolled in ELD: 10%

Number of students enrolled in ELD and Special Education: 1

Number of students who exited the ELD program and are being monitored: 2

**ELD Placement Data (ELPA Test Results, June 2025):**



2024-25 School Year	K	1st	2nd	3rd	4th	5th	Total
Number of students in the ELD program	1	1	0	2	0	0	4

Emergent	1	0	0	0	0	0	1
Progressing	0	1	0	1	0	0	2
Proficient	0	0	0	1	0	0	1
Monitoring	0	0	0	0	1	1	2

**Assessment Results Analysis:**

We need to work closely with the students to develop skills to help them be proficient.

**Student After School Clubs:**

- **Eco Kids Club** - Students from kindergarten through 5th grade met every Monday after school from 3:00-4:30 to participate in Eco Kids Club. This club is led by Betty Gearen. The kids worked in the garden, built bird and bee habitats, made a worm bin, and a compost bin. They learned about recycling and collected microplastics on the beach. The students made costumes out of recycled materials for the 12 Days of Earth Day Parade and gave away wildflower seed balls at the fair. This club served 22 students.
- **Running Club** - Students from kindergarten through 5th grade met every Tuesday after school from 3:00 to 4:30 to participate in Running Club. The club started with a healthy snack followed by some stretching. We averaged running about a mile each week leading up to our 3rd annual 5K run which took place in Astoria on May 10th. The students also participated in the Singing Sands 5K run in Cannon Beach on June 15th. This club served 19 students.
- **Art Club** - Students in 2nd to 5th grade met every Thursday after school from 3:00 to 4:30 to participate in Art Club. This club is led by local artist, Tom Grogg who teaches the students unique techniques for creating art using mediums such as charcoal and watercolor paint. This club served between 13 students. Lori O’Neil offered an Art Club once a month for grades K-2. This club served 8 students.

**Attendance Data:**

Student Contact Days: 176

Students who attended more than 90% of their enrolled school days: 63%\* (Oregon Average: 67%)

\*Busing was discontinued for our students as of January 2025 due to a shortage of drivers.

**Parent/Community Engagement**

**Parent Satisfaction - Survey:**

The Family Survey below was done in the spring of 2025 in English and Spanish. 73% of surveys were returned (22 out of 30). [Results of Family Survey 2024-25](#)

**Analysis and Plan of Action:**

Our families have described great satisfaction with our school. There is a high level of communication with families on a weekly basis through ClassDojo and we will continue with the current plan. Our plan is to encourage families to share their experiences with others in hopes of recruiting new students and supporters of the school.

## **Continuous Improvement**

### **Goals / Focus Areas:**

- Enrollment and retention
- Staff retention
- Staff to represent our student population
- Board recruitment and retention
- Board membership to represent our student population
- PTO membership
- Strategic planning
- Sustainability
- Fiscal planning
- Transportation needs
- Fundraising

### **Parent Engagement:**

The Cannon Beach Academy continues to invite family members into the classroom to volunteer. There is a dedicated crew of family members who are strong advocates and supporters of the school. Our Parent Teacher Organization (PTO) meets monthly to discuss fundraising and enrichment activities for the students. This past year the PTO has hosted Trunk or Treat, a Spring Dance, and Field Day to bring families together. As the school continues to grow, the goal is to create a stronger, more robust organization.

The school also participates in annual events such as tree planting with the City of Cannon Beach and the Cannon Beach Lamplighting Ceremony. We hosted our 2nd Annual Spring Music concert in the city park. Field Trips included trips to the tide pools and Haystack Rock with the Haystack Rock Awareness Program. We also took a trip to Josi Farms and the Tillamook Creamery.

### **Community/Business Partners:**

- Astoria Parks and Recreation
- Bill's Tavern
- Bistro
- Bruce's Candy Kitchen
- Cannon Beach Arts Association
- Cannon Beach Bakery
- Cannon Beach Books
- Cannon Beach Chamber of Commerce
- Cannon Beach Fire Department
- Cannon Beach Fitness
- Cannon Beach Historical Museum
- Cannon Beach Hardware
- Cannon Beach Library
- Cannon Beach Police Department
- Cannon Beach Smokehouse
- City of Cannon Beach
- City of Cannon Beach Community Grant
- Coaster Construction
- Coaster Theater
- Duane Johnson Real Estate

- ECOLA Bible College
- EVOO Cooking School, Bob Neroni
- Fresh Foods
- Haystack Rock Awareness Program
- Jeffrey Hull Gallery
- Josi Farms
- Maritime Museum
- Mo's Cannon Beach
- Nehalem River Ranch
- North Coast Watershed Association
- NW STEM Hub
- Ocean Beauty Seafood
- Ocean Lodge
- Oregon Coalition of Community Charter Schools
- Oregon Department of Education
- Oregon Shores Conservation Coalition
- OSU Extension
- Pig and Pancake
- Pelican Brewing
- Public Coast Brewery
- Re/Max Realty
- Sea Level Bakery
- Seaside Library
- Seaside School District
- Sleepy Monk Coffee
- Starbase Camp Rilea
- Stephanie Inn
- Suzy Scoops
- Umpqua Bank
- United States Coast Guard
- US Bank
- Warren House Pub

**Plan(s) for Parent Engagement:**

The academy plans to continue to reach out to families for participation in events and school volunteering. Word of mouth has been the most successful method in reaching new families, so it is imperative to encourage our current family members to share their experiences and success stories. We also keep our website current and actively post on our social media (Instagram and Facebook) sites.

**Facilities**

**Overview:**

The Cannon Beach Academy currently leases the building from the City of Cannon Beach. The building is approximately 2000 square feet and was previously used by the former Children’s Center preschool and daycare. The building was vacant for approximately one year before we moved in. Improvements include: a fire suppression system, roofing and gutter repairs, playground, as well as routine upkeep to landscaping, parking lot and general building. The City of Cannon Beach will be replacing the roof and skylights, summer of 2025. A new kitchen was installed in December 2024.

Due to the school's proximity to the beach, teachers take advantage of PE time to walk to the beach if the weather and surf permit.

The school is approximately 50 feet above sea level. The evacuation route takes students to the West end of the property, across Highway 101, and into the neighboring housing development to the rally point, which is approximately 100 feet above sea level.

Copy of the school emergency plan: [CBA Emergency Plan 2024-2025](#)

**Permits:**

There are currently no permits issued or requested.

**Insurance:**

The Cannon Beach Academy is insured by PACE, via WSC Insurance. Copy of the policy: [PACE Renewal 2024-25](#)

**Capital Improvement:**

- School Garden/Greenhouse (Donation & fundraiser, project completion date: Fall 2024)
- New lighting (City of Cannon Beach Grant & Energy Trust of Oregon, project completion date: December 2024)
- New kitchen remodel (Fundraiser, project completion date: December 2024)
- New roof (City of Cannon Beach, project completion date: Summer 2025 )

**Financial Management**

**Audit:**

Copy of the exit conference memo from Pauly Rogers, and Co., P.C.: [CBA Final Exit Conference 2024-25](#)

**Local School District**

**Contacts:**

- Susan Penrod, Ed.D., Superintendent (503)738-5591
- Toni Vandershule, Business Manager (503)738-5591

**Federal Funds:**

ADMr = Average Daily Membership (resident)

Students Eligible for Special Education = 1.0 additional weight with a cap  
ESL = 0.5 additional weight for qualifying program

Poverty = 0.25 additional weight

Pregnant and Parenting = 1.0 additional weight for qualifying program  
Remote Small Elementary Correction

Small High School Correction

Neglected/Delinquent/Foster students = 0.25 additional weight

Union High School = 1.2 weights per ADMr

Elementary School Districts = 0.9 weights per ADMr

**Professional Development (via the Seaside School District):**

Teachers at the Cannon Beach Academy participate in the following professional

development provided by the school district:

- CPR/First Aid
- Epinephrine Administration
- STAR Assessment
- Oregon Statewide Assessment System (OSAS)
- ELPA Statewide Assessment
- Civil Rights Training
- 504/IEP Training



**SEASIDE SCHOOL DISTRICT 10**  
2600 Spruce Drive, Suite 100, Seaside, Oregon 97138

## MINUTES

Regular Meeting  
Tuesday, September 16, 2025, 6:00 PM

Secondary School Library AND Virtual  
2600 Spruce Drive, Suite 200  
Seaside, OR 97138

Katherine Davidson: Present  
Sondra Gomez: Present  
Jason Haag: Present  
Kevin LaCoste: Present  
Chuck Mattocks: Present  
Shannon Swedenborg: Present  
Brian Taylor: Present

### 1. **CALL TO ORDER**

**Discussion:** The meeting was called to order at 6:00 pm.

1.1. Acknowledgement of Board Members Present

**Discussion:** All members were present.

1.2. Pledge of Allegiance

### 2. **AGENDA REVIEW**

**Action(s):** I move to approve the agenda as presented. This motion, made by Katherine Davidson and seconded by Brian Taylor, Carried.

**Voting Detail:** Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Yea, Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 7, Nay: 0

### 3. **REPORTS**

3.1. STUDENT BUSINESS

**Speaker(s):** Ella Crater

**Description:** *This standing agenda item is for monthly reports from the SSD Student Reps. to the Board and for other requests/reports from students.*

**Discussion:** Ella Crater reported on students getting back into the swing of things, Migration Day with 9th graders went well, sports are in full swing, and the Three Course Challenge is this weekend.

3.2. SUPERINTENDENT'S REPORT

**Speaker(s):** Susan Penrod

**Description:** *This standing agenda item is for the Board to receive a monthly report from the Superintendent.*

**Discussion:** Superintendent Penrod introduced Susanna Fry and explained that she is training with Leslie on staffing Board meetings.

Penrod shared a Superintendent's report presentation; it included information about the Everyday Matters attendance initiative, renewal of the local option levy (an FAQ was distributed), and the new Seaside Education Foundation. Penrod thanked Josiah Glaser and Ann Susee for advising in regard to the education foundation.

Member LaCoste asked about the previous local option levy, and wondered if it was a close election. Penrod explained that it happened during COVID-19, so was somewhat affected by that, but did pass by a healthy margin.

### 3.3. BUSINESS & FISCAL SERVICES REPORT

**Speaker(s):** Toni Vandershule

**Description:** *Description: This standing agenda item is for the Board to receive the monthly financial report from the Business Manager and other information relating to that department.*

**Discussion:** Toni Vandershule reported that tax turnover in September came in on average and there won't be additional significant tax revenue until November, that she hopes to have a new Payroll Specialist hired next week, and that staff can contact the DO if they have any issues with OEBC enrollments.

#### 3.3.1. Revenue & Expenditure by Function

**Attachments:**

1 Board Report By Function August 2025

#### 3.3.2. Revenue & Expenditure by Object

**Attachments:**

2 Board Report By Object August 2025

### 3.4. ADMINISTRATIVE REPORTS

**Speaker(s):** School Administrators

**Description:** *This standing agenda item is for the Board to receive brief informal monthly reports from school and department administrators regarding general business that does not warrant a formal report.*

**Discussion:** Jeff Roberts reported on Migration Day (with 9th graders), the Three Course Challenge this weekend (he encouraged the Board to attend), revision of the licensed evaluation system, and an upcoming County Health Department event around vaping.

Juli Wozniak thanked her staff for a great start to the school year. She also reported on establishing relationships with students and families, Open House, extra parking, and benchmark testing and WIN.

Desiree Graetz reported about PBIS (positive behavior intervention system), Outdoor School, a Camp Disappointment field trip, and an upcoming 4th grade field trip.

Ellie Irish-Jones reported on Cadet Teachers, the Food 4 Kids program, the SMART Reading program, and some upcoming PacRidge gear that will be on sale.

Wendy Crozier thanked her staff for a really successful start to the year. She also reported on Shark Day (with 6th graders), sports, school clubs, Lunch Buddies, field trips, and benchmark testing.

Cate Blakesley reported about a staff Grow-Your-Own program, staff bilingual stipend, upcoming family/student/staff surveys, and our new licensed staff evaluation system.

### 3.5. CANNON BEACH ACADEMY REPORT

**Speaker(s):** MaryEllen Rogozinski

**Attachments:**

Director's Report 9\_25

### 3.6. UNION REPORTS

**Speaker(s):** Union Representatives

**Description:** *This standing agenda item is to receive regular reports from Licensed and/or Classified union representatives.*

**Discussion:** Brett Duer reported on a smooth start to the year, SEA leadership attended a union training, and the first regular monthly meeting is this weekend. Duer also thanked the district for responding to an issue with contracts and resolving it quickly.

Meghan McKeown reported that staff are happy to be back with students, that OSEA is looking forward to having an all staff meeting soon, and that the union wants to put out there for Board members to come to school and spend time with a classified staff member to see what they do every day.

### 3.7. BUDGET COMMITTEE VACANCY

**Speaker(s):** Susan Penrod

**Description:** Per School Board Policy DBEA: At a meeting no later than October, the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will receive applications, then in November applications will be reviewed by the Board, and in December the Board will make appointments to fill vacancies. A Budget Committee application will be made available on the District website.

**Discussion:** Penrod noted that there is a Budget Committee vacancy. Any community member in our district boundaries may apply to serve on the Budget Committee, an application will be made available on our website beginning tomorrow.

### 3.8. ENGLISH LANGUAGE LEARNERS REPORT

**Speaker(s):** Cate Blakesley

**Discussion:** Care Blakesley shared an ELD presentation. She reported that the ODE Annual Report for ELD is posted on our website and noted that it is based on data from the 20232024 school year. She spoke about the ELD screening process, the categories of English Learner (ELs) students, models of English Language Development (ELD) instruction, demographics, and enrollment data.

Member Mattocks asked how so many districts are able to claim zero ELD, and wondered if this was accurate. Blakesley said she believes it is mostly the small rural districts and that the data is accurate. Penrod noted that there are some districts that support up to 50 different languages.

Gomez asked about the decrease in enrollment. Blakesley noted there are lots of factors but that many students have moved to online schooling, and it might also have to do with which demographic sets are having more babies.

Blakesley reported that there are thirteen recently arrived students at the high school this year and noted that these students need a lot of support.

LaCoste asked how ELD is funded. Blakesley reported that the district gets a nominal amount as a Title III grant.

Blakesley continued with her presentation, reporting on targeted programs (SPED, poverty, academic standards, attendance).

Haag asked about what data is looked at to determine how we are doing in our district. Blakesley said she looks at our math scores, ELA scores and our graduation rates. Haag said he feels this is something we should talk about as a Board, at a future date, when we can dig into the data.

Blakesley noted that at the middle school, a new approach is being used this year; our MS ELD teacher is teaching a language arts class.

The Board took a five minute recess at 6:53 pm

**Attachments:**

2023-2024-Oregon-English-Language-Learner-Report (1)

4. **PUBLIC COMMENT**

**Description:** *The meeting will now be opened to receive public comment. We value the time and initiative members of the public take to share their thoughts with the Board. The Board's role during public comment is not to immediately respond, but to listen. If follow up is necessary, we will direct our Superintendent to do so. Remember that we are all role models for our students, please share your thoughts respectfully. Should any public comment include complaints regarding a personally identifiable staff member, the Board Chair will direct the speaker to the proper administrative process found in Board policy KL: Public Complaints. Speakers will have three minutes to express their thoughts.*

**Discussion:** The meeting was resumed at 6:58 pm

Meghan McKeown introduced herself, noting that she is an educational assistant, having worked in a number of positions over the years. She reported that she was removed from her Health Assistant position last year to make room for a new nurse, noting this has reduced her work calendar and annual pay. She urged the Board to think about classified staff and what they need to do to make ends meet. McKeown said she understands that the District isn't responsible for the economy, but it is responsible for providing a warm, welcoming, safe environment for students. The best way to retain staff is to pay a fair wage - "do better Seaside School District".

Mike Gwaltney introduced himself, noting that he is an educational assistant at Pacific Ridge. He said this is his first Board meeting; saying his son is in government class and got him here. He said he is so thankful to work for the Seaside School District. He noted that he works in a classroom that is pretty tough, some of the students come from some pretty rough situations. Gwaltney said he has really felt welcomed to this school district and feels supported. He talked about loving the people he works with and about knowing and appreciating Superintendent Penrod and Board Member Brian Taylor as well. He said he has only heard one side of the story about the negotiation process. Gwaltney said this is the best district he has worked for, saying it is about wages but also about feeling appreciated.

5. **CONSENT AGENDA - Action**

**Description:** *To make more efficient use of meeting time, items that are routine in nature are placed on the Consent Agenda when no debate is anticipated. If discussion is desired, any item placed on the Consent Agenda may be removed to Action items, at the request of any board member, before a vote is taken. All remaining items of the Consent Agenda are then disposed of in a single motion.*

**Action(s):** I move to approve consent agenda items as presented. This motion, made by Chuck Mattocks and seconded by Brian Taylor, Carried.

**Voting Detail:** Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Yea, Chuck

Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 7, Nay: 0

5.1. Approve the Minutes of the August 16, 2025 Regular Meeting of the Board

**Attachments:**

Seaside SD 08-19-2025 SB Meeting Minutes

5.2. Leticia Campos Sepulveda/High School English Language Development Teacher/Employment.

**Attachments:**

Employment - Leticia Campos

5.3. Athletics Employment:

- Middle School Volleyball - Assistant Coach - Hailee Wawro
- High School Boys Soccer - Volunteer Coach - Zach Adamson

**Attachments:**

8-28-2025\_Athletic Recommendations

5.4. Athletics Employment Action:

- Withdrawal From Coaching - HS Volleyball - Christen Cottam

**Attachments:**

Coaching Withdrawal\_ Cottam

5.5. Extended Duty Employment - Building Coordinator/Elementary - Julie Morrill

**Attachments:**

Building Coordinator\_Morrill

5.6. Extended Duty Employment/Elementary Teacher Leaders

- Corinne Capodagli - Kindergarten
- Danielle Nielsen - 1st Grade
- Grace Bruncke - 2nd Grade
- Erin Meyer - 3rd Grade
- Erik Anderson - 4th Grade
- Sarah Collins - 5th Grade
- Kathryn Zacher, Special Education

**Attachments:**

Elementary Teacher Leaders 25-26

5.7. Extended Duty Employment/Secondary Schools

High School Content Area Leaders:

- English - Susan Baertlein
- Math - Chris Wojturski
- Science - Matt Johnson
- Social Studies - Matt Klosterman

- Health/PE - Chad Clouse
- CTE/Performing Arts/Visual Arts/Foreign Language - Chelsea Archibald
- Special Education - Tina Hess

5.8. High School Success Team (Freshman on Track):

- Lynne Addis
- Hailee Wawro
- Rebecca Miller
- Donald Zwahlen
- Ann Susee
- Ethan Guzman
- Jane Forman
- Jarom Bowles
- Matt Klosterman
- Kaley Waldemar
- Chelsea Archibald

5.9. Other Extended Duty:

- Natural Resources - Head - John Meyer
- Senior Class Advisor - Kriste York & Matt Klosterman (50/50 split)
- Junior Class Advisor - Susan Baertlein & Amber Schwegman (50/50 split)
- Sophomore Class Advisor - Tori Keller
- Freshman Class Advisor - Kaley Waldemar

**Attachments:**

Extended Duty - Secondary School (2)

5.10. Extended Duty Employment/HS Robotics:

- Robotics Coach - Andrew Gooch (change from 1.0 FTE to 0.5 FTE)
- Robotics Coach - Danielle Nelson (0.5 FTE)
- Robotics Volunteer Coach - Brodie Woznaik
- Robotics Volunteer Coach - Greg Dotson
- Robotics Volunteer Coach - Jack Walker
- Robotics Volunteer Coach - Frank Erickson

**Attachments:**

Extended Duty\_Robotics

6. **ACTION ITEMS**

6.1. Request for Out of State Trip/Pacific Ridge Elementary

**Action(s):** I move to approve the Pacific Ridge Elementary out-of-State trip. This motion, made by Sondra Gomez and seconded by Kevin LaCoste, Carried.

**Voting Detail:** Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Yea,

Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Attachments:**

PRE - Out of State Trip\_Ilwaco

6.2. Request for Out-of-State/Overnight Trip/HS Softball to Phoenix Arizona

**Action(s):**I move to approve the high school softball out-of-State trip to Arizona. This motion, made by Katherine Davidson and seconded by Chuck Mattocks, Carried.

**Voting Detail:** Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Yea, Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Discussion:** Superintendent Penrod explained that this is being brought to the Board ahead of time so that fundraising may begin. It was noted that this is a fully fundraised trip and that parents attend to help.

**Attachments:**

Out of State Trip\_HS Softball\_Arizona

6.3. Gift Approval/Pacific Ridge Elementary/Silent Disco Headphones

**Action(s):**I move to approve the gift of silent disco headphones (value \$1886.18), through Donors Choice, for Pacific Ridge Elementary. This motion, made by Sondra Gomez and seconded by Brian Taylor, Carried.

**Voting Detail:** Katherine Davidson: Yea, Sondra Gomez: Yea, Jason Haag: Yea, Kevin LaCoste: Yea, Chuck Mattocks: Yea, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 7, Nay: 0

**Attachments:**

Gift Approval\_PRE\_Silent Disco

7. **BOARD REFLECTIONS/ANNOUNCEMENTS**

**Description:** *This standing agenda item allows the Board to reflect upon statements made during public comment or topics covered and to share announcements or reports of their board-related activities.*

**Discussion:** Chair Swedenborg spoke about the Board doing a book study of the book *Good to Great*. She said this was introduced last year, but did not come to fruition. She noted that she and Superintendent Penrod have come up with a plan for a chapter-a-month study of the book. The Board agreed that this is a good idea - a schedule will be sent out to members, including student representative Ella Crater.

Reminders were made about upcoming OSBA events.

Leslie Garvin reminded Board members that anyone volunteering in the schools needs to have a background check on file. She noted that the volunteer application is on the District and school websites.

Mattocks thanked Swedenborg for doing a great job speaking to staff on the first day of school.

7.1. Reminders:

- OSBA Regional Meeting - Monday, September 29 at the NWRES D Clatsop Service Center
- OSBA Annual Convention - SAVE THE DATE - November 6-8, 2025

8. **INFORMATION ONLY**

8.1. POLICY - AR Updates

**Attachments:**

IIA R 3 G1 NEW

IIA R 4 G1 NEW  
IIA R 5 G1 NEW  
IIA R 1 G1 NEW  
IIA R 2 G1 NEW

8.1.1. IIA-AR(1) - Instructional Materials (delete current version and introduce new version)

8.1.2. IIA-AR(2) - Reconsideration of Core Instructional Materials (delete current version and introduce new version)

8.1.3. IIA-AR(3) - Reconsideration of Supplemental Instructional Materials (delete current version and introduce new version)

8.1.4. IIA-AR(4) - Reconsideration of School or Classroom Library Materials (add new AR)

8.1.5. IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form (add new AR)

## 9. **Recess Regular Session**

### **Description:**

The Board will now take a recess from the Regular meeting to meet in Executive Session. Representatives of the news media are allowed to attend. All other members of the audience will be asked to leave, or be moved to the Zoom waiting room. Representatives of the news media are specifically directed not to report on any of the deliberations during the executive session, except to state the general subject of the session as announced on this agenda. No final decision may be made in executive session. At the end of the executive session, the meeting will return to open session and any waiting participants will be re-admitted to the meeting.

**Discussion:** The meeting was recessed at 7:21 pm.

## 10. **EXECUTIVE SESSION**

10.1. Classified Negotiation Update

**Description:** Per ORS 192.660(2)(d) - To conduct deliberations with persons designated to carry on labor negotiations.

10.2. OSEA Grievance Hearing

**Description:** Per Executive Session ORS 192.660(2)(b) - To...hear complaints or charges brought against, a public officer, employee, staff member or agent, unless that person requests an open meeting.

10.3. Superintendent Evaluation/Goals Check-In

**Description:** Per ORS 192.660(2)(i) - To review and evaluate the performance of the superintendent or any other public officer, employee or staff member, unless that person requests an open hearing.

## 11. **Reconvene Regular Session**

**Discussion:** On returning to open session, the Board took action on the grievance discussed in the executive session.

11.1. Grievance Decision

**Description:** This agenda item resulted after the Board met in Executive Session to hear a grievance regarding Article 11.4.E - Vacation.

**Action(s):** I move to uphold the decision of the Superintendent in regard to Article 11.4.E - Vacation grievance. This motion, made by Brian Taylor and seconded by Katherine Davidson, Carried.

**Voting Detail:** Katherine Davidson: Yea, Sondra Gomez: Nay, Jason Haag: Nay, Kevin LaCoste: Yea, Chuck Mattocks: Nay, Shannon Swedenborg: Yea, Brian Taylor: Yea

**Voting Summary:** Yea: 4, Nay: 3

## 12. **ADJOURN**

**Discussion:** The meeting was adjourned at 9:16 pm.



**SEASIDE HIGH SCHOOL**  
**SEASIDE MIDDLE SCHOOL**

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL  
WENDY CROZIER, ASSOCIATE PRINCIPAL  
JASON BOYD, ASSISTANT PRINCIPAL  
KAROLINA GAGE, ASSISTANT PRINCIPAL  
CHAD CLOUSE, ATHLETIC DIRECTOR

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October 3rd, 2025

Dear Supt. Penrod,

We would like to continue our Swim Co-Op with Warrenton High School for the 2025-26 school year.

Sincerely,

Chad Clouse  
Athletic Director

Jeff Roberts  
Principal

**Seaside School District  
Job Description**

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**Job Title:** Speech Language Pathologist  
**Reports To:** Director of Special Services  
**FLSA Status:** Exempt

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**JOB SUMMARY**

Assess, treats and provides services to students with speech, language, voice, fluency and hearing deficiencies in a resource room, classroom or other setting using treatment plans, behavior plans, 504 plans and IEPs.

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**ESSENTIAL DUTIES AND RESPONSIBILITIES**

*Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Follows and maintains knowledge of all District policy(ies) and procedures.
2. Ensure that all students receive high quality, culturally, and linguistically sensitive competent services.
3. Demonstrate awareness, knowledge, and sensitivity in the area of language acquisition with linguistically and/or culturally diverse populations.
4. Provide intervention that is appropriate to the age and learning needs of individual students and is selected through an evidence-based decision-making process in accordance with the IEP/IFSP documentation.
5. Design school-wide speech-language services that employ a continuum of service delivery models in the least restrictive environment for students with disabilities and implements a variety of service delivery models, including pull-out, in-class, and consultation.
6. Address social, academic, and vocational needs that have an impact on attainment of educational goals.
7. Consult and collaborate with teachers and parents to increase access to language in the curriculum in order to support development in the area of literacy across the language processes of listening, speaking, reading, and writing.
8. Identify appropriate instructional strategies, modifications, and/or accommodations in collaboration with the educational team.
9. Identify, implement, and support students with the use of augmentative communication devices.
10. Maintain appropriate records and reports (if applicable, including Medicaid billing).
11. Screen and identify communication disorders in children with special needs.
12. Act as a member of the multidisciplinary team during the assessment process and evaluate students/children in the area of articulation, voice, fluency, and language impairments.
13. Develop and maintain accurate information regarding IEP / IFSP records in accordance with special education and district guidelines, timeline, and processes in order to meet individual student needs.
14. Prepare and complete documentation in a timely manner: speech and language evaluations, progress reports, transition reports, and student data collection system.
15. Attend and participate in team, school, and district meetings as necessary.
16. Access and attend professional development to increase knowledge and provide high quality services.
17. May be involved with mentoring and/or supervision of graduate SLP students, clinical fellows, and/or new SLPs on the team (per licensure guidelines).
18. May supervise SLP-Assistants and/or paraprofessionals (per licensure guidelines)
19. Conduct hearing screenings, as necessary.
20. Facilitates conferences with students and parents.
21. Completes required paperwork in specified time and manner.
22. Appropriately maintains and secures confidential records and inquiries.

23. Maintains appropriate certifications and training hours, as required.
24. Professionally represents the school and the District in interactions with parents, community, staff and students.
25. Complies with applicable District, state, local and federal laws, rules and regulations.
26. Attends work regularly and is punctual.

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### **MARGINAL DUTIES AND RESPONSIBILITIES**

*Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.*

1. Attends in-service, staff, IEP and grade level meetings.
2. Organizes and maintains classroom and office areas as a team member.

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### **SUPERVISORY RESPONSIBILITIES**

May supervise and direct the work of educational assistants and/or SLPAs. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

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### **QUALIFICATIONS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education and/or Experience:** Bachelor's degree (B.A. or B.S.) required, Master's degree (M.A. or M.S.) preferred. Prior successful experience working with children strongly preferred.
- **Certificates, Licenses, Registrations:** Must hold appropriate Oregon Licensure for a Speech Language Pathologist. Certificates as determined by the District: CPR/First Aid card and Oregon Driver License.
- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach students with a variety of disabilities.
- **Language Skills:** Ability to communicate fluently in English both verbally and in writing. Ability to effectively present information and respond effectively to questions in one-on-one, small group situations to students and other school staff. Ability to respond effectively to the most sensitive inquiries or complaints. Ability to make effective and persuasive speeches and presentations on controversial or complex topics. Ability to read and interpret documents such as safety rules, IEPs, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to write routine reports and correspondence.
- **Mathematical Skills:** Ability to perform basic mathematical calculations with a high degree of accuracy
- **Reasoning Ability:** Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to interpret an extensive variety of instructions in varying forms and deal with several abstract and concrete variables. Ability to problem solve and deal with a variety of concrete variables in situations where only limited standardization exists.

- **Computer Skills:** General knowledge of computer usage. Ability to proficiently use assigned programs and equipment as applicable to the essential duties of the position. Specialized training may be required.
- **Other Skills and Abilities:** Demonstrated knowledge of child growth and development. Ability to meet timelines exercise good judgment while working in a dynamic environment.

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### PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk and hear. The employee is frequently required to walk, stand, sit, use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stoop, kneel, crouch or crawl. The employee must regularly lift and/or move up to 25 pounds and occasionally up to 75 pounds. The employee may occasionally climb stairs. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

### Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment is a resource room, general education or special education classroom setting. The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions. The employee may be exposed to bodily fluids and/or bloodborne pathogens.

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### OTHER

**Note:** This is not necessarily an exhaustive or all-inclusive list of responsibilities, skills, duties, requirements, efforts, functions or working conditions associated with the job. This job description is not a contract of employment or a promise or guarantee of any specific terms or conditions of employment. The school district may add to, modify or delete any aspect of this job (or the position itself) at any time, as it deems advisable.

Board Approved: [Pending] October 21, 2025

I have read and understand this job description.

**Signature:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**SEASIDE HIGH SCHOOL**  
**SEASIDE MIDDLE SCHOOL**

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL  
WENDY CROZIER, ASSOCIATE PRINCIPAL  
JASON BOYD, ASSISTANT PRINCIPAL  
KAROLINA GAGE, ASSISTANT PRINCIPAL  
CHAD CLOUSE, ATHLETIC DIRECTOR

October 3rd, 2025

Susan Penrod, Superintendent  
Seaside School District  
2600 Spruce Dr. Suite 100  
Seaside, OR 97138

Dear Supt. Penrod:

I would like to recommend the following people for High School Athletic positions for the 2025-2026 school year.

Briley Reeves- HS Head Baseball Coach  
Gavin Meyer- MS Girls Wrestling Head Coach  
Lynn Addis- MS Girls Wrestling Assistant Coach

Sincerely,

Jeff Roberts  
Principal

Chad Clouse  
Athletic Director

SP



**SEASIDE HIGH SCHOOL**  
**SEASIDE MIDDLE SCHOOL**

GROW, ACHIEVE, SUCCEED

JEFF ROBERTS, PRINCIPAL  
WENDY CROZIER, ASSOCIATE PRINCIPAL  
JASON BOYD, ASSISTANT PRINCIPAL  
KAROLINA GAGE, ASSISTANT PRINCIPAL  
CHAD CLOUSE, ATHLETIC DIRECTOR

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September 22, 2025

Susan Penrod, Superintendent  
Seaside School District  
2600 Spruce Dr. Suite 100  
Seaside, OR 97138

Dear Supt. Penrod:

I would like to recommend the following people for High School Athletic positions for the 2025-2026 school year.

Henry Chapman- HS Boys Soccer Volunteer

Sincerely,

Jeff Roberts  
Principal

Chad Clouse  
Athletic Director

**SEASIDE SCHOOL DISTRICT 10  
Clatsop County, Oregon  
2600 Spruce Drive, Suite 100  
Seaside, Oregon 97138**

**Resolution #1 - 2025-2026**

**A RESOLUTION OF THE BOARD OF DIRECTORS OF SEASIDE SCHOOL DISTRICT 10 (SEASIDE, GEARHART, CANNON BEACH), CLATSOP COUNTY, OREGON, CALLING A MEASURE ELECTION TO SUBMIT TO THE ELECTORS OF THE DISTRICT THE QUESTION OF AUTHORIZING A RENEWAL OF A FIVE-YEAR LOCAL OPTION TAX AT THE RATE OF \$0.52 PER \$1,000 OF ASSESSED VALUATION TO FINANCE DISTRICT OPERATIONS.**

**WHEREAS**, Oregon Revised Statutes (“ORS”) Sections 280.040 through 280.145 authorizes Seaside School District 10 (Seaside, Gearhart, Cannon Beach), Clatsop County, Oregon (“the District”) to submit a measure to District voters which, if approved, would allow the District to collect a local option tax for operating purposes; and

**WHEREAS**, in November 2020 voters in the District approved to continue the local option tax to finance District operations at the rate of \$0.52 per \$1,000 of assessed value for five years beginning July 1, 2021 and ending June 30, 2026.

**WHEREAS**, the Board of Directors of the District has determined there is a need to continue this level of funding for District operations at the same rate over the next five-year period following the expiration of the current local option tax and submit such question to the voters of the District.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF SEASIDE SCHOOL DISTRICT 10, CLATSOP COUNTY, OREGON AS FOLLOWS:**

- 1) That an election is hereby called for the purpose of submitting to the qualified voters of the District the question of authorizing a local option tax for operating purposes for a period of five years commencing fiscal year 2026–2027 and ending fiscal year 2030–2031, at a fixed rate of \$0.52 per \$1,000 of assessed value.

Such a rate is estimated to raise approximately \$2,195,554 in 2026–2027, \$2,261,420 in 2027–2028, \$2,329,263 in 2028–2029, \$2,399,141 in 2029–2030, and \$2,471,115 in 2030–2031, for a total of \$11,656,493 over five years. The amount raised may be different than estimated, depending on changes to the assessed and real market value of each property within the District.

- 2) That the election hereby called shall be held on the 19<sup>th</sup> day of May 2026.
- 3) The District authorizes the Superintendent or their designee as the authorized representative (the “Authorized Representative”) to act on behalf of the District, to submit the final ballot title and explanatory statement, if any, and to take such further action as is necessary or desirable to carry out the intent and purposes herein in compliance with the applicable provisions of law.

- 4) That the District directs that there shall be delivered to the election officer of Clatsop County, Oregon the Notice of Measure Election (the “Notice”) in substantially the form attached hereto as Exhibit A, with such changes as are approved and filed by the Authorized Representative as follows:
  - a) Not later than February 27, 2026 (80 days prior to the election date) for publication of notice by Clatsop County on Form SEL 805; and
  - b) Not sooner than after completion of the ballot title challenge process provided in the Secretary of State’s Referral Manual and not later than March 19, 2026 (61 days prior to the election date) on Form SEL 803.
- 5) Pursuant to ORS Section 310.145, the five-year local option tax for operating purposes at a fixed rate of \$0.52 per \$1,000 of assessed value shall be classified as being subject to the limits of Section 11b, Article XI of the Oregon Constitution and that the revenues will be used to fund government operations other than the public school system.

ADOPTED by the Board of Directors of Seaside School District 10, Clatsop County, Oregon, this 21<sup>st</sup> day of October, 2025.

**SEASIDE SCHOOL DISTRICT 10  
CLATSOP COUNTY, OREGON**

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Shannon Swedenborg, Chair  
Board of Directors

**ATTEST:**

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Susan Penrod  
Superintendent

EXHIBIT A

NOTICE OF MEASURE ELECTION

SEASIDE SCHOOL DISTRICT 10  
Clatsop County, Oregon

Notice

Date of Notice	Name of District	Name of County or Counties	Date of Election
	Seaside School District 10	Clatsop	May 19, 2026

Ballot Title

**Caption** *(10 words which reasonably identifies the subject of the measure)*

Five-Year Local Option Tax for General Operations

**Question** *(20 words which plainly phrases the chief purpose of the measure)*

Shall the District levy \$0.52 per \$1,000 of assessed value each year for five years beginning 2026-2027 for operating?

**Summary** *(175 words which concisely and impartially summarizes the measure and its major effect)*

This measure authorizes Seaside School District 10 to levy a property tax in the amount of \$0.52 per \$1,000 of assessed value each year for five years. The taxes would be used for District operations. Without the additional revenue, the District would have to reduce staff and services.

The proposed rate is estimated to raise approximately \$2,195,554 in 2026–2027, \$2,261,420 in 2027–2028, \$2,329,263 in 2028–2029, \$2,399,141 in 2029-2030, and \$2,471,115 in 2030–2031, for a total of \$11,656,493 over five years. The estimated tax cost for this measure is an ESTIMATE ONLY based on the best information available from the county assessor at the time of estimate and may reflect the impact of early payment discounts, compression and the collection rate.

## Seaside School Board 2025-2026 Book Study

Texts: Good To Great, by Jim Collins  
Super Summary Study Guide

Please read each chapter on the schedule before the designated board meeting. We will set aside time during reflections to discuss. During the month you are the discussion leader, please prepare 1-2 questions for the board.

### Reading Schedule

Month	Chapter	Discussion Leader
October	1: Good Is The Enemy Of Great	Shannon
November	2: Level 5 Leadership	Kat
December	3: First Who...Then What?	Brian
January	4: Confront The Brutal Facts	Sondra
February	5. The Hedgehog Concept	Kevin
March	6: A Culture Of Discipline	Chuck
April	7. Technology Accelerators	Jason
May	8. The Flywheel And The Doom Loop	Ella
June	9. From Good To Great to Build To Last	Susan



# SCHOOL BOARD MEMBER SPEECH RIGHTS

## What is speech?

Speech can be verbal, written (e.g. email, text message, social media post, social media reaction, and social media re-share), gestures (e.g. sign language, thumbs up, head nods, clapping, etc.), images (e.g., pictures, hats, flags, posters, t-shirts, zoom background images, etc.), or expressive conduct (e.g. walkouts, protests, kneeling, refusing to kneel, refusing to salute the flag, wearing an armband, or wearing a particular color when such action is intended to express a message).

## Is all speech protected?

No, not all speech is protected. There are several categories of speech that courts have found to be **not protected** such as true threats, defamation, incitement to imminent lawless action, and solicitation to commit crimes, among others.

Schools are advised to consult with legal counsel in determining whether speech is protected. This is an extremely fact-specific inquiry with potential for significant liability.

## What can school board members say publicly in response to controversial political/media-related matters?

School board members do not have authority to speak on behalf of the board or district unless the board votes in a public meeting to authorize that board member to speak on behalf of the board or district. Although school board members have the right to express their own personal opinions, school board members should exercise caution when publicly expressing personal beliefs about controversial issues. When board members speak in their individual capacity, they should make it clear that they are speaking as an individual and not on behalf of the school board or district. If a member's promotion of personal beliefs is reasonably interpreted as an official board communication, this may expose the district to legal liability or undermine public trust.

## How can a school board issue public statements on behalf of the board or school?

A school board may authorize their board chair or chief executive officer to make statements on their behalf in between public meetings. This authorization would require the vote of the school board at a public meeting. If authorization has not been previously granted, the school board would need to have a public meeting and craft a statement in a public meeting to make a statement on a particular matter. School boards should rely on their board chair and/or chief executive officer who can consult with legal and communication experts to determine when it is appropriate for a board to meet to discuss issuing a public statement regarding a particular matter.



### **What can school board members say publicly about district personnel matters?**

A school board member should not discuss personnel matters outside of a properly noticed public meeting, open or closed. Talking points school board members can use when community members are asking about personnel matters:

- The school board is responsible for supervising the school's chief executive officer and is not responsible for directly supervising other school staff.
- The school board takes the responsibility of supervising their chief executive officer very seriously.
- Individual school board members do not have the authority to speak on behalf of the board or district unless specifically authorized by the board to do so.
- The district keeps personnel matters confidential and trusts the processes in place to handle complaints.
- Refer people to the chief executive officer for additional handling.

### **How can a school board address board member speech that is not aligned with the district's educational mission?**

A school board can censure one of its members at a public board meeting. A censure is a public statement issued and voted on by the school board at a public meeting conveying a message that the school board does not support or endorse the views expressed by the school board member being censured. A censure typically involves board member action involving a potential or actual violation law, district policy or working agreement. A school board does not have the ability to remove one of its members from the school board. Removal from the school board can only be done by voluntary resignation or petition for recall.

### **How can a community address board member speech that is not aligned with the district's educational mission?**

Community members can submit a complaint about a board member through the district's complaint process. Community members should be aware that school personnel do not have control over school board members, and any complaints filed will be handled by the school board and not school administration. This is typically handled in an open public meeting. School board members are elected officials who can only be removed through voluntary resignation or recall. Recall is a specific process involving signatures, verification, and an election.

### **Can school board members interrupt attendee speakers at school board meetings?**

School boards should have a written procedure in place setting forth expectations regarding attendee speech at school board meetings. Often such procedures provide a time limit for comments or presentations. The school board chair can interrupt speakers who are past their allotted time but should do so in a consistent manner. School boards should not interrupt speakers just because they do not agree with the viewpoint being expressed.

Some school boards have prohibited comments about school staff at board meetings. In those schools, it is permissible to interrupt speakers who begin speaking about school staff and remind them that the meeting rules prohibit comments about staff.



There is risk associated with prohibiting comments about school staff, so a school board is advised to consult with legal counsel about whether to prohibit comments about school staff.

If a speaker is violating district anti-discrimination policies, the board chair will need to make a risk analysis regarding whether the speaker's speech is significantly invading the rights of others to the point where the board chair believes it is necessary to interrupt the speaker. Boards will oftentimes not have time to seek legal counsel before making decisions about whether to interrupt speakers, so boards should be cognizant of potential speech related liability, but also cognizant of their responsibility to run efficient meetings and keep other board meeting attendees, such as staff and students, safe from sustained harassment and discrimination.

### **Is there liability associated with board member use of social media?**

Board member speech on social media, even if it is in the board member's personal capacity, can generate liability for the school and the board member personally. The U.S. Supreme Court has held that board member action to block individuals from social media accounts or action to delete or hide comments can violate the first amendment in some instances. Social media best practices for board members:

- Clearly label social media pages as public or personal using either a label or a disclaimer
- Keep personal and public social media accounts separate
- Avoid posting anything invoking their official capacity as school board member on their personal social media accounts
- Use caution when deleting or hiding comments and blocking individuals from a public or "mixed-use" social media accounts based on viewpoint
- Consider disabling the ability for members of the public to comment on public and "mixed-use" social media pages

### **Which OSBA sample policies apply to school board member speech and speech at school board meetings?**

- BBAA – Individual Board Member's Authority and Responsibilities (*last updated 2021*)
- BBF – Board Member Standards of Conduct (*last updated 2024*)
- BDDH/AR – Public Comment at Board Meetings (*last updated 2021*)

Contact OSBA Director of Policy Services Spencer Lewis at [slewis@osba.org](mailto:slewis@osba.org) if you have questions about OSBA's sample policies.

Applicable cases: *Houston Community College System v. Wilson*, 595 U.S. 468 (2022); *Lindke v. Freed*, 601 U.S. 187 (2024); *Garnier v. O'Connor-Ratcliff*, 601 US 205 (2024); *Garnier v. O'Connor-Ratcliff*, 136 F.4th 1181 (9th Cir. 2025)

### **THIS DOCUMENT PROVIDES GENERAL GUIDANCE AND IS NOT LEGAL ADVICE.**

If you have questions, please reach out to your general counsel or contact OSBA/PACE attorneys at [pacelegal@osba.org](mailto:pacelegal@osba.org).

# Seaside School District 10

Code: BHD  
Adopted: 11/20/12  
Revised/Readopted: 4/20/21  
Orig. Code: BHD

## Board Member ~~Compensation and Expense~~ Stipends and Reimbursement

{Board members likely have a potential conflict of interest when voting on this policy, as this decision “could be to the private pecuniary benefit or detriment of the Board member.” The adoption of this policy does not mean that a stipend or reimbursement will be paid: any stipend or reimbursement is contingent upon further action of the Board. In order to comply with a potential conflict of interest, Board members must declare the potential conflict of interest at each Board meeting in which this policy is being considered and can then participate in the discussion and vote. Declarations of conflicts should be included in the minutes of the meeting.}

Board members may receive a stipend for their service in accordance with state law and the Board-adopted district budget.<sup>1</sup> The stipend amount will be approved by resolution of the Board.<sup>2</sup> Board members may choose not to accept the stipend by notifying the business office. Stipends will be issued [monthly] and may be pro-rated for service for incomplete months. Stipends will be paid in accordance with the district’s business practices. <sup>3</sup>Board members are responsible for any tax obligations resulting from the stipends.

~~No~~ Board members will receive any compensation for services other than may be reimbursed for approved expenses actually incurred on district business. Such expenses may include the cost of attendance at meetings, conferences or visitations when such attendance has been approved by the Board.

The superintendent will establish and communicate procedures regarding submission of expenses for reimbursement.

~~Board members will receive compensation of meals, lodging and mileage for attending meetings, conferences or making visitations on approved district business.~~

~~Meals and lodging will be compensated at the established per diem breakdown rate by the U.S. Government Services Administration (GSA). GSA per diem rate is based on the Continental United States (CONUS) rates described in the Federal Guidelines, determined by the U.S. Office of General Services Administration for the city and state of travel. If the city is not listed, the location is a standard CONUS destination. Gratuities up to 15 percent of allowable meal expense are permissible, but are inclusive in the GSA per diem rate for the meal. GSA per diem rate will be advanced to Board Members on official overnight travel status. When using the GSA per diem rate, receipts will not be required to be turned in at the completion of travel for meals.~~

~~Mileage will be paid at the current IRS rate.~~

<sup>1</sup> After declaring an actual conflict of interest during meetings in which the budget is being discussed, Board members are allowed to discuss and vote on the district’s budget that includes providing compensation of benefits to themselves or relatives in accordance with Senate Bill 983 (2025).

<sup>2</sup> Because Board members likely have an conflict of interest when approving an annual resolution, the Board may need to approve multiple resolutions, each applying to fewer than a quorum of the Board.

<sup>3</sup> {Districts are encouraged to work with business professionals regarding the procedures and tax implications of providing stipends.}

The district will establish accounting procedures consistent with this policy.

END OF POLICY

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**Legal Reference(s):**

[ORS 244.020](#)

[ORS 244.040](#)

[ORS 332.018\(3\)](#)

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 02S-015 (May 20, 2002).

OR. GOV'T STANDARDS AND PRACTICES COMM'N, STAFF OPINION 03S-015 (Sept. 11, 2003).

**Cross Reference(s):**

BBAA - Individual Board Member's Authority and Responsibilities

BHB - Board Member Development

DLC - Staff Expense Reimbursements

# OSBA Model Sample Policy

**Recommend to: ADOPT**

Code: EHB  
Adopted:

## Cybersecurity

*{Optional policy. OSBA recommends consulting with your IT professionals prior to adoption.}*

The purpose of information security is to protect the confidentiality, integrity and availability of district data as well as any information systems that store, process, or transmit district data, and protect the information resources of the district from unauthorized access or damage.

The underlying principles followed to achieve that objective are:

1. Information Confidentiality: The ability to access or modify information is provided only to authorized users for authorized purposes;
2. Information Integrity: The information used in the pursuit of the district objectives can be trusted to correctly reflect the reality it represents; and
3. Information Availability: The information resources of the district, including the network, the hardware, the software, the facilities, the infrastructure, and any other such resources, are available to support the objectives for which they are designated.

The requirement to safeguard information resources must be balanced with the need to support the pursuit of legitimate district objectives. The value of information as a resource increases through its appropriate use; its value diminishes through misuse, misinterpretation, or unnecessary restrictions to its access.

This policy and accompanying administrative regulation applies to all staff and third-party agents of the district as well as any other district affiliate, including students, who are authorized to access district data and to all computer and communication devices and systems that store, process, or transmit district data.

END OF POLICY

### Legal Reference(s):

[ORS Chapter 192](#)  
[ORS 332.107](#)

[ORS 336.184](#)  
[ORS 646A.600 - 646A.626](#)

Children’s Internet Protection Act, 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.  
Children’s Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501 to 6505; 16 C.F.R. § 312.  
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. § 99.  
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. § 1320d; 45 C.F.R. §§ 160, 164.  
Protection of Pupil Rights, 20 U.S.C. § 1232h; Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. § 98.

# OSBA Model Sample Policy

**Recommend to: ADOPT**

Code: EHB-AR  
Revised/Reviewed:

## Cybersecurity

*{Optional AR.}*

Throughout its lifecycle, an information system that stores, processes or transmits district data shall be protected in a manner that is considered reasonable and appropriate, as defined in documentation approved and maintained by the ~~{Information-Technology Services Department}~~, given the level of sensitivity, value and criticality that the district data has to the district.

Individuals who are authorized to access district data shall adhere to the appropriate Roles and Responsibilities, as defined in this administrative regulation.

### Roles and Responsibilities

“Designated Information Security Officer (ISO)” means an employee designated by the superintendent to oversee the information security program. The ISO will be a senior-level employee in the district. The responsibilities of the ISO include the following:

1. Developing and implementing a district-wide information security program;
2. Documenting and disseminating information security policies and procedures;
3. Coordinating the development and implementation of required information security training and awareness program for staff and administrators;
4. Coordinating a response to actual or suspected breaches in the confidentiality, integrity or availability of district data and following statutory requirements;
5. Implement Multi-Factor Authentication (MFA) for logins~~;~~ and~~{;}~~
6. ~~{Implementing an IT security audit.}~~

“Data owner” means a management-level employee of the district who oversees the lifecycle of one or more sets of district data. Responsibilities of a data owner include the following:

1. Assigning an appropriate classification to district data;
2. Determining the appropriate criteria for obtaining access to district data;
3. Ensuring that data custodians implement reasonable and appropriate security controls to protect the confidentiality, integrity and availability of district data;
4. Understanding and approving how district data is stored, processed, and transmitted by the district and by third-party agents of the district; and

5. Understanding how district data is governed by district policies, state and federal regulations, contracts and other legal binding agreements.

“Data custodian” means an employee of the ~~Information~~ Technology Services Department who has administrative and/or operational responsibility over district data. In many cases, there will be multiple data custodians. A data custodian is responsible for the following:

1. Understanding and reporting on how district data is stored, processed and transmitted by the district and by third-party agents of the district;
2. Implementing appropriate physical and technical safeguards to protect the confidentiality, integrity and availability of district data;
3. Documenting and disseminating administrative and operational procedures to ensure consistent storage, processing and transmission of district data;
4. Provisioning and deprovisioning access to district data as authorized by the data owner;
5. Understanding and reporting on security risks and how they impact the confidentiality, integrity and availability of district data;
6. Back up data daily; and
7. Force email and domain passwords to expire at least annually.

“User,” for the purpose of information security, means any employee, contractor or third-party agent of the district who is authorized to access District Information Systems and/or district data. A user is responsible for the following:

1. Adhering to policies, guidelines and procedures pertaining to the protection of district data;
2. Reporting actual or suspected vulnerabilities in the confidentiality, integrity or availability of district data to a manager or the ~~Information~~ Technology Services Department; and
3. Reporting actual or suspected breaches in the confidentiality, integrity or availability of district data to the ~~Information~~ Technology Services Department.

### **Classification of Information**

Data classification, in the context of information security, is the classification of data based on its level of sensitivity and the impact to the district should that data be disclosed, altered or destroyed without authorization. The classification of data helps determine what baseline security controls are appropriate for safeguarding that data. All district data should be classified into one of three sensitivity levels or classifications: confidential, sensitive and public. In some cases, data could fall into multiple categories, i.e., salaries.

Data should be classified as confidential when the unauthorized disclosure, alteration, or destruction of that data could cause a significant level of risk to the district or its affiliates. Examples of confidential data include data protected by state or federal privacy regulations and data protected by confidentiality

agreements. The highest level of security controls should be applied to confidential data. Examples: student data, evaluation and disciplinary records.<sup>1</sup>

Data should be classified as sensitive when the unauthorized disclosure, alteration or destruction of that data could result in a moderate level of risk to the district or its affiliates. By default, all district data that is not explicitly classified as confidential or public data should be treated as sensitive data. A reasonable level of security controls should be applied to sensitiveprivate data. Examples: salaries and staff personal contact information.

Data classified as sensitive may be disclosable as public record under Oregon Revised Statute (ORS) Chapter 192. However, the sensitivity level of the data can warrant the assigned data classification and associated safeguard security controls.

Data should be classified as public when the unauthorized disclosure, alteration or destruction of that data would result in little or no risk to the district and its affiliates. Examples of public data include information intended for broad use within the district community at large or for public use. While little or no controls are required to protect the confidentiality of public data, some level of control is required to prevent unauthorized modification or destruction of public data. Examples: board minutes and policies.

*{Examples may vary based on the needs of the district.}*

## **Online Services and Applications**

District employees are encouraged to research online services or applications to support the pursuit of district objectives. However, district employees are prohibited from installing or using applications, programs or other software, or online systems/websites that store, collect or share confidential or sensitive data, until the ISO approves the vendor and software or service. Before approving the use or purchase of any such software or online service, the ISO, or designee, shall verify that it meets the requirements of all applicable laws, regulations and board policies, and that it appropriately protects district data. This prior approval is required whether or not the software or online service is obtained or used without charge.

## **Implementation**

The ~~[Information-Technology Services Department]~~ is directed to develop operating policies, standards, baselines, guidelines and procedures for the implementation of this administrative regulations to include, but not limited to, addressing data encryption, logical access control, physical access control, vulnerability management, risk management and security logging and monitoring.

## **Violations of Policy and Misuse of Information**

Violations of this administrative regulation include, but are not limited to: accessing information to which the individual has no legitimate right; enabling unauthorized individuals to access information; disclosing information in a way that violates applicable policy, procedure or other relevant regulations or laws; inappropriately modifying or destroying information; inadequately protecting information; or ignoring the

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<sup>1</sup> These examples are for IT purposes and may not be consistent with record request and disclosure requirements.

explicit requirements of data owners for the proper management, use and protection of information resources.

Violations may result in disciplinary action in accordance with district policies, procedures and/or applicable laws. Sanctions may include one or more of the following:

1. Suspension or termination of access;
2. Disciplinary action up to and including dismissal; and
3. Civil or criminal penalties.

Employees are ~~encouraged~~ to report suspected violations of this administrative regulation to the ~~Technology Supervisor~~ or to the appropriate data owner. Reports of violations are considered sensitive information until otherwise designated.

# Seaside School District 10

Recommend to: REVISE

Code: GBNAA/JHFF  
Adopted: 12/19/19  
Revised/Readopted: 3/15/22  
Orig. Code: JHFF

## Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors<sup>1</sup>, agents<sup>2</sup>, and volunteers<sup>3</sup> is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, and students<sup>4</sup> are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

<sup>5</sup>“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days one calendar year prior to the sexual conduct.

<sup>1</sup> “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

<sup>2</sup> “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>3</sup> “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>4</sup> Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

<sup>5</sup> This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building.

If the superintendent is the alleged perpetrator the report shall be submitted to the Special Services Director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 2136 (2021).

Senate Bill 51 (2021).

**Cross Reference(s):**

GBN/JBA - Sexual Harassment

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

IIBGA - Electronic Communications System

JFCF - Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying,

Teen Dating Violence and Domestic Violence – Student

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements

JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

# Seaside School District 10

**Recommend to: REVISE**

Code: GCAA  
 Adopted: 3/15/22  
 Revised/Readopted: 1/17/23

## Standards for Competent and Ethical Performance of Oregon Educators

### Application of Rules

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

### Definitions

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

1. "Administrator": any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. "Competent": discharging required duties as set forth in these rules;
3. "Educator": any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. "Ethical": conforming to the professional standards of conduct set forth in these rules;
5. "Sexual conduct: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:

- a. Sexual advances or requests for sexual favors directed toward the student; or
- b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- c. Touching or other physical contact:
  - (1) That is necessitated by the nature of the district employee's job duties or by the services required to be provided by the contractor, agent, or volunteer; and
  - (2) For which there is no sexual intent.
- d. Verbal, written or electronic communications that are provided as party of an education program that meets the state educational standards or a policy approved by the Board
- e. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
  - (1) Arise out of a consensual relationship between students;
  - (2) Do not create an intimidating or hostile educational environment; and
  - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

6. “Sexual harassment”: any unwelcome conduct with an individual which includes but is not limited to sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

7. “Teacher”: any person who holds a teacher's license as provided in ORS 342.125.

8. “Student”: means any person who is:

- a. In any grade from kindergarten through grade 12; or
- b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
- c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90-days one calendar year prior to the sexual conduct.

### **The Competent Educator**

The teacher or administrator demonstrates a commitment to:

- 1. Recognize the worth and dignity of all persons and respect for each individual;

2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

### **Curriculum and Instruction**

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

The competent teacher demonstrates:

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

The competent administrator demonstrates:

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

### **Supervision and Evaluation**

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

The competent teacher demonstrates:

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

The competent administrator demonstrates:

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

### **Management Skills**

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

The competent teacher demonstrates skills in:

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

The competent administrator demonstrates:

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

## **Human Relations and Communications**

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

The competent teacher demonstrates:

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

The competent administrator demonstrates:

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

## **The Ethical Educator**

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

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

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

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

# Seaside School District 10

Recommend to: REVISE

Code: IF  
Adopted: 7/26/07  
Revised/Readopted: 10/19/21  
Orig. Code: IF

## District Curriculum-Development (Version 1)

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

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

END OF POLICY

### Legal Reference(s):

- |                                |                                  |                                  |
|--------------------------------|----------------------------------|----------------------------------|
| <a href="#">ORS 243.650</a>    | <a href="#">ORS 659.850</a>      | <a href="#">OAR 581-022-2250</a> |
| <a href="#">ORS 332.075(1)</a> | <a href="#">OAR 581-021-0045</a> | <a href="#">OAR 581-022-2300</a> |
| <a href="#">ORS 336.035</a>    | <a href="#">OAR 581-021-0046</a> | <a href="#">OAR 581-022-2305</a> |
| <a href="#">ORS 336.067</a>    | <a href="#">OAR 581-022-2000</a> | <a href="#">OAR 581-022-2310</a> |
| <a href="#">ORS 337.260</a>    | <a href="#">OAR 581-022-2030</a> | <a href="#">OAR 581-022-2315</a> |

Senate Bill 1098 (2025)

# Seaside School District 10

**Recommend to: REVISE**

Code: IGBAB/JO-AR  
Adopted: 11/20/12  
Revised/Readopted: 1/19/21  
Orig. Code: IGBAB/JO-AR

## Education Records/Records of Students with Disabilities Management

### 1. Student Education Record

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

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

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

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date ~~and place of birth~~;
- d. Names of parents/guardians;

- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

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.

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

## 2. Confidentiality of Student Records

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

## 3. Rights of Parents and Eligible Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible

student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

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

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

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

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

#### 5. Release of Personally Identifiable Information

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

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

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

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

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

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

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

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

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

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

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

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

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state -supported education programs;

- (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
  - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
  - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
  - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
  - k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and healthcare professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

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

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of post-secondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is

- not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
  - p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

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

## 6. Record-Keeping Requirements

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

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

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

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

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

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

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

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

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

## 8. Hearing Rights of Parents or Eligible Students

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

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

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

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

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

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

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

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

9. Duties and Responsibilities When Requesting Education Records

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

10. Duties and Responsibilities When Transferring Education Records

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

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

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

### **Disclosure Statement**

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

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

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

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

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

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

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

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

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

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

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# Seaside School District 10

Recommend to: REVISE

Code: IGBHD  
Adopted: 7/26/07  
Revised/Readopted: 10/19/21  
Orig. Code: IGBHD

## Program Exemptions

The district may excuse students from a state-required program or learning activity for reasons of religion, disability<sup>1</sup> -or other reasons deemed appropriate by the district. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student’s parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the principal.

The district will determine if credit will be granted for any alternative activity.

An alternative education program for credit may be provided.

Approval of the alternative will be based upon and shall include:

1. A written request from the student’s parent or guardian, or the student if 18 years of age or older or a legally emancipated minor, listing reasons for the request and proposed alternative in accordance with law;
2. An evaluation of the request and approval by appropriate school personnel.

Following approval by the Board, and upon completion of the alternative, credit shall be granted to the student.

END OF POLICY

### Legal Reference(s):

<a href="#">ORS 336.035(2)</a>	<a href="#">ORS 336.635</a>	<a href="#">OAR 581-021-0071</a>
<a href="#">ORS 336.465</a>		<a href="#">OAR 581-022-2050</a>
<a href="#">ORS 336.615</a>	<a href="#">OAR 581-002-0035</a>	<a href="#">OAR 581-022-2110</a>
<a href="#">ORS 336.625</a>	<a href="#">OAR 581-021-0009</a>	<a href="#">OAR 581-022-2505</a>

### Cross Reference(s):

IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education  
JED - Student Absences and Excuses

<sup>1</sup> If the district receives a request for a disability accommodation, the district should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

# Seaside School District 10

Recommend to: REVISE

Code: IIA  
Adopted: 7/26/07  
Revised/Readopted: 2/16/22; 6/17/25  
Orig. Code: IIA

## Instructional Materials\*\*

The Board believes proper care and judgment should be exercised in selecting core and supplemental instructional materials and ~~school and classroom~~ library materials in school and classroom libraries, and that those materials should be inclusive of populations represented in a global society. ~~The process to select materials will reflect respect for all people, regardless of race, color, creed, national origin, age, sex, sexual orientation, gender identity, or disability.~~

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

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

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

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

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

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

## Definitions

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

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

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

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

“School library ~~materials~~” means any collection of library materials which are kept in the school library for student selection and use made available to students at school, either at a central location of the school, at a common area for one or more grades of the school, or through an online remote education program. The use of these materials may not be required for a particular class, but they may be selected by students to use. ~~These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc.~~ These materials are not adopted by the Board.

“Classroom library ~~materials~~” means any collection of library materials which are kept in the classroom for student selection and use made available to students in a single classroom or a common area accessible by two or more classrooms in district schools. The use of these materials is not required for the class, but they may be selected by students to use. ~~These may include books, media, newspapers, magazines, videos, etc.~~ These materials are not adopted by the Board.

### **Core Instructional Materials**

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

The district will review core instructional materials in accordance with the State Board of Education adoption cycle. Each core instructional program and its instructional materials will be reviewed on a seven-year cycle, and any resulting recommendations will be issued by district administration to the Board for approval. All recommended core instructional materials shall be approved by the Board prior to use. The adoption of textbooks by the Board and any committee shall be done in a manner ~~in~~ accordance compliant with ORS 337.260. The district will establish a process and timeline for regularly determining and considering whether core instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

All requests for reconsideration of core instructional materials may be considered under administrative regulation IIA-AR(2) - Reconsideration of Core Instructional Materials.

### **Supplemental Instructional Materials**

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

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

### **School Library Materials**

All school library materials will be selected by a librarian using established selection criteria. The selection of retention of library materials in a school library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025). Such materials will contain suitable readability levels.

All requests for reconsideration of school library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration of ~~School or Classroom~~ Library Materials in a School or Classroom Library.

## Classroom Library Materials

All classroom library materials will be selected by a classroom teacher and/or others, with no formal selection procedure. The selection or retention of library materials in a classroom library shall be made in a manner compliant with Section 2 of Senate Bill 1098 (2025) Such materials will contain suitable readability levels. Teachers are responsible for knowing the available materials in their classroom library.

All requests for reconsideration of classroom library materials may be considered under administrative regulation IIA-AR(4) - Reconsideration of ~~School or Classroom~~ Library Materials in a School or Classroom Library.

END OF POLICY

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### Legal Reference(s):

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

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).

### Cross Reference(s):

IFA/IFB - Instructional Research/Pilot Projects

INB - Studying Controversial Issues

KH - Public Gifts to the District

KL - Public Complaints

# Seaside School District 10

Recommend to: **REVISE**

Code: IIA-AR(1)  
Revised/Reviewed: 5/17/22; 9/16/25

## Instructional Materials

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

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

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

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

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

The responsibility for evaluating and selecting supplemental instructional materials is delegated to teachers, principals, librarians, and/or others, as determined appropriate, who may collaborate as part of the process. Other authoritative matter experts may be included when practicable, as determined by the district.

Anyone responsible for the approval of supplemental instructional materials may not prohibit the use of, or refuse to approve the use of, textbooks on the basis that the textbooks include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260(1)(a)-(e), i.e., are Native

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

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

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

American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, have disabilities, are immigrants or refugees, or are lesbian, gay, bisexual or transgender}.

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

### School Library Materials<sup>4</sup>

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

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

1. When selecting or retaining materials for a classroom library, the teacher may consult staff and/or accept recommendations from staff and students. The teacher or other staff may not prohibit the

~~<sup>4</sup>“School library materials” means materials that are kept in the school library for student selection and use. The use of these materials may not be required for a particular class, but they may be selected by students to use. These may include books, media, newspapers, magazines, videos, websites, or databases, including in digital or print, etc. These materials are not adopted by the Board.~~

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

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

selection or retention of, or refusal to select or retain, library materials on the basis that the library materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability.

2. Donated materials will be evaluated and may be accepted or rejected by the teacher.
3. Selection is an ongoing process which should include the removal of materials which no longer meet the selection criteria.

# Seaside School District 10

**Recommend to: REVISE**

Code: IIA-AR(2)  
Revised/Reviewed: 5/17/22; 9/16/25

## Reconsideration of Core Instructional Materials

~~Any staff member, student or their parent or guardian, or resident of the district~~ The Board, a staff member of the district or a parent or guardian of a student of a school of the district may raise concern about core instructional materials<sup>1</sup> used in the district's educational program. ~~This procedure is meant to provide a forum for those persons in the schools and the community who are not directly involved in the selection process.~~ Access to, or use of, materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination should be submitted through the district's discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their request at any time during the process.

### 1. Concern

- a. Concerns about core instructional materials should be submitted to the principal. If a staff member receives an informal inquiry, the staff member is to forward the inquiry to the principal promptly.
- b. Any concern made to the principal about core instructional materials by any person(s) will be made known to the staff member(s) most directly involved with its use.
- c. The principal will arrange to meet with the person(s) with the concern, and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 15 days of receipt of the concern.
  - (1) The principal initially receiving a concern will explain to the person the district's selection procedure.
  - (2) The principal initially receiving a concern will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.
- d. The principal will inform the person(s) submitting the concern that if they are not satisfied with the outcome of the informal inquiry process above, they may file a written request for reconsideration of the material within 10 days of the conclusion of 1.c. The initial contact from

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

Concerns and requests for reconsideration of supplementary instructional materials or school or classroom library materials will be processed in accordance with the applicable administrative regulation.

the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

## 2. Request for Reconsideration

- a. A staff member of the district, ~~student or their~~ or a parent or guardian of a student of a school of the district, ~~or resident of the district~~ wishing to file a request for reconsideration of core instructional materials must complete Step 1 above prior to filing a request for reconsideration.
- b. Only requests for reconsideration from the Board, committee or administrator responsible for the adoption of textbooks or instructional materials, a staff member of the district or a parent or guardian of a student of the district will be considered. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the **complainant** person making the request, and must be submitted to the superintendent. All school offices will make forms available.
- c. Upon receipt of a written request for reconsideration, the superintendent will appoint a reconsideration committee.
- d. The reconsideration committee will be made up of at least nine members:
  - (1) Two teachers designated by the superintendent;
  - (2) One school librarian designated by the superintendent;
  - (3) One administrator designated by the superintendent;
  - (4) Four members from the community designated by the superintendent;
  - (5) One student designated by the superintendent.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified.

The use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.

- e. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.

## 3. Procedures for the Reconsideration Committee

- a. The procedures for the reconsideration committee are as follows:
  - (1) Select a chair;
  - (2) Be responsible for documenting all proceedings; adhering to Public Meetings Law, when required; ~~and~~ adhering to established policies, procedures and guidelines; and preparing and representing the recommendations to the superintendent;
  - (3) Establish a calendar for review of the material;
  - (4) Review copies of the request for reconsideration;
  - (5) Review applicable materials such as a copy of the district or school mission statement; professional reviews of the materials being reconsidered, when available; state standards; and curriculum planning;
  - (6) Review copies of material being reconsidered, as available;

- (7) Consider the material’s suitability in the context of the original use and the context in which the request for reconsideration was made;
- (8) Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations as they apply to:
  - (a) The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
  - (b) The material’s level of difficulty; and
  - (c) The age group(s) with which it was used.
- b. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide offer oral or written testimony on the reconsideration within such procedures and limitations as may be established by the chair with the consensus of the committee.
- c. The person who made the request for reconsideration will be kept informed by the superintendent or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of committee meetings.
- d. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- e. Review and discuss possible options for decision, including:
  - (1) Continued use of the material as used, with no restrictions;
  - (2) Restricted or modified use of the material in terms of subject area, grade level, and/or districtwide, related to the specific request for reconsideration; or
  - (3) Removal of the material from the educational setting in which it was used.

Any decision to prohibit the use of, or refusal to approve the use of materials, on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1), i.e., are Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent; have disabilities; are immigrants or refugees; or are lesbian, gay, bisexual or transgender is prohibited.

The reconsideration committee will consider the material’s suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee’s recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

f. Procedures for voting:

- (1) A quorum<sup>2</sup> will be present to act upon any business to come before the committee.

<sup>2</sup> A “quorum” is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

- (2) All outcomes of motions and votes by name will be recorded and reported in the minutes of the meeting(s).
- (3) Only votes of the members present at the time of the vote will be recorded<sup>3</sup>.

A vote in the affirmative from a majority of those present is required for a motion to pass.

The committee's recommendation will be issued within 45 days of receipt of the request by the district.

The written recommendation and its justification<sup>4</sup> from the committee will be forwarded ~~to the superintendent within [seven] days of issuance of the recommendation. Within [seven] days of receipt of the recommendation by the superintendent, a copy of the recommendation will be sent by the superintendent or designee~~ by the superintendent or designee to the person who requested the reconsideration and to the Board within five days of the recommendation.

~~g. — Procedures for voting:~~

- ~~(1) — A quorum<sup>5</sup> will be present to act upon any business to come before the committee.~~
- ~~(2) — All outcomes of motions and votes by name will be recorded and reported in the minutes of the meeting(s).~~
- ~~(3) — Only votes of the members present at the time of the vote will be recorded<sup>6</sup>.~~
- ~~(4) — A vote in the affirmative from a majority of those present is required for a motion to pass.~~

#### 4. Board Review

The Board will review the ~~final~~ committee's recommendation and ~~announce its~~ make a final decision at a Board meeting within 30 days of receipt of the committee's recommendation. ~~If the Board's decision is contrary to the committee's recommendation, the reasons will be communicated, in writing, to the superintendent.~~ The Board's decision, at minimum, should include a reference to grade level and subject area, for which the subject material can be used, if any, and a written explanation of the decision. ~~The Board will issue a decision within [30] days of receipt of the reconsideration committee's recommendation.~~ The district will provide a copy of the Board's decision to the person who requested the reconsideration, and it will be made available to the public. The committee's recommendation and explanation will be made available to the public prior to any removal.

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<sup>3</sup> Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

<sup>4</sup> Includes an explanation supporting the recommendation.

<sup>5</sup> A "quorum" is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

<sup>6</sup> ~~Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.~~

The timelines may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request, and the staff member(s) involved.

Requests for reconsideration of the same material will not be accepted for at least five calendar years following issuance of a decision on said material.

# Seaside School District 10

Recommend to: **REVISE**

Code: IIA-AR(3)  
Revised/Reviewed: 5/17/22; 9/16/25

## Reconsideration of Supplemental Instructional Materials

~~Any staff member, student or their parent or guardian, or resident of the district~~ A staff member of the district or a parent or guardian of a student of a school of their district may raise concern about supplemental instructional materials<sup>1</sup> used in the district's educational program. ~~This procedure is meant to provide a forum for those persons in the schools and the community who are not directly involved in the selection process.~~ Access to, or use of, materials under reconsideration will not be restricted during the reconsideration process.

Complaints alleging a material constitutes protected-class discrimination may be submitted through the district's discrimination complaint policy and procedures.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person making a request for reconsideration may withdraw their reconsideration request at any time during the process.

### 1. Concern

- a. Any concern made regarding supplemental instructional materials by any staff member, student or their parent or guardian, ~~or resident of the district~~ will be made known to the principal.
- b. The principal will arrange to meet with the person(s) with the concern, and may include the staff member(s) most directly involved with its use, in an effort to resolve the issue informally, within 15 days of receipt of the concern.

The principal will explain to their best ability the particular place the material in question occupies in the educational program and its intended educational usefulness or include someone who can identify and explain the use of the material.

- c. The principal will inform the person(s) submitting the concern that if the person is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.b. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.

### 2. Request for Reconsideration

- a. A staff member ~~of the district, student or their or~~ parent or guardian of a student of a school of the district, or resident of the district wishing to file a request for reconsideration of supplemental instructional materials must complete Step 1 above prior to filing a request for reconsideration.

<sup>1</sup> "Supplemental instructional materials" means instructional materials used as part of the course of study, which are not part of the core instructional materials. They contain materials to supplement and/or differentiate core instruction and are generally teacher selected. These materials are not adopted by the Board. Materials required or assigned to be used as part of a class may be considered supplemental instructional materials, regardless of the source or location of the material.

- b. Only requests for reconsideration from district staff or parent or guardian of a student of a school of the district will be considered. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the complainant person making the request, and must be submitted to the principal. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.
- c. Upon receipt of a written reconsideration request, the principal will appoint a reconsideration committee by random selection.
- d. Use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.
- ~~d.~~e. The reconsideration committee will convene to consider the request for reconsideration received by the district. The committee will receive the request for reconsideration and copies of related materials and instructions on procedure during this committee meeting.

### 3. Reconsideration Committee

- a. The reconsideration committee shall be made up of at least seven members:
  - (1) Two teachers designated by the principal and will be from the grade level of the material under reconsideration;
  - (2) One librarian designated by the principal;
  - (3) One administrator designated by the principal;
  - (4) Two members from the community having expressed willingness to serve on this committee appointed by the principal;
  - (5) One student selected by the principal.

The reconsideration committee may include equity, Title IX, and/or Section 504 personnel in discussions about concerns which relate to an underrepresented group or a protected class.

### 4. Procedures for the Reconsideration Committee

- a. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- b. Review applicable materials such as a copy of the district or school mission statement, professional reviews of the materials being reconsidered, when available, state standards and curriculum planning.
- c. Be responsible for documenting all proceedings; adhering to established policies, procedures and guidelines; and preparing and ~~r~~representing the recommendations to the principal.
- d. Establish a calendar for review of the material.
- e. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:
  - (1) The suitability of the material for the instructional objectives established for the lesson(s) in which it was used, including its presentation and follow-up;
  - (2) The alignment of the material with the standards and curriculum;
  - (3) The material's reading level and intended audience (literary level to comprehend the words as opposed to difficult topics);
  - (4) The suitability of the material for the students it was used with; and

- (5) Professional review sources for the title/material, when available.
- f. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
- g. The person who made the request will be kept informed by the superintendent or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.
- h. Review and discuss possible options for decision, including:
- (1) Continued use of the material as used, with no restrictions;
  - (2) Restricted or modified use of the material in terms of subject area, grade level, districtwide, related to the specific request;
  - (3) Removal of the material from the educational setting in which it was used.

Any decision to prohibit the use of, or refusal to approve the use of materials, on the basis that the materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260 (1), i.e. Native American, European, African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent; have disabilities; are immigrants or refugees; or are lesbian, gay, bisexual or transgender is prohibited.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options ~~for recommendation~~, a committee member may offer a motion outlining the committee's ~~decision~~ recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

~~The written recommendation and its justification from the committee will be forwarded to the principal within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the superintendent, a copy of the recommendation will be sent by the superintendent or designee to the person who made the request for reconsideration and to the Board.~~

- i. Procedures for voting:
- (1) A quorum<sup>2</sup> will be present to act upon any business to come before the committee.
  - (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).
  - (3) Only votes of the members present at the time of the vote will be recorded<sup>3</sup>.

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<sup>2</sup> A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

<sup>3</sup> Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

The decision from the reconsideration committee will be issued within 45 days of receipt of the written request for reconsideration by the principal. The ~~response to the request for reconsideration decision~~ will be in writing and include the committee's justification and information regarding an appeal to the superintendent. The decision will be ~~copied~~ provided to the involved parties, including the principal. The principal will also communicate the decision to the affected staff and to the public.

## 5. Appeal to the Superintendent

A decision from the reconsideration committee may be appealed by the person who requested the reconsideration to the superintendent by submission of the appeal to the superintendent within 15 days from issuance of the committee's decision. A copy of all procedural documents, recommendations, and decisions will be made available to the superintendent. The superintendent should review whether the correct procedure was followed. If the correct procedure was followed, the decision of the committee should be affirmed. The superintendent will issue a written decision to the involved parties within 30 days of receipt of the appeal.

~~If an appeal is made, the decision made by the reconsideration committee is suspended pending the appeal (meaning, if applicable, that the material may remain in use until the appeal decision is made).~~

An item approved for removal shall not be removed until a written explanation from the committee (if the committee agreed to removal) is made available to the public.

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who made the request and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least five calendar years following issuance of a decision on those materials.



Code: IIA-AR(4)  
Revised/Reviewed: 9/16/25

### Reconsideration of ~~School or Classroom~~ Library Materials in a School or Classroom Library

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Students select reading materials with the understanding that parents or guardians will discuss concerns and expectations with them.

~~Any~~ A staff member who was responsible for the selection or retention of library material<sup>1</sup>, a staff member of the school; ~~student or their~~ or a parent or guardian of a student of the school; ~~or resident of the district~~ may raise concerns about the library materials available to students through ~~the district's~~ school and classroom libraries. ~~This procedure is to provide a forum for those persons in the schools and the community who are not directly involved in the selection process.~~ Access to, or use of, materials under reconsideration will not be restricted during the reconsideration process.

Concerns and requests for reconsideration alleging a material constitutes protected-class discrimination may be submitted through and will be processed in accordance with the district's discrimination complaint policy and procedures.

Meetings of the reconsideration committee ~~are~~ may be subject to Public Meeting Law.

This reconsideration process will be completed in its entirety and not subverted or ended prematurely. The person filing the request may withdraw their reconsideration request at any time during the process.

#### 1. Concerns about ~~School or Classroom~~ Library Materials

- a. Any concern made regarding ~~school or classroom~~ library materials by any staff member of the school; ~~student or their~~ or parent or guardian of a student of the school; ~~or resident of the district~~ will be made known to the person responsible for the selection or retention. For ~~school~~ library materials in school libraries, share concerns with the district librarian. For ~~classroom~~ library materials in classroom libraries, share concerns with the classroom teacher.
- b. The person responsible for the selection or retention of the material in question will respond and attempt to resolve the issue informally. Alternatively, the person responsible for selection or retention may move the concern to the principal in 1.d. An initial response will be provided within 15 days of receipt of the concern.
- c. If the person who made the inquiry is not satisfied, they can request a meeting with the principal.
- d. The principal will meet with the person, attempt to resolve the concern, and document the meeting. The staff member responsible for selection or retention may be requested to attend this meeting. The principal will issue a follow-up communication about the outcome of the

<sup>1</sup> "Library materials" includes educational or literary materials that are nonfiction or fiction and that are available in print or an electronic format. "Library materials" do not include textbooks or instructional materials that are selected under ORS 337.120, 337.141 or 337.260.

meeting to the person who made the informal inquiry and relevant staff within 10 days of receipt in 1.c.

- e. If the person who made the request is not satisfied with the outcome of the informal inquiry, they may file a written request for reconsideration within 10 days of the conclusion in 1.d. The initial contact from the person and any outcome of a meeting or conversation will be documented and maintained by the principal.
- f. No library materials will be removed or restricted from use ~~as a result of~~ because of an informal concern ~~[by anyone other than the person responsible for selection or retention].~~

## 2. Request for Reconsideration of School or Classroom Library Materials

- a. A staff member of the school, ~~student~~ or ~~their~~ a parent or guardian of a student of the school, ~~or resident of the district~~ wishing to file a request for reconsideration of ~~school or classroom~~ library materials in a school or classroom library must complete Step 1 above, prior to filing a request.
- b. Only requests for reconsideration from a staff member responsible for the selection or retention of the material, a staff member of the school or a parent or guardian of a student of the school will be considered. All requests for reconsideration will be in writing on the form prepared for this purpose, signed by the ~~complaint~~ person making the request, and must be submitted to the principal. If a request for reconsideration involves more than one material, a separate form must be completed for each material. A request to reconsider multiple titles in a series may be submitted on a single form. All school offices will make forms available.
- c. Upon receipt of a request for reconsideration, the principal will notify all staff member(s) who are directly involved in the request, and forward the request to the district librarian; ~~a copy will be forwarded to the superintendent [or designee].~~
- d. The principal will, within 15 days, appoint a reconsideration committee.
- e. Use of the material identified in the request for reconsideration will not be suspended and shall not be removed during the reconsideration process. Materials will not be removed for discriminatory reasons.

## 3. Reconsideration Committee

- a. The reconsideration committee will be made up of at least ~~[seven]~~ members:
  - (1) Two teachers designated by the principal and will be from the grade level of the material under reconsideration;
  - (2) One librarian designated by the principal;
  - (3) One administrator designated by the principal;
  - (4) Two members from the community having expressed willingness to serve on this committee appointed by the principal;
  - (5) One student selected by the ~~principal~~ student council.

The reconsideration committee may include equity, Title IX and/or Section 504 personnel in discussions about requests that relate to an underrepresented group or a protected class.

The committee selected will only serve to consider the material, which is the subject of the request for reconsideration, unless otherwise specified. ~~After completion of the reconsideration committee's responsibilities, committee members will be returned to the pool.~~

#### 4. Procedures for the Reconsideration Committee

- a. Every request for reconsideration will be acted upon by the committee. However, the committee may consider requests with similar concerns together.
- b. Review applicable materials such as a copy of the district or school library mission statement and professional reviews of the materials being reconsidered, when available.
- c. Be responsible for documenting all proceedings; adhering to established policies, procedures and guidelines; and preparing and representing the recommendations of the committee to the principal.
- d. Review the material under reconsideration in its entirety, considering the theme, concept, vocabulary, and illustrations (if any) as they apply to:
  - (1) The material's availability for student selection from the school or classroom library;
  - (2) The alignment of the material with the school or classroom library material selection criteria;
  - (3) The material's reading level and intended audience (literary level to comprehend the words as opposed to controversial topics);
  - (4) The suitability of the material for the students it is available for; and
  - (5) Professional review sources for the title/material, when available.
- e. An opportunity will be provided to the person who filed the request and staff member(s) involved to offer oral or written testimony on the reconsideration; outside consultants, lay people, other staff members, or other individuals may be offered an opportunity to provide oral or written testimony on the reconsideration within such procedures and limitations as may be established by the committee.
- f. The person who made the request will be kept informed by the principal or designee concerning the status of the request throughout the committee process. The person and known interested parties will be given notice of such meetings.
- g. Review and discuss possible options for a decision recommendation, including:
  - (1) Continued use of the material as used, with no restrictions;
  - (2) Restricted or modified use of the material in terms of subject area, grade level, districtwide related to the specific request; or
  - (3) Removal of the material from the educational setting.

Any decision recommendation to prohibit the selection or retention of, or refuse to select or retain, library materials on the basis that the materials include a perspective, study or story of, or are created by, any individual or group against whom discrimination is prohibited under ORS 659.850, i.e., race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age or disability is prohibited.

The reconsideration committee will consider the material's suitability in the context in which the request for reconsideration was made.

Following the discussion and review of possible options for recommendation, a committee member may offer a motion outlining the committee's recommendation. Action will be taken on the motion and any subsequent motions within the procedures outlined above and consistent with Oregon law.

~~The written recommendation and its justification from the committee will be forwarded to the principal within seven days of issuance of the recommendation. Within seven days of receipt of the recommendation by the principal, a copy of the recommendation will be sent by the principal or designee to the person who requested the reconsideration and to the Board.~~

h. Procedures for voting:

- (1) A quorum<sup>2</sup> will be present to act upon any business to come before the committee.
- (2) All outcomes of motions and votes will be recorded and reported in the minutes of the meeting(s).
- (3) Only votes of the members present at the time of the vote will be recorded<sup>3</sup>.
- (4) A vote in the affirmative from a majority of those present is required for a motion to pass.

The committee's written recommendation will be issued within 45 days of receipt of the original request received by the principal.

The committee's written recommendation and its justification<sup>4</sup> will be forwarded to the principal.

The principal will review the committee's recommendation and communicate a decision within 10 days to the person making the request and affected staff, and to the public in the event there is a decision to remove library material.

- ~~i. The decision from the reconsideration committee will be issued within 45 days of receipt of the written request for reconsideration by the principal. The response to the request for reconsideration will include the committee's decision and information regarding an appeal to the superintendent. The decision will be copied to the involved parties, including the principal. The principal will also communicate the decision to the affected staff and to the public.~~

5. Appeal to the Superintendent

A decision from the ~~reconsideration committee~~[principal] may be appealed by ~~{~~<sup>5</sup>the person who requested the reconsideration} to the {superintendent}[Board] by submission of the appeal to the {superintendent}[Board chair] district office within {10} days from issuance of the committee's [principal's] decision. A copy of all procedural documents, recommendations, and decisions will be made available to the {superintendent}[Board]. ~~{The Board will review the appeal and information~~

<sup>2</sup> A quorum is a majority (one-half of an odd number of members rounded up to the next whole number; one-half of an even number of members plus one). A quorum of a five-member committee is three; a quorum of a six-member committee is four; a quorum of a seven-member committee is four.

<sup>3</sup> Committee members may attend virtually. Members attending virtually are considered present for quorum and voting purposes.

<sup>4</sup> Includes an explanation supporting the recommendation.

<sup>5</sup> ~~{Does the district want to limit who can file an appeal? Consider:~~

- ~~• Communication regarding the reconsideration committee's decision (if any member of the public can file an appeal, should the decision be communicated to the public);~~
- ~~• The impact of the decision (if the decision applies throughout the entire district, should the entire district be able to appeal the decision).}~~

~~at a Board meeting.~~ The ~~{superintendent}~~ ~~{Board}~~ should review whether the correct procedure was followed. If the correct procedure was followed, the ~~{superintendent}~~ ~~{Board}~~ should affirm the decision of the committee. ~~{The Board will make a decision regarding the appeal at a Board meeting.}~~ The ~~{superintendent}~~ ~~{Board}~~ will issue a written decision to the involved parties within ~~{30}~~ days of receipt of the appeal ~~to the involved parties.~~

If an appeal is made, the decision made by the ~~reconsideration committee~~ ~~{principal}~~ ~~{}~~ is suspended pending the appeal (meaning, if applicable, that the material may remain in use until the ~~{superintendent}~~ ~~{Board}~~ makes its decision). ~~{remains in effect until the appeal is decided by the {superintendent} {Board}.}~~

An item approved for removal shall not be removed until a written explanation for removal from the committee is made available to the public (if the committee recommended removal).

The timelines in this administrative regulation may be modified by the district based on the availability of staff and/or committee participants. Notice of a modified timeline must be provided to the person who requested the reconsideration and staff member(s) involved.

Requests for reconsideration of the same materials will not be accepted for at least five calendar years following issuance of a decision on those materials.



# Seaside School District 10

**Recommend to: REVISE**

Code: IIA-AR(5)  
Revised/Reviewed: 9/16/25

## Request for Reconsideration of Instructional or Library Materials Form (Submit to Superintendent)

Student choice reading is endorsed by the district as a key component of literacy and reading instruction. Student choice in reading materials is honored, with the understanding that parents/guardians have the final decision in what their child is reading. When materials are challenged, the principles of the freedom to read, listen, and view will also be considered for all students.

Please complete this form in its entirety for consideration. This document will become a public record and is subject to public records requests.

Requests for reconsideration will be processed in accordance with the following:

1. Core instructional materials: IIA-AR(2) - Reconsideration of Core Instructional Materials
2. Supplemental instructional materials: IIA-AR(3) - Reconsideration of Supplemental Instructional Materials
3. School and classroom library materials: IIA-AR(4) - Reconsideration of ~~School or Classroom~~ Library Materials in a School or Classroom Library

People who wish to file a request for reconsideration of supplemental and/or school or classroom library materials must follow the informal process for concerns related to those instructional materials prior to filing this request for reconsideration.

Request initiated by: \_\_\_\_\_ Phone \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_  
 Email: \_\_\_\_\_

**Book or other material:**

Title: \_\_\_\_\_ Author \_\_\_\_\_  
 Publisher: \_\_\_\_\_ Publication Date: \_\_\_\_\_  
 Type of material:  Article  Audio recording  Book  Textbook  Video  Website  
 Other: \_\_\_\_\_  
 Producer/Source (if known): \_\_\_\_\_

Please respond to the following questions.

1. Did you discuss your concerns with the teacher or other involved staff?  Yes  No

If no, you must first discuss your concerns with the teacher or other involved staff before filing a request for reconsideration.

If yes, on what date? \_\_\_\_\_

Please provide a summary of the conversation: \_\_\_\_\_

What is the name of the staff member(s)? \_\_\_\_\_

2. Did you review the entire material?  Yes  No

If not, what sections did you review? \_\_\_\_\_

3. How was the material acquired by the student (i.e., required reading, free choice selection, etc.)?

4. To what in the material do you object and why? (Please be specific and cite pages, frames, etc.)

5. What material do you recommend in its place which would provide information on the subject?

6. What action are you requesting the reconsideration committee consider? \_\_\_\_\_

7. Do you wish to provide oral or written testimony to the reconsideration committee?  
 Yes, oral testimony  Yes, written testimony  No

If yes, please call the superintendent's office at 503-738-5591.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Received by superintendent: \_\_\_\_\_

\_\_\_\_\_  
Date

**References:**

## Seaside School District 10

Code: JFCEB  
Adopted: 12/18/14  
Revised/Readopted: 1/18/22; 6/21/22  
Orig. Code: JFCEB

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

Students may be allowed to use and possess personal electronic devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law.<sup>1</sup>

As used in this policy, a “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

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

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

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

The superintendent or designee is directed to develop guidelines and/or approve school rules as necessary to ensure that student use of such devices is consistent with this policy. Guidelines may include grade- or age-level possession and/or use restrictions by students on district property and at district-sponsored activities; consequences for violations; a process for responding to a student’s request to use a personal electronic device, including an appeal process if the request is denied; and such other provisions as the superintendent or designee may deem necessary. The superintendent or designee is responsible for ensuring that pertinent provisions of Board policies, guidelines and school rules governing personal electronic devices are included in staff handbooks and student/parent handbooks, reviewed annually and updated as necessary.

END OF POLICY

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

**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Copyrights, 17 U.S.C. §§ 101-1332 (2012); 19 C.F.R. Part 133 (2017).

# OSBA Model Sample Policy

Recommend to: **RE-ADOPT**

Code: JFCEB  
Adopted:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 336.840](#)

Oregon Executive Order 25-09

# OSBA Model Administrative Regulation

**Recommend to: ADOPT**

Code: JFCEB-AR  
Revised/Reviewed:

## Request for Personal Electronic Devices Exception

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

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

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

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

This request is:

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

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

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

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

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

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

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

### For Completion by School Administration

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

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

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

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

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

Guidelines for exemption consideration:

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

# Seaside School District 10

Recommend to: **REVISE**

Code: JGE  
Adopted: 7/26/07  
Revised/Readopted: 1/18/22  
Orig. Code: JGE

## Expulsion\*\*

*{Required policy. ORS 339.250(2) and OAR 581-021-0070 require policies on expulsion.}*

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may only be expelled for the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's **conductbehavior** have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a direct threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

The Board delegates the authority to decide on an expulsion to the superintendent.<sup>{1}</sup> The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a

<sup>{1}</sup> The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.

final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

When a recommendation for an expulsion is made and an ~~expulsion~~ hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service<sup>2</sup> or by certified mail<sup>3</sup> at least [five] days prior to the scheduled hearing. Notice shall include:
  - a. The specific charge or charges and the specific facts that support the charge or charges;
  - ~~b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;~~
  - ~~e.b.~~ A ~~recommendation for expulsion~~ statement of intent to consider the charges as reason for expulsion;
  - ~~d.c.~~ The student's right to a hearing;
  - ~~e.d.~~ When and where the hearing will take place; and
  - ~~f.e.~~ The student may be represented by counsel or other persons ~~right to representation~~.

~~The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;~~

- ~~2. Expulsion hearings will be conducted in private and will not be open to the general public unless the student or the student's parents request an open session;~~
- ~~3.2.~~ ~~If~~ ~~in case~~ the parent or student ~~has difficulty understanding~~ does not understand the English language ~~or has other serious communication disabilities~~, the district will provide an interpreter during the hearing ~~translator~~. All communications will be in a manner that is understandable to the parents and student;
- ~~4.3.~~ The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, ~~and/or~~ parent or other person. The district's attorney may be present;
- ~~5.4.~~ The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;

<sup>2</sup> The person serving the notice shall file a return of service. (OAR 581-021-0070)

<sup>3</sup> When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

- ~~6.5.~~ The student shall be permitted to be present and to hear the evidence presented by the district;
- ~~7.6.~~ The hearings officer or the student may record the hearing;
- ~~8.7.~~ Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;

~~9.— If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;~~

~~If the Board has delegated authority to the superintendent [or designee] to act as the hearings officer, the superintendent may designate himself, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;~~

~~10.8.~~ A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

- a. The name of the minor student;
- b. The issues involved, including a student's confidential records;
- c. The discussion;
- d. The vote of Board members, which may be taken in executive session when considering an expulsion.

~~Prior to expulsion, the district must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons policy violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification. The district must document to the parent of the student that proposals of alternative education programs have been made.~~

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.061](#)

[ORS 336.615 - 336.665](#)

R3/15/23 | SL

Expulsion\*\* – 107E  
3-4

[ORS 339.115](#)  
[ORS 339.240](#)

[ORS 339.250](#)  
[OAR 581-021-0050 - 021-0075](#)

[House Bill 2514 \(2019\)](#)

## **Seaside School District 10**

Code: JHCA/JHCB  
Adopted: 1/18/22

### **Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening\*\***

#### **Immunization**

Proof of immunization must be presented at the time of initial enrollment<sup>1</sup> in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.<sup>2</sup>

The building administrator or designee is authorized to exclude any student from school attendance for noncompliance with the statutes and rules, subject to additional rules related to homeless students found in Board policy JECBD – Homeless Students and its accompanying administration regulation. The building administrator or designee will notify the parent or guardian of the reason for the exclusion, stating that the student will continue to be excluded until the student has complied with the requirements.

The district will comply with the State Health Division rules related to the district's immunization registry and the associated tracking and recall systems. This compliance will include the waiver of the requirement of consent for release of information and the waiver of issues of confidentiality in regard to immunization records.

The policy is in effect for all students who do not have documented medical or non-medical exemptions.

#### **Physical Examination**

The Board recommends that all students initially enrolling in school have a physical examination. Parents will be asked to complete a district Health History form when initially enrolling their student in the district and when registering them for grade 7.

All students participating in athletic programs are required to submit to the district a School Sports Pre-participation Examination<sup>3</sup> form prior to their initial participation in a district athletic program. The form is to be completed and signed by a parent or guardian and physician giving permission for the student to participate.

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<sup>1</sup> The district shall immediately enroll a homeless student in the school selected even if the student is unable to produce records normally required for enrollment.

<sup>2</sup> Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>3</sup> Form available at <http://www.osaa.org/governance/forms>

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation in extracurricular sports.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter.

### **Vision Screening or Eye Examination**

The parent or guardian 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 the student has received:

1. 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 parent or guardian of the student.

### **Dental Screening**

The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.

The parent or guardian 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 submit a certification within 120 days of beginning the education program that the student has received a dental screening within the previous 12 months.

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;
2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or
3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
  - a. The cost of obtaining the dental screening is too high;
  - b. The student does not have access to an approved screener;
  - c. The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:

1. Student's name;
2. Date of screening; and
3. Name of entity conducting the dental screening.

The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.

If the district is causing the dental screening to be conducted, the district will follow the notice requirements in accordance with law.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.580](#)  
[ORS 336.211](#)  
[ORS 336.213](#)  
[ORS 336.214](#)

[ORS 336.479](#)  
[ORS 433.235 - 433.280](#)  
[OAR 333-019-0010](#)  
[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0017](#)  
[OAR 581-021-0031](#)  
[OAR 581-021-0041](#)  
[OAR 581-022-2220](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2020).

OREGON SCHOOL ACTIVITIES ASSOCIATION, *OSAA HANDBOOK*.

**Cross Reference(s):**

IGDJ - Interscholastic Activities  
JEC - Admissions

# OSBA Model Sample Policy

**Recommend to: ADOPT**

Code: JHCA/JHCB  
Adopted:

## Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries\*\*

### Immunization

Proof of immunization must be presented at the time of initial enrollment<sup>1</sup> in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.<sup>2</sup>

### School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination<sup>3</sup> prior to their initial participation in a related district program. The form<sup>4</sup> is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law<sup>5</sup> who has examined and evaluated the student. The completed form(s) must be returned ~~[as directed]~~ ~~[to the school office]~~. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

### Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

<sup>1</sup> The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

<sup>2</sup> Documentation requirements for exemptions are outlined in ORS 433.267.

<sup>3</sup> The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

<sup>4</sup> The form may be used in either a hard copy or electronic format.

<sup>5</sup> This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.<sup>6</sup> Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional<sup>7</sup>.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification<sup>8</sup> from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.<sup>9</sup> Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.<sup>10</sup>

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

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<sup>6</sup> For more information regarding medical releases for students in grades 9-12, see OSAA rules.

<sup>7</sup> "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

<sup>8</sup> "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

<sup>9</sup> The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

<sup>10</sup> Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).  
House Bill 3007 (2025)

# Seaside School District 10

**Recommend to: REVISE**

Code: JHFF/GBNAA  
Adopted: 12/19/19  
Revised/Readopted: 1/18/22  
Orig. Code: JHFF

## Suspected Sexual Conduct with Students and Reporting Requirements

Sexual conduct by district employees, contractors<sup>1</sup>, agents<sup>2</sup>, and volunteers<sup>3</sup> is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, and students<sup>4</sup> are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

<sup>5</sup>“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days one calendar year prior to the sexual conduct.

<sup>1</sup> “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

<sup>2</sup> “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>3</sup> “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

<sup>4</sup> Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.

<sup>5</sup> This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building.

If the superintendent is the alleged perpetrator the report shall be submitted to the Special Services Director who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation GBNAA/JHFF-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

Any electronic communications with students by a contractor, agent or volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, contractors, agents or volunteers shall use district e-mail using mailing lists and/or other internet messaging approved by the district to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a contractor, agent or volunteer for the district is strongly discouraged.

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

House Bill 2136 (2021).

Senate Bill 51 (2021).

**Cross Reference(s):**

GBN/JBA - Sexual Harassment

GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements

IIBGA - Electronic Communications System

JFCF - Hazing, Harassment, Intimidation, Menacing, Bullying, Cyberbullying,

Teen Dating Violence and Domestic Violence – Student

JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements

JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

# Seaside School District 10

**Recommend to: REVISE**

Code: JO/IGBAB-AR  
 Adopted: 11/20/12  
 Revised/Readopted: 1/18/22  
 Orig. Code: JO/IGBAB-AR

## Education Records/Records of Students with Disabilities Management

### 1. Student Education Record

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

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

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

- a. Name and address of educational agency or institution;
- b. Full legal name of the student;
- c. Student's birth date ~~and place of birth~~;
- d. Names of parents/guardians;

- e. Date of entry into the school;
- f. Name of school previously attended;
- g. Courses of study and marks received;
- h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
- i. Credits earned;
- j. Attendance; and
- k. Date of withdrawal from school; and
- l. ~~Such additional information as the district may prescribe.~~

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.

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

## 2. Confidentiality of Student Records

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

## 3. Rights of Parents and Eligible Students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible

student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice.

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

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

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

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

#### 5. Release of Personally Identifiable Information

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

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

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

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

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

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

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

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

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

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

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

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

- f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that:
- (1) Designates the individual or entity as an authorized representative;
  - (2) Specifies the personally identifiable information being disclosed;
  - (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state -supported education programs;

- (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used;
  - (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted;
  - (6) Identifies the time period in which the personally identifiable information must be destroyed; and
  - (7) Establishes policies and procedures which are consistent with Family Education Rights and Privacy Act (FERPA) and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use.
- g. The disclosure is to accrediting organizations to carry out their accrediting functions;
  - h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student;
  - i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters;
  - j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986;
  - k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and healthcare professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records.

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

- l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information);
- m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student;
- n. The disclosure is to officials of another school, school system, institution of post-secondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is

- not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability;
- o. The disclosure is to the Board during an executive session pursuant to ORS 332.061;
  - p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

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

## 6. Record-Keeping Requirements

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

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

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

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

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

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

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

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

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

## 8. Hearing Rights of Parents or Eligible Students

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

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

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

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

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

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

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

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

9. Duties and Responsibilities When Requesting Education Records

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

10. Duties and Responsibilities When Transferring Education Records

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

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

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

### **Disclosure Statement**

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

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

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

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

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

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

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

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

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

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

# Seaside School District 10

**Recommend to: REVISE**

Code: JOA  
 Adopted: 10/16/12  
 Revised/Readopted: 1/18/22  
 Orig. Code: JOA

## Directory Information\*\*

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information may be released to the public through appropriate procedures and includes:

1. Student’s name;
- ~~2. Student’s address;~~
- ~~3. Student’s telephone listing;~~
- ~~4. Student’s electronic address;~~
- ~~5.2.~~ Student’s photograph;
- ~~6.3.~~ Date and place of birth;
- ~~7.4.~~ Major field of study;
- ~~8.5.~~ Participation in officially recognized ~~sports and~~ activities and sports;
- ~~9.6.~~ Weight and height of ~~athletic team~~ members of athletic teams;
- ~~10.7.~~ Dates of attendance; and
- ~~11.8.~~ Grade level;
- ~~12.9.~~ ~~Diploma, honors or Degrees and~~ awards received;
- ~~13.10.~~ ~~Most recent previous school or program attended.~~

### Public Notice

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

## Exclusions

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

Directory information shall be released only with administrative direction.

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

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

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

END OF POLICY

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### Legal Reference(s):

[ORS 30.864](#)

[ORS 107.154](#)

[ORS 180.805](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 336.187](#)

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

[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Every Student Succeeds Act, 20 U.S.C. § 7908 (2012).

### Cross Reference(s):

IGBAB/JO - Education Records/Records of Students with Disabilities

JO/IGBAB - Education Records/Records of Students with Disabilities