Siuslaw School District 97J

Board of Directors’ Meeting Information Packet

April 10, 2019
Presented to the Board of Directors:

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Agenda</th>
<th>Item No: 041019-4</th>
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</thead>
<tbody>
<tr>
<td>Attachment:</td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Reason:</td>
<td>Approve Agenda</td>
<td>From: Andrew Grzeskowiak</td>
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<td></td>
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<td>Date: April 10, 2019</td>
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</tbody>
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Background:
The superintendent, board chair and vice-chair meet to prepare the agenda one week prior to the board meeting. Items of business may be suggested by any board member, staff member, student or citizen of the district by notifying the superintendent at least five working days prior to the meeting. Any changes to the agenda must be approved by majority vote.

Recommendation:
Administration recommends approval of the agenda.

Resolution #041019-4 Approve Agenda
Be it Resolved that the Siuslaw School District Board of Directors approve the agenda as presented.

Suzanne Mann-Heintz, Board Chair

Kari Blake, Business Manager/Deputy Clerk
Siuslaw School District 97J
Regular Board of Directors Meeting
Siuslaw School District Office, 2111 Oak Street, Florence, Oregon
Wednesday, April 10, 2019 at 6:30 p.m.

Notice and Agenda

1. Call to Order, Flag Salute – Chair Mann-Heintz
   SMS Flag Salute – Kyle Hughes

2. Welcome Patrons, Staff and Press – Chair Mann-Heintz

3. Oath of Office – Board Position 3, Robert (Bob) Sneddon – Chair Mann-Heintz

4. Approve Agenda – Superintendent Grzeskowiak

5. Approve Consent Agenda – Superintendent Grzeskowiak

6. Public Participation – Chair Mann-Heintz

7. Program Highlights – Superintendent Grzeskowiak
   School Resource Officer
   AVID

8. Co-educational and Community Partnerships – Superintendent Grzeskowiak
   Western Lane Behavioral Health Network
   Rotary Youth Activities Committee
   Siuslaw Soccer Association
   Siuslaw Athletic Booster Club

9. Action Items
   a. Accept Board Member Resignation, Tammy Butler – Superintendent Grzeskowiak
   b. Accept Budget Member Resignation, Perry Larson – Superintendent Grzeskowiak
   c. Policy Revisions and Updates – Superintendent Grzeskowiak
      i. GBDA – Mother Friendly Workplace – 1st Reading
      ii. IKF/IKF-AR – Graduation Requirements – 1st Reading
      iii. Harassment, Intimidation, Bullying Policies – 1st Reading
      iv. Domestic Violence, Stalking Leave Policies – 1st Reading
   d. Superintendent Contract – Chair Mann-Heintz

10. Acknowledgements – Chair Mann-Heintz and Board

11. Reports
   a. Superintendent Communications – Superintendent Grzeskowiak
   b. Business Manager Communications – Kari Blake
   c. Administrator Reports – Superintendent Grzeskowiak
   d. Board Chair Communications – Chair Mann-Heintz

12. Adjourn – Chair Mann-Heintz
Presented to the Board of Directors:

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Consent Agenda</th>
<th>Item No:</th>
<th>041019-5</th>
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<tr>
<td>Reason:</td>
<td>Consent Business</td>
<td>From:</td>
<td>Andrew Grzeskowiak</td>
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<tr>
<td>Date:</td>
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**Background:**
This month’s consent agenda contains the following items:
- Minutes of the March 13, 2019 Regular Board Meeting
- March Financial Report (provided at a later date, due to absence of business manager)
- April 2019 Enrollment Report
- Confidential Staff Contracts

**Recommendation:**
Administration recommends approval of the consent agenda as presented. The board is reminded that any consent agenda items which may require additional discussion may be added to the agenda as a regular item.

**Resolution #041019-5 Consent Agenda**
Be it Resolved that the Siuslaw School District Board of Directors approve the consent agenda as presented.

__________________________
Suzanne Mann-Heintz, Board Chair

__________________________
Kari Blake, Business Manager/Deputy Clerk
Mission: “Motivating and preparing all students to reach their greatest potential.”

Directors:  Paul Burns  John Barnett  Tammy Butler(absent)
Bill McDougle  Guy Rosinbaum  Suzanne Mann-Heintz
Position 3 - Vacant

Others in Attendance:  Andy Grzeskowiak, Superintendent
Kari Blake, Business Manager
Vonnie McClellan, Board Secretary
Staff, Patrons, Media

1. Chair Mann-Heintz called the meeting to order at 6:32PM and read the district mission statement. Siuslaw Elementary School Principal Mike Harklerode introduced the flag salute students. Harklerode noted that all the students are 5th graders and are children of district employees. Hareklrode shared that Mr. Barnard came up with idea to recognize these students in their last year at the elementary school. Reid Harklerode, Isis Turagano, Abbie Jones, Collin Barnett, Grace Dotson, Kale Jensen, Ayden Bailey, Ethan Spencer, Chloe Goss, Achilles Gonzaga, and Jake Perkins led the flag salute.

2. Chair Mann-Heintz welcomed patrons, staff and press to the meeting. Chair Mann-Heintz read a proclamation to recognize April as Child Abuse Prevention Month (CAPM).

3. Chair Mann-Heintz called for approval of the agenda. Superintendent Grzeskowiak requested a change in the agenda under co-educational and community partners. Grzeskowiak explained that the Western Lane Behavioral Health Network did not have material to present at this time. Grzeskowiak suggested that in their place, Bob Teter and Brian LaCouture, present their plan to complete a volunteer project to expand and improve the high school weight room.
   Resolution #031319-3 Approve Agenda
   Guy Rosinbaum motioned to approve the agenda as amended. John Barnett seconded and the motion carried unanimously.

4. Approve Consent Agenda

5. Superintendent Grzeskowiak recommended approval of the consent agenda as presented. The March consent agenda contained the following items:
   Minutes of the February 13, 2019 Regular Board Meeting
   February Financial Report
   March 2019 Enrollment Report
   Renewal/Non-Renewal and Extension/Non-Extension – Licensed Staff & Administrators
   Resolution #031319-4 Consent Agenda
   John Barnett motioned to approve the consent agenda as presented. Paul Burns seconded and the motion carried unanimously.

6. Public Participation
   Chair Mann-Heintz invited members of the public to speak.
   Ramiro Ramirez spoke in support of having a Siuslaw soccer program. Ramirez stated that is offered students a more diverse selection of sports and is a common sport throughout the world. Ramirez noted that two students from outside our country played on the team last year.
Londi Tomaro shared thoughts from volunteer coach, Nyra Campbell. Campbell expressed gratitude for those that helped get the volunteer program started in 2018. Tomaro stated that of the fourteen kids on the team, eight of them play no other sport and shared examples of students who benefited from the sport being offered.

Zoe Leach, a high school senior, shared that she has been waiting to play soccer here (as a school team) for years and is extremely grateful to all those who dedicated their time and effort to help us get a team started.

7. Co-educational and Community Partnerships
Chair Mann-Heintz invited Bob Teter and Brian Lac LaCouture, to present their plan to complete a volunteer project to expand and improve the high school weight room. Current SHS physical education teachers, Sarah Truex and Chad Smith, spoke about the need for more room for safety and to allow for greater use of the area. Teter noted that the project could be in partnership with the current CTE construction program and funded through donations of time and materials from local contractors and tradesman who have already voiced support.

Superintendent Grzeskowiak and Maintenance Supervisor Reed Lewis have been apprised of the plans and are looking into fire safety and other factors. It was noted that the school district would need to be the fiscal agent for the volunteer project. Brian LaCouture provided detailed plans to each board member. Paul Burns requested that Reed Lewis look into future cost estimates.

Jean Murphey, current secretary for Kiwanis, shared that the club is involved in a variety of projects that involve fundraising, community service, and assisting children locally and worldwide. Murphey updated the board about local Kiwanis projects: Game of Life for SMS 8th graders, the MS/HS closets (supplies, clothes, food, personal hygiene items), ES school supplies, Stream Team waders ($2,000.), SHS Key Club (teacher appreciation and the Thirst Project which benefited wells in Africa), SMS Builders Club (Headstart/SES projects), five scholarships and more. Murphey welcomed the board to their meetings and provided the schedule.

Rachel Pearson, Siuslaw Education Foundation (SEF), shared information about the foundation. The Oregon Community Foundation grant provided for a paid position. Linda Yoder filled the position to work on fundraising. The Western Lane Community Foundation recently awarded a grant that will be used for robotics. Current fundraisers are Fred Meyer Rewards, Amazon Smile and plans are being made for a cultural fair on May 4, 2019. Pearson welcomed board members to the next meeting on Monday, March 25, 2019 at 3:30 at the Siuslaw School District Office.

8. Program Highlights
Superintendent Grzeskowiak introduced Nick Gilstrap of A2A Attendance. Gilstrap shared a power point with the board which provided information and statistics since the implementation of the A2A attendance program. The A2A program began at the start of the 2018-2-19 school year.

Kari Blake & Tammy Trenholm presented transportation information to the board. Blake provided copies of the bus fleet replacement plan, the bus fleet depreciation schedule, and information on upgrades for the bus camera systems. Blake shared that there are 769 students registered to ride the busses. New routing software will be implemented in the coming year to assist in getting students safely to and from school. Blake expressed gratitude for the board’s support of bus monitors. Blake shared that the monitors provide proactive support for students and increase bus safety.

Mid-year Grade Analysis reports were provided to the board in the monthly administrator reports.

Chair Mann-Heintz called for a brief recess at 8:11PM. The meeting was called back to order at 8:18PM.
9. Action Items
   a. Appoint Budget Committee Positions
      Superintendent Grzeskowiak recommended the board review the applications received for Position 2 and 3 of the budget committee. Position 2 is for an unexpired term which will end 6/30/2020 and Position 3 is also for an unexpired term which will end 6/30/2019.
         i. Position 2, unexpired term (expires 6/30/2020)
            After reviewing the applications, Paul Burns nominated Joel Marks for position 2. Suzanne Mann-Heintz nominated Brittany Hornung. Mann-Heintz called for a vote. Paul Burns, Guy Rosinbaum and John Barnett voted in favor of Joel Marks. Suzanne Mann-Heintz and Bill McDougle voted in favor of Brittany Hornung. Due to lack of a majority vote, voting reopened with the same nominees. Mann-Heintz called for a vote and Brittany Hornung received a unanimous vote for position 2.
            Resolution #031319-8(a)(i) Appoint Budget Committee Positions
            Brittany Hornung was appointed to position 2 of the budget committee.
         ii. Position 3, unexpired term (expires 6/30/2019)
            After reviewing the applications, Bill McDougle nominated Bob Sneddon for position 3. Guy Rosinbaum nominated Joel Marks. Bob Sneddon, speaking from the audience, requested that his name be withdrawn. Mann-Heintz called for a vote and Joel Marks received a unanimous vote for position 3.
            Resolution #031319-8(a)(ii) Appoint Budget Committee Positions
            Joel Marks was appointed to budget position 3 of the budget committee.
   b. 2019-2020 Student Calendar – 2nd Reading
      Superintendent Grzeskowiak stated that the board needs to adopt next year’s school calendar prior to its April meeting. Grzeskowiak provided drafts of two potential calendars (standard and a 180 Variant) for 2019-20 which were reviewed at the February 13, 2019 board meeting. Drafts of the 2020-2021 and 2021-2022 calendars were also included for future planning considerations.

      After the February board meeting, a survey was open for public input from February 16th through March 8th. The 5 question survey results are attached to the minutes. From the survey and staff input, an altered version of the calendar has been prepared for board consideration. The Wednesday before Thanksgiving is a low attendance day in years past and was noted in commentary as being requested as a ‘no-school’ day to accommodate family travel plans for the holiday. For students, this would push the end of the school year to Thursday, June 11th. For staff working on student contact days, this would put the Second Semester Inservice Grading Day on Friday, June 12th. To accommodate this request, November 27th would be designated as a student vacation day and a certified non-contract day. Other classifications of employees would be designated accordingly, as in years past.

      For reference all other public schools in the county are starting after Labor, starting winter break on 12/20 (majority) or 12/19 (one is considering), returning to school 1/6 or 1/7 and beginning Spring Break March 21st. This follows the general pattern of the Oregon public university calendars.

      There have been no changes to the draft of the 180-day Governor’s Calendar and should be left as is until this becomes a reality through the legislative process and the rules are defined.
Administration recommended that the board consider the two calendars presented and choose one for approval.

Resolution #031319-8(b) Approve 2019-20 School Calendar
Guy Rosinbaum motioned that the Siuslaw School District Board of Directors approve the Thanksgiving Alternate Calendar, as presented. Bill McDougle seconded. The board discussed that the Thanksgiving 11/27 release date as a travel option for families was a good option. It was noted that the professional development day in January could be moved to a date in December or April, but the board did not choose to direct any action to move the professional development dates.

c. Interagency Agreement – 3rd Party Driver Tester
Kari Blake noted that for many years, the Department of Motor Vehicles (DMV) has executed a formal written interagency agreement that authorizes Oregon Department of Education (ODE) to operate as a “Third Party Commercial Driver Licensing (CDL) Skills Testing Entity”. While ODE has the responsibility for state school bus driver certification, ODOT/DMV has accountability to the Federal Motor Carrier Safety Administration (FMCSA) for CDL testing and licensing. In 2018, there were two significant and high-profile driver testing incidents, prompting DMV to take a closer look at the inter-agency testing agreement between ODOT/DMV and ODE for compliance.

Blake shared that ODE does not employ the skills test examiners who administer the tests to drivers, but rather, bus companies and school districts employ the examiners who actually administer the tests. No formal written subcontracts were ever established and no verification that insurance and surety bond requirements were being met. While the agencies continue to establish a process that addresses legal compliance, please note the following:

- DMV extended an inter-agency agreement with ODE to continue operating as a CDL 3rd party testing entity through May 2019.
- After May 2019, ODE will no longer be functioning as the “3rd party testing entity” for the purpose of CDL skills testing. Individual school districts will be required to enter into 3rd party testing agreements directly with DMV. The entities that enter into agreement with DMV must be the employers of the skills test examiners.
- 3rd party skills test examiners must be administering the skills test in their employment by a third party testing entity under contract, inter-agency agreement, or intergovernmental agreement with DMV.
- School districts are required to enter into inter-agency 3rd party tester agreements with other school districts or school bus companies in order to provide testing services to those entities.
- Each 3rd party testing entity must be covered by workers compensation, general liability, and auto insurance that meets requirements or be self-insured and exempt from those requirements.
- ODE will continue to be the authority for school bus driver certification and training programs and continue to regulate those rules/programs with individual school districts.
- The 3rd party tester requirements and related process continue to be under revision and a work-in-progress by ODOT/DMV/ODE. Additional revisions may occur after June 1, 2019.

Blake recommended that approval of the Inter-Agency 3rd Party Testing Agreements as presented.

Resolution 031319-8c – Testing IGA, Transportation Training
Paul Burns motioned to approve the agreements with Mapleton School District, Lewis Transportation Inc., and Coquille School District, as presented. John Barnett seconded and the motion carried unanimously.
d. Board Member Resignation
Superintendent Grzeskowiak stated that School Board Director, Eric Rines, submitted his resignation from the board on February 22, 2019. The board must declare the position vacant. Board policy BBC Board Member Resignation states that the board must determine the procedures to be used in filling the vacancy.

**Resolution #031319-8(d) Accept Resignation and Declare Board Seat #3 Vacant**
Guy Rosinbaum motioned that the Siuslaw School District Board of Directors accept Director Rines’ resignation and declare position 3 vacant. Bill McDougle seconded and the motion carried unanimously.

John Barnett suggested that it made sense to open the application process. The board discussed possible timelines.

**Resolution #031319-8(f) Open Application Process for Appointing Board Seat #3**
Paul Burns motioned to open the application process immediately and accept applications through 5:00PM on March 18, 2019. Burns recommended a special meeting to interview candidates and appoint for position 3 be held March 18, 2019 at 6:30PM. Mann-Heintz called for a vote and the motion passed unanimously.

e. Policy Revisions and Updates
i. GCDA/GDDA – Criminal Records Checks and Fingerprinting – 2nd Reading
   GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting
   IICC - Volunteers
Superintendent Grzeskowiak met with community member Pam Hickson and board members Mann-Heintz and McDougle to review GCDA/GDDA, GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting and IICC-Volunteers. The state board of education adopted permanent rule Oregon Administrative Rule (OAR) 581-021-0502, implementing House Bill 2992 (2017), which directs that if a district wants to fingerprint certain volunteer positions with direct, unsupervised contact with students, that those specific volunteer positions must be identified in board policy. The board previously viewed these policies at the November 27, 2018 and December 12, 2018, but the policies were tabled until ODE and OSBA could be consulted for language changes. The board considered the revised versions of the policies for a 1st reading at the February 13, 2019 board meeting. Additionally, the committee aligned policy with practice in consideration of the matrix used for volunteer background checks.

Superintendent Grzeskowiak recommended the board approve the policy changes for GCDA/GDDA, GCDA/GDDA-AR – Criminal Records Checks and IICC – Volunteers, as presented.

**Resolution #031319(8)(e) – GCDA/GDDA, GCDA/GDDA-AR – Criminal Records Checks/IICC - Volunteers**
John Barnett motioned that the Siuslaw School District Board of Directors approve the policy changes as presented. Guy Rosinbaum seconded and the motion carried unanimously.

10. Acknowledgements
Chair Mann-Heintz and board members recognized individuals and groups for their efforts for the district.

11. Reports
   a. Superintendent’s Communications
Superintendent Grzeskowiak provided a written board report and shared personnel changes.
New Hires
Angela Apodaca – Educational Aide (Title I) – Siuslaw Elementary School
Tori Shubin – Siuslaw Middle School Teacher
Justin DiLucchio – Elementary School Teacher (Temporary)

Retirements/Resignations
Marth Gaines – Speech Language Pathologist, District
Jaime Hunt – Siuslaw ES, Physical Education
Diane Conlee – Siuslaw HS, Cheerleading Coach

b. Business Manager Communications
Kari Blake shared a draft of the Health and Safe Schools Plan. Blake will come back to the board in May or June for final approval.

c. Administrator Reports
Administrators provide the board with written reports.

d. Board Chair Communication
Chair Mann-Heintz reminded the board of upcoming meeting dates. Mann-Heintz shared that she would like another board member to take her place on the Facilities Advisory Committee.

Executive Session

11. Call Executive Session to Order
Chair Mann-Heintz called executive session to order at 9:31PM and cited ORS 192.660(2)(i) To review and evaluate the employment-rated performance of the chief executive officer of any public body, employee or staff member, unless that person requests an open hearing. Representatives of the news media and designated staff shall be allowed to attend. Representative of the news media allowed to observe the executive session were directed not to report on any of the deliberations of the executive session. At the end of executive session, the board will return to open session.

Chair Mann-Heintz closed executive session and returned to regular session at 10:21PM.

12. Action, if necessary, following Executive Session
i. Approve Superintendent Evaluation Summary
Resolution #031319-12(i) Approve Superintendent Evaluation
Guy Rosinbaum motioned to approve the Superintendent Evaluation Summary as presented. Paul Burns seconded and the motion carried unanimously.

Mann-Heintz noted that the board will need to negotiate the superintendent’s salary amount for the 2019-2020 school year by April 30, 2019.

13. Adjourn
With no further business, Bill McDougle motioned to adjourn the meeting. Guy Rosinbaum seconded and all were in favor. Chair Mann-Heintz adjourned the meeting at 10:22PM
Q1 The main change between the proposed calendar and last year’s school calendar is the placement of parent-teacher conferences. Conferences have been moved into the 6th week of each semester. Moving conferences prior to the quarter allows for parents to meet with teachers prior to report cards being issued and create greater opportunity for improvement in the grading period. Is this a positive change for you and your family?

Answered: 45  Skipped: 0

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Q2 In previous years the first day of conferences has been a half day of school in the morning, followed by afternoon and evening conferences. Looking at student attendance patterns over the last two years this half day of school had abnormally high absence rates, especially in November. The new conference week structure will be three full days of school on Monday, Tuesday & Wednesday, All-day Conferences (8am to 8pm) on Thursday, and morning conferences on Friday. This would mean three full days of school for students on Monday, Tuesday & Wednesday, with no school on Thursday and Friday for conferences. Is this a positive change for you and your family?

Answered: 45 Skipped: 0

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Q3 HIGH SCHOOL ONLY - This new calendar and conference schedule brings back spring conferences to the high school. The goal is to increase opportunity for senior students prior to the run up for graduation and any other student that might be in need of assistance with courses or credit recovery. Is this a positive change for you and your family?

Answered: 41  Skipped: 4

**Answer Choices**

| Yes | 56.10% | 23 |
| No  | 4.88%  | 2  |
| Uncertain or Neutral | 39.02% | 16 |
| TOTAL | | 41 |

2019-20 School Year Calendar Survey
Q4 The placement of breaks and vacations keeps our district on a common schedule with other schools in the county and as follows Oregon University System calendar model. Is this a positive for you and your family?

Answered: 45  Skipped: 0

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Q5 To meet state directives, the district is required to set aside time for teacher and staff professional development. This school year professional development time was scheduled as six whole non-school days, creating longer weekends for families. In prior years, professional development was scheduled as 'early release' time when students were dismissed about an hour and half early each Friday. One of the concerns about early release days was that it created a burden on families for childcare and supervision by having one day each week where students were released at an irregular time one day each week and the time difference between buildings compounded the problem. Has the change to six whole non-school day professional development, as opposed to weekly early release Fridays, been a positive change for you and your family?

Answered: 45  Skipped: 0

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Presented to the Board of Directors:

Subject: Board Business
Item No: 041019-9(a)
Attachment: No
Reason: Accept Resignation of Board Member
From: Andrew Grzeskowiak
Date: April 10, 2019

Background:
School Board Director, Tammy Butler, position 5, submitted her resignation from the board on March 20, 2019. The board must declare the position vacant. Board policy BBC Board Member Resignation states that the board must determine the procedures to be used in filling the vacancy.

Recommendation:
Administration recommends the board accept Director Butler’s resignation, declare position 5 vacant and discuss procedures to fill the vacancy.

Resolution #041019-9(a) Accept Resignation and Declare Board Seat #5 Vacant
Be it Resolved that the Siuslaw School District Board of Directors accept Director Butler’s resignation and declare position 5 vacant.

__________________________
Suzanne Mann-Heintz, Board Chair

__________________________
Kari Blake, Business Manager/Deputy Clerk
Presented to the Board of Directors:

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<th>Subject: Accept Budget Committee Resignation</th>
<th>Item No: 041019-9(b)</th>
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**Background:**
The budget committee consists of seven members appointed by the board plus the elected board members. Budget member Perry Larson, position 6, has resigned his position. Policy DBEA specifies that if any appointive member is unable to complete the term for which he/she was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member’s resignation or removal. Policy DBEA further states that an appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

**Recommendation:**
Administration recommends the board accept the resignation of Perry Larson, budget position 6, and declare the position open. Since there is not another regular board meeting until May 8, 2019, administration recommends the position remain unfilled for the remainder of the term.

**Resolution #041019-9(b) Accept Budget Committee Resignation**
Be it Resolved that the Siuslaw School District Board of Directors accept the resignation of Perry Larson, budget position 6, and that the position remain unfilled for the remainder of the term.

Suzanne Mann-Heintz, Board Chair

Kari Blake, Business Manager/Deputy Clerk
Presented to the Board of Directors:

**Subject:** Policy Revisions and Updates – GBDA - Mother Friendly Workplace

**Item No:** 041019(9)(c)(i)

**Attachment:** Yes

**Reason:** Action

**From:** Andrew Grzeskowiak

**Date:** April 10, 2019

**Background:**
Superintendent Grzeskowiak met with community member Pam Hickson and board members Mann-Heintz and McDougle to review policy GBDA - Mother Friendly Workplace. After consulting with the Bureau of Labor and Industries (BOLI), Oregon Revised Statute 653.077(10)(b) requires that there be a designated location at each school facility in policy. OSBA is providing a new model Board policy GBDA to replace the current model policy that reflects the minimum policy requirements pursuant to law.

The bracketed language in OSBA’s new model policy represents law districts are required to follow, but are not required to be in policy except, that the list of designated locations at each school facility is required to be in policy.

It is recommended that the district repeal current Board policy GBDA and adopt the new recommended model policy which requires identifying the location(s) in each school facility where the employee may express milk in private.

**Recommendation:**
Administration recommends a 1st reading of policy GBDA - Mother Friendly Workplace.

**Resolution #041019(9)(c)(i) – GBDA - Mother Friendly Workplace**
Be it Resolved that the Siuslaw School District Board of Directors approve the policy changes as presented.

____________________________
Suzanne Mann-Heintz, Board Chair
OSBA Model Sample Policy

Code: GBDA
Adopted:

**Mother Friendly Workplace *\**
(This applies to a district that employs 25 or more employees)

The district recognizes that a normal and important role for mothers is to have the option and ability to express milk [or breast-feed] in the workplace. \[1\] \[**Employees must give notice of intent to express milk [or breast-feed] to [Human Resource Specialist].\] \[**Unless otherwise agreed upon by the district and the employee, the district shall provide the employee a 30-minute rest period to express milk [or breast-feed] during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.\]

\[**The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee’s work area, where an employee can express milk [or breast-feed] in private, concealed from view and without intrusion by other employees or the public. “Close proximity” means within walking distance from the employee’s work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee’s work area, the district may not include the time taken to travel to and from the location as part of the break period.\]

\[3\] The following locations have been identified in each facility for milk expression [or breast-feeding]:

1. District office: [Administrative Office];
2. Siuslaw Elementary School: [Health Room or other space mutually agreeable with building administrator;]
3. Siuslaw Middle School: [Health Room or other space mutually agreeable with building administrator;]
4. Siuslaw High School: [Health Room or other space mutually agreeable with building administrator;]
5. [Maintenance/Transportation: [a private office in the transportation building;]
6. Siuslaw West: [Break room or other space mutually agreeable with building administrator.]

**An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to

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1 \[**The designated bracketed language identified in this model policy is a requirement of law, but language is not required to be in policy.\]
2 \[List the name of the position of the person to whom an employee must give notice.\]
3 \[The list of designated locations and facilities is required to be in policy as per Oregon Revised Statute (ORS) 653.077(10)(b).\]
work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee’s cooler or insulated food container.]

[**This policy and the list of designated locations is published in the employee handbook. The list of designated locations is available upon request in the central office of each school facility and in the district’s central office.**]

[This policy only applies to employees who are expressing milk [or breast-feeding] for children 18 months of age or younger.]

END OF POLICY

Legal Reference(s):

ORS 243.650  ORS 653.256  
ORS 653.077  OAR 839-020-0051
OSBA Model Sample Policy

Code: GBDA
Adopted:

Mother Friendly Workplace *

(This version is recommended for replacement with the new OSBA model policy.)

The district recognizes that a normal and important role for mothers is to have the option and ability to express milk [and breast-feed] in the workplace. The Board directs the superintendent or designee to take measures and develop procedures to ensure that all district employees shall be provided with an adequate location to express milk for her child [and breast-feed her child].

The superintendent or designee shall see that the district makes a reasonable effort to provide a private room or other location in close proximity to the employee’s work area, other than a restroom, where an employee can express milk [and breast-feed] in privacy. This policy directs the superintendent or designee to include the following in the development of procedures to ensure the provisions for employees required by this policy:

1. [Advice of a school nurse or health professional in determining the most reasonable facility accommodation;]

2. Access to a private room [with a lock] that would allow a mother to express milk for her child [and breast-feed her child] during a lunch or other break period;

3. A room which shall include:
   a. Electrical outlets for electric pumps, as needed; and
   b. A sign-up sheet and a sign posting the room as “private during use.”

[The district will provide sanitation facilities, including a sink, close by for hand washing and for use to rinse breast pump equipment.]

A reasonable effort will be made to provide a flexible work schedule in consideration of the requirements of the staff member’s responsibility.

The district shall provide the employee a 30-minute rest period to express milk [and breast-feed] during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

1 A “private location” is a place, other than a public restroom or toilet stall, in close proximity to the employee’s work area for the employee to express milk concealed from view and without intrusion by other employees or the public...(OAR 839-020-0051).

2 [Oregon Health Authority, “How to Become a Breastfeeding Friendly Employer” (2015).]

3 Districts should refer to their collective bargaining agreements to determine if the “rest period” is paid, nonpaid or a combination.

R7/19/16 │ PH

Mother Friendly Workplace * – GBDA 1-2
This policy and a list of designated locations will be published in the employee handbook. A list of designated locations must be readily available upon request in the central office of each school facility and in the district’s central office.

END OF POLICY

Legal Reference(s):
ORS 243.650  ORS 653.256  OAR 839-020-0051
ORS 653.077

OREGON HEALTH AUTHORITY, HOW TO BECOME A BREASTFEEDING FRIENDLY EMPLOYER, (2015).
Presented to the Board of Directors:

<table>
<thead>
<tr>
<th>Subject: Policy Revisions and Updates –</th>
<th>Item No: 041019(9)(c)(ii)</th>
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<tbody>
<tr>
<td>Attachment: Yes</td>
<td></td>
</tr>
<tr>
<td>Reason: Action</td>
<td>From: Andrew Grzeskowiak</td>
</tr>
<tr>
<td></td>
<td>Date: April 10, 2019</td>
</tr>
</tbody>
</table>

**Background:**
Superintendent Grzeskowiak met with community member Pam Hickson and board members Mann-Heintz and McDougle to review policy IKF/IKF-AR – Graduation Requirements.

The changes recommended are to better align policy language with Oregon law on notification requirements to parents of students of the graduation requirements for a modified diploma, an extended diploma, or an alternative certificate. The changes include corrections to the extended diploma section in model board policy IKF for documented history options. Further, due to the English Language Proficiency Assessment for the 21st Century (ELPA21) not being ready to implement at the March 2018 meeting of the Oregon State Board of Education, the Board removed the requirement for an additional year (i.e., the Essential Skills requirement of demonstrating sufficient English language skills using the ELPA21). Lastly, changes included will modify language that refers to issuance of a veterans’ diploma.

**Recommendation:**
Administration recommends a 1st reading of policy IKF/IKF-AR – Graduation Requirements.

Resolution #041019(9)(d)(ii) – IKF/IKF-AR – Graduation Requirements
Be it Resolved that the Siuslaw School District Board of Directors approve the policy changes as presented.

_____________________________
Suzanne Mann-Heintz, Board Chair

_____________________________
Kari Blake, Business Manager/Deputy Clerk
OSBA Model Sample Policy

Code: IKF
Adopted:

Graduation Requirements**
(This policy requires an administrative regulation, see IKF-AR.)
(Version 2)

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student’s parent or guardian or by the student if the student is 18 years of age or older or emancipated.

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

1. A foster child;  
2. Homeless;  
3. A runaway;  
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;  
5. A child of a migrant worker; or  
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school.

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

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics in a variety of settings, in the student’s language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and

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As defined in ORS 30.297.
2. Are unable to demonstrate proficiency in the Essential Skills in English.

The district [will] [will not] allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student’s language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements;
2. Are unable to demonstrate proficiency in the Essential Skills in English;
3. Have been enrolled in a U.S. school for five years or less; and
4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)².

[²The district will develop procedures to provide assessment options as described in the Essential Skills and Local Performance Assessment Manual, in the ELL student’s language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student’s language of origin are scored by a qualified rater.]

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or has reached the age of 18 at the time the modified or extended diploma is awarded, or the student’s parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded. A student who is emancipated or has reached the age of 18 at the time the modified diploma or the extended diploma is awarded may sign the consent.

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

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student’s parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

² This criteria does not apply to students seeking a diploma in 2017-2018 or 2018-2019.

³ [This paragraph is required if the district allows ELL students to demonstrate proficiency in Essential Skill of Apply Mathematics and other courses.]
Beginning in grade five when a student is taking an alternative assessment or after a documented history to qualify for a modified diploma, an extended diploma or an alternative certificate has been established, the district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

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

A student who receives a modified diploma, extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet unique needs of the student and when added together provide a total number of hours of instruction or services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, as determined by the individualized education program (IEP) team.

A student who has received a modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

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

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

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

[The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.]

The district may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.
The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces and the person was discharged or released under honorable conditions; veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

4. The policy applies to any person who:
   1. Served in the Armed Forces of the U.S. at any time during:
      a. World War I;
      b. World War II;
      c. The Korean Conflict; or
      d. The Vietnam War;
   2. Served in the Armed Forces of the U.S. and was physically present in:
      a. Operation Urgent Fury (Grenada);
      b. Operation Just Cause (Panama);
      c. Operation Desert Shield/Desert Storm (Persian Gulf War);
      d. Operation Restore Hope (Somalia);
      e. Operation Enduring Freedom (Afghanistan); or
      f. Operation Iraqi Freedom (Iraq);
   3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.
| ORS 329.045 | ORS 343.295 | OAR 581-022-2020 |
| ORS 329.451 | ORS 329.479 | OAR 581-022-2025 |
| ORS 332.107 | OAR 581-022-1910 | OAR 581-022-2030 |
| ORS 332.114 | OAR 581-022-2000 | OAR 581-022-2115 |
| ORS 339.115 | OAR 581-022-2010 | OAR 581-022-2120 |
| ORS 339.505 | OAR 581-022-2015 | OAR 581-022-2505 |

*Test Administration Manual*, published by the [OREGON DEPARTMENT OF EDUCATION (2017-18)].

*Essential Skills and Local Performance Assessment Manual*, published by the [OREGON DEPARTMENT OF EDUCATION (JANUARY 22, 2018)].

[OREGON DEPARTMENT OF EDUCATION Executive Numbered Memo 003-2015-16]
Graduation Requirements

Diploma

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

1. Four credits of English Language Arts (shall include the equivalent of one unit in written composition);

2. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);

3. Three credits of science;

4. Three credits of social sciences (including history, civics, geography and economics (including personal finance));

5. One credit in health education;

6. One credit in physical education; and

7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements as outlined in OAR 581-022-2000, a student must:

1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;

2. Develop an education plan and build an education profile;

3. Demonstrate extended application through a collection of evidence; and

4. Participate in career-related learning experiences outlined in the education plan.

[Essential Skills Appeal]

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

**Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a high school diploma even with reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria listed below:

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

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

1. Three credits in English Language Arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finances));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career-technical education, the arts or a world language (units may be earned in any one or a combination).

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

1. Develop an education plan and build an education profile; and
2. Demonstrate extended application through a collection of evidence.

A student must also demonstrate proficiency in the Essential Skills with reasonable modifications and accommodations.

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

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications are changes to the achievement level, construct or measured outcome of an assessment. Modifications include practices and procedures that compromise the intent of the
assessment though a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student’s assessment may adjust the administration of the assessment and/or the assessment’s achievement standard.

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during his/her instruction in the content area to be assessed, and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student’s progress toward the modified diploma.

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

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

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

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

Extended Diploma

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

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:
   a. Two credits of mathematics;
   b. Two credits of English language arts;
   c. Two credits of science;
   d. Three credits of history, geography, economics or civics;
   e. One credit of health;
   f. One credit of physical education;
   g. One credit of the career technical education, the arts or a world languages.

2. Have a documented history of:
   a. An inability to maintain grade level achievement due to significant learning and instructional barriers; or
   b. A medical condition that creates a barrier to achievement; and/or
   c. Participating in an alternate assessment no later than grade six and lasting for two or more assessment cycles; or
A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma or an extended diploma if the students meet minimum credit requirements established by the district. Alternative certificates will be awarded based on individual student needs and achievement.

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

Assessment

Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education’s Opt-out Form and submitting the form to the district.

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1 www.ode.state.or.us: or navigate to Teaching & Learning > Testing – Educator Resources > Student Assessment > Smarter Balanced Test administration > Forms > 2018-2019 30-day notice and opt-out form
Presented to the Board of Directors:

<table>
<thead>
<tr>
<th>Subject: Policy Revisions and Updates – JFCF/JFCF-AR - Hazing, Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating Violence, or Domestic Violence – Students</th>
<th>Item No: 041019(9)(c)(iii)</th>
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<td>Attachment: Yes</td>
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<tr>
<td>Reason: Action</td>
<td>Date: April 10, 2019</td>
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**Background:**
Superintendent Grzeskowiak met with community member Pam Hickson and board members Mann-Heintz and McDougle to review policy JFCF/JFCF-AR - [Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]Cyberbullying, Teen Dating Violence, or Domestic Violence – Students.

The recommended edits are to better align the policy and administrative regulation with statutory language and reflect gender neutral pronouns. It is recommended the Board review, revise, and readopt model policy language.

**Recommendation:**
Administration recommends a 1st reading of policy JFCF/JFCF-AR -Hazing, Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating Violence, or Domestic Violence – Students.

**Resolution #041019(9)(d)(iii) – JFCF/JFCF-AR - Hazing, Harassment, Intimidation, Bullying, Cyberbullying, Teen Dating Violence, or Domestic Violence – Students**

Be it Resolved that the Siuslaw School District Board of Directors approve the policy changes as presented.

__________________________________________
Suzanne Mann-Heintz, Board Chair

__________________________________________
Kari Blake, Business Manager/Deputy Clerk
OSBA Model Sample Policy

Code: JFCF
Adopted:

[Hazing, Harassment, Intimidation, Bullying, [Menacing, ]Bullying, Cyberbullying, Teen Dating Violence, and or Domestic Violence – Student**
(Version 2)

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes (ORS) law.

[Hazing,] Harassment, intimidation or bullying[, menacing], and acts of cyberbullying by students, staff, and or third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited.

Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of [hazing,] harassment, intimidation or bullying, [menacing,] an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is also strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in disciplinary action or other consequences and appropriate sanctions remedial action.

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

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The [building administrator] and the superintendent [are] [is] responsible for ensuring that this policy is implemented.

Definitions
“District” includes district facilities, district premises, and nondistrict property if the student is at any district-sponsored, district-approved, or district-related activity or function, such as field trips or athletic events where students are under the control jurisdiction of the district.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.

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

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

1. Physically harming a student or damaging a student’s property;

2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or

3. Creating a hostile educational environment including interfering with the psychological well-being of the student and may be based on, but not limited to, the protected class of the person.

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

“Teen dating violence” means:

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

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1 “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

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[District, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence – Student** – JFCF 2-4]
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse between family and/or household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully.

[Students and staff will refrain from using personal communication devices or district [property] [equipment] to violate this policy.]

“Retaliation” means any acts of, including but not limited to, [hazing, ] harassment, intimidation or bullying,[ menacing, ] teen dating violence, and acts of cyberbullying toward the victim, a person in response to an [student or actually or apparently reporting or, or participating in the investigation of] [hazing, ] harassment, intimidation or bullying,[ menacing, ] teen dating violence, and acts of cyberbullying, or retaliation.

[“Menacing” includes, but is not limited to, any act intended to place a district employee, student or third party in fear of imminent serious physical injury.]

Reporting

The [building administrator] will take reports and conduct a prompt investigation of any reported acts of [hazing, ] harassment, intimidation or bullying,[ menacing, ] and acts of cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the [employee position title] who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a district vehicle or vehicle used for transporting students to a district activity/district-provided transportation shall immediately report the incident to the [employee position title]. Failure of an employee to report any act of [hazing, ] harassment, intimidation or bullying,[ menacing, ] or an act of cyberbullying, or teen dating violence to the [building administrator] may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels he/she has been subjected to an act of [hazing, ] harassment, intimidation or bullying,[ menacing, ] or cyberbullying or feel they have been a victim of teen dating violence or an act of cyberbullying in violation of this policy, is encouraged to immediately report his/her concerns to the [employee position title] who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the [employee position title] who has overall responsibility for all investigations. This report made by a student or volunteer may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

2 [Required by ORS 339.356(2)(g). Other bracketed language regarding hazing and menacing exceeds the requirements of ORS 339.356 and is under Board authority ORS 332.107.]
Complaints against the principal shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair.

The complainant person who makes the report shall be notified of the findings of when the investigation has been completed and, as appropriate, that the findings of the investigation and any remedial action that has been taken. The complainant person who made the report may request that the [superintendent] review the actions taken in the initial investigation, in accordance with [administrative regulations] [district complaint procedures].

Training and Education

The district shall incorporate into existing training programs for students information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying and acts of cyberbullying and this policy.

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

The district shall incorporate into existing training programs for staff information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence, and acts of cyberbullying and this policy.

Notice

The superintendent shall be responsible for ensuring annual notice of this policy is provided in a student or employee staff handbook, school and district’s website, and school and district office and the development of administrative regulations, including reporting and investigative procedures. [Complaint procedures, as established by the district, shall be followed.]

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

END OF POLICY

Legal Reference(s):

[ORS 163.190] ORS 163.197
ORS 107.705
ORS 166.065
ORS 166.155 - 166.165
ORS 174.100(7)
ORS 332.072
ORS 332.107
ORS 339.240
ORS 339.250
ORS 339.254
ORS 339.351 - 339.366
ORS 339.351 - 339.366
ORS 581-021-0045
ORS 581-021-0046
ORS 581-021-0055
ORS 581-022-2310
ORS 581-022-2370
ORS 581-022-2370
The employee position title(s) building administrators has have responsibility for investigations concerning acts of hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the complaint report presented.

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

Step 1 Any reports or information on acts of hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying and incidents of teen dating violence information (e.g., complaints, rumors, etc.) shall be presented to the employee position title building administrator. Complaints Reports against the principal shall be filed with the superintendent. Complaints Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The district official receiving the complaint report shall promptly investigate. Parents will be notified of the nature of any complaint report involving their student. The district official will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or complaint report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the complaint report will be reduced to writing. The district official conducting the investigation shall notify the complainant person making the report within 10 working days of receipt of the information or report, and parents as appropriate, in writing, when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

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

Step 3 If the complainant person making the report is not satisfied with the decision at Step 2, he/she they may submit a written appeal to the superintendent or designee. Such appeal must be filed

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1 Required by ORS 339.356(2)(g). Other bracketed language regarding hazing and menacing exceeds the requirements of ORS 339.356 and is under Board authority ORS 332.107.
Step 2 If the complainant person making the report is not satisfied with the decision at Step 1, a written appeal may be filed with the Board. Such appeal must be filed within [10] working days after receipt of the Step 1 decision. The superintendent or designee shall provide a written decision to the complainant within [10] working days after receipt of the appeal.

Step 3 If the complainant person making the report is not satisfied with the decision at Step 2, a written appeal may be filed with the Board. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant’s appeal within [10] working days.

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

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall refer the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Reports against the Board chair may be made directly to the district counsel on behalf of the Board. The district counsel shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within [20] days, in open session what action, if any, is warranted.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

Documentation related to the incident may be maintained as a part of the student’s education records.

Additionally, a copy of all reported acts of [hazing, harassment, intimidation or bullying, menacing, acts of or cyberbullying, and or incidents of teen dating violence complaints and documentation will be maintained as a confidential file in the district office.]
Presented to the Board of Directors:

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Item No: 041019(9)(c)(iv)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Revisions and Updates – GCBDC/GDBDC Domestic Violence, Harassment, Sexual Assault, or Stalking Leave</td>
<td>Attachment: Yes</td>
</tr>
<tr>
<td>Reason: Action</td>
<td>From: Andrew Grzeskowiak</td>
</tr>
<tr>
<td></td>
<td>Date: April 10, 2019</td>
</tr>
</tbody>
</table>

Background:
Superintendent Grzeskowiak met with community member Pam Hickson and board members Mann-Heintz and McDougle to review policy GCBDC/GDBDC Domestic Violence, Harassment, Sexual Assault, or Stalking Leave.

OSBA is revising the last paragraph of this policy to be consistent with the recent change to similar language in the administrative regulation.

Recommendation:
Administration recommends a 1st reading of policy GCBDC/GDBDC Domestic Violence, Harassment, Sexual Assault, or Stalking Leave.

Resolution #041019(9)(d)(iv) – GCBDC/GDBDC Domestic Violence, Harassment, Sexual Assault, or Stalking Leave
Be it Resolved that the Siuslaw School District Board of Directors approve the policy changes as presented.

_____________________________________________________
Suzanne Mann-Heintz, Board Chair

_____________________________________________________
Kari Blake, Business Manager/Deputy Clerk
OSBA Model Sample Policy

Code: GCBDC/GDBDC
Adopted:

Domestic Violence, Harassment, Sexual Assault or Stalking Leave
(For employers who employ six or more employees)

Definitions

1. “Covered employer” means an employer who employs six or more individuals in the state of Oregon for each working day through each of 20 or more calendar workweeks in the year in which the eligible employee takes leave to address domestic violence, harassment, sexual assault or stalking, or in the year immediately preceding the year in which an eligible employee takes leave for domestic violence, harassment, sexual assault or stalking.

2. “Eligible employee” means an employee who is a victim of domestic violence, harassment, sexual assault or stalking or is the parent or guardian of a minor child or dependent who is a victim of domestic violence, harassment, sexual assault or stalking.

3. “Protective order” means an order authorized by Oregon Revised Statute (ORS) 30.866, 107.095(1)(c), 107.700 - 107.735, 124.005 - 124.040 or 163.730 - 163.750 or any other order that restrains an individual from contact with an eligible employee or the employee’s minor child or dependent.

4. “Victim of domestic violence” means an individual who has been a victim of abuse as defined by ORS 107.705; or any other individual designated as a victim of domestic violence by rule adopted under ORS 659A.805.

5. “Victim of harassment” means an individual against whom harassment has been committed as described in ORS 166.065 and any other individual designated as a victim of harassment by rule adopted under ORS 659A.805.

6. “Victim of sexual assault” means an individual against whom a sexual offense has been committed as described in ORS 163.467 or 163.525; or any other individual designated as a victim of sexual assault by rule adopted under ORS 659A.805.

7. “Victim of stalking” means an individual against whom stalking has been committed as described in ORS 163.732; or an individual designated as a victim of stalking by rule adopted under ORS 695A.805; or an individual who has obtained a court’s stalking protective order or a temporary court’s stalking protective order under ORS 30.866.

8. “Victim services provider” means a prosecutor-based victim assistance program or a nonprofit program offering safety planning, counseling, support or advocacy related to domestic violence, harassment, sexual assault or stalking.
A district (covered employer) shall allow an (eligible) employee to take reasonable leave for any of the following reasons:

1. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee’s minor child or dependent, including preparing for and participating in protective order proceedings or other civil or criminal legal proceedings related to domestic violence, harassment, sexual assault or stalking;

2. To seek medical treatment for or to recover from injuries caused by domestic violence or sexual assault to or harassment or stalking of the eligible employee or the employee’s minor child or dependent;

3. To obtain or assist a minor child or dependent in obtaining counseling from a licensed mental health professional related to an experience of domestic violence, harassment, sexual assault or stalking;

4. To obtain services from a victim services provider for the eligible employee or the employee’s minor child or dependent;

5. To relocate or take steps to secure an existing home to ensure health and safety of the eligible employee or the employee’s minor child or dependent.

The district may limit the amount of leave, if the employee’s leave creates an undue hardship on the district.

The district shall not deny leave to an employee or discharge, threaten to discharge, demote, suspend or in any manner discriminate or retaliate against an employee with regards to promotion, compensation or other terms, conditions or privileges of employment as a result of taking such leave.

The employee shall give the district reasonable advanced notice of the employee’s intent to take leave unless giving advance notice is not feasible.

The district may require the employee to provide certification that:

1. The employee or minor child or dependent is a victim of domestic violence, harassment, sexual assault or stalking; and

2. The leave is taken for one of the identified purposes in this policy.

Sufficient certification includes:

1. A copy of a report from law enforcement indicating the employee or child or dependent was a victim of domestic violence, harassment, sexual assault or stalking.

2. A copy of a protective order or other evidence from a court, administrative agency or attorney that the employee appeared in or was preparing for a civil, criminal or administrative proceeding related to domestic violence, harassment, sexual assault or stalking.
3. Documentation from an attorney, law enforcement officer, health care professional, licensed mental professional or counselor, member of the clergy or a victim services provider that the employee, employee’s child or dependent was undergoing counseling, obtaining services or relocating as a result of domestic violence, harassment, sexual assault or stalking.

All records and information kept by the district regarding the employee’s leave, including the request or obtaining of leave is confidential and may not be released without the express permission of the employee unless otherwise required by law. This information will be kept in a file separate from the employee’s personnel file.

The employee may use all paid accrued paid leave, including personal, sick and or accrued vacation leave. The employer may choose the order in which paid accrued leave is to be used when more than one type of paid leave is available, consistent with Board policies and/or any collective bargaining agreement.

END OF POLICY

Legal Reference(s):

ORS 192.355(38) ORS 659A.270 - 659A.290