

**COOS BAY PUBLIC SCHOOLS
BOARD OF DIRECTORS**
MILNER CREST EDUCATION CENTER
1255 HEMLOCK AVE., COOS BAY, OR 97420
April 8, 2013

REGULAR BOARD MEETING AGENDA

5:30 PM **EXECUTIVE SESSION** - based on ORS 192.660(2)(d) To conduct deliberations with persons designated by the governing body to carry on labor negotiations and ORS 192.660(2)(h) To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.

6:00 PM **REGULAR OPEN SESSION**— Pledge of Allegiance and Welcome

1. APPROVE AGENDA

2. CONSENT AGENDA

- A. *Approve Minutes of March 11, 2013, Regular School Board Meeting
- B. *Accept Resignation & Retirement Requests
- C. *Policy Deletions
 - 1. EE-EAA – Support Services Goals: recoded to EEA
 - 2. GCPA/GDPA – Reduction in Force: recoded to GCPA
 - 3. GDM/GDN: Supervision and Evaluation of Classified Staff: recoded to GDN
 - 4. GDPB – Resignation of Classified Employees: recoded to GCPB/GDPB
 - 5. IA/IAA – Instructional Goals & Objectives: recoded to IA
 - 6. IIC/IICA – Field Trips and Excursions: recoded to IIC
 - 7. IK/IKA – Academic Achievement/Grading: recoded to IK
 - 8. IKAB/IKAD – Student Progress Reports/Parents Conferences: split into IKAB – Student Progress Reports to Parents and IKAD – Grade Reduction/Credit Denial
 - 9. IKD- Credit Options and Credit by Proficiency – recoded to IKH
 - 10. JHD- Dogs in the Classroom/Office: recoded to JHD/ING

3. SPECIAL PRESENTATIONS

- A. **Resolution 2013-12: Proclaim Licensed Appreciation Week for May 6th – 10th
- B. Coos Bay Schools Community Outreach Update – Arianne Lyons

4. PUBLIC INPUT

Speakers may offer objective criticism of school operations and programs, but the board will not hear personal complaints concerning school personnel nor against any person connected with the school system. The chairman will direct the visitor to the appropriate means for board consideration and disposition of legitimate complaints involving individuals. (Board Policy BDDH)

5. BUILDING AND STAFF PRESENTATIONS

- A. HLC Student Update: Michaela Long
- B. MHS Student Update: Brittany Cooper
- C. MHS Out of State Travel Request – Kayla Crook & Forensics Team Members
- D. CBEA Business: Lynda Sanders
- E. OSEA Business: Teri Jones
- F. Highlighted Schools – Millicoma & Sunset Schools
- G. Sodexo – Sid Hall

6. DISTRICT STAFF PRESENTATIONS

- A. Superintendent Granger
 - 1. **2013-14 Calendar
- B. Business Manager, Rod Danielson
 - 1. **Financial Report
- C. Special Programs Director, Lisa DeSalvio
 - 1. **SPED Report Card

7. BOARD ITEMS

- A. Board Activity Report
- B. Budget Committee, Position #1 Vacancy
- C. Board Committee Reports
 - 1. Policy Committee
 - 2. Professional Services Evaluation Committee
- D. *Policy Review – First Reading
 - 1. CPA: Layoff/Recall – Administrative Personnel
 - 2. CPA-AR: Layoff/Recall – Administrative Personnel
 - 3. JBAA: Section 504 - Students
 - 4. JBAA-AR: Section 504 – Students
 - 5. JECBD-AR: Homeless Students
 - 6. KN: Relations with Law Enforcement Agencies – new policy

8. ACTION ITEMS TO CONSIDER

- A. **Adopt 2013-14 Calendar
- B. **Resolution 2013-11 - Resolution Adjusting Appropriations
- C. **Ratify Oregon School Employee Association Bargaining Contract
- D. Approve Professional Services Contracts – Architect of Record, Attorney of Record, Auditor of Record, Doctor of Record, Special Education Attorney of Record
- E. Appoint Budget Committee Members
 - 1. Position #1 for 04/08/2013 – 6/30/2015
 - 2. Position #2 for 07/01/2013 – 6/30/2015

9. ADJOURN MEETING

CALENDAR

Date	Event
4/18	Coos Bay Schools Community Foundation Spring Tea, 4:00 PM @ St. Monica's
4/27	Sunset Preparedness Fair @ Sunset School
5/6 – 5/10	Licensed Employees Appreciation Week
5/6	Regular School Board Meeting, 6:00 PM @ Milner Crest Education Center
5/8, 5/15 & 5/22	Budget Committee, 6:30 PM & Milner Crest Education Center

Visit the District's Webpage at <http://www.cbd9.net>

COOS BAY PUBLIC SCHOOLS
COOS BAY, OREGON

March 11, 2013

REGULAR SCHOOL BOARD MEETING

The Board of Directors of Coos Bay Public Schools met on March 11, 2013, in the Community Room at Milner Crest Education Center, 1255 Hemlock Ave., Coos Bay, Oregon, for a Regular School Board Meeting. Chair James Martin called the meeting to order at 6:05 PM and invited the Board and guests to recite the Pledge of Allegiance to begin the meeting.

All Board Members Present:	James Martin, Chair	Rocky Place
	Adrian DeLeon	Jill Christiana
	Charlene Moore	Mary Fields
	Sam Aley	

Others present included Superintendent Granger, Peggy Ahlgrim, Rod Danielson, Candace McGowne, David Dorsey, Sid Hall, Ruth Hartley, Travis Howard, Melia Jasso, Jonathan Hill, Beth Bennison, Diana Spillman, Becky Crane, Jessica Bee, Helen Farr, Lisa Waddington, Dale Inskeep, Catherine Hampton, Susan Cooper, Nicole Ault, Mary Margaret Stockert, Cindy George, Bryan Trendell, Ralph Beesley, Terri Harris Jones, Tracy Parsons, Michelle Inskeep, Lynda Sanders, Teresa Kinnard, Janice Crossland, Lisa DeSalvio, Joel Smallwood, Ann Marineau, Karla Delgado, Lauren Chan, Carli Ainsworth, Maureen Everetts, Peggy Thornton, Giles Parker, Sara Stewart Jill Davidson, Amelia Edd, Greg Mulkey, Shelly McKnight, Bill Burgher, Jason Goodson, Thomas Moriarty of *The World* and Gordon Young of *Channel 14*.

1. APPROVE AGENDA

Adrian DeLeon made the motion, Rocky Place seconded, to approve the Agenda. The motion passed unanimously.

2. CONSENT AGENDA

- A. Approve Minutes of February 11, 2013, Regular School Board Meeting
- B. Approve Minutes of February 25, 2013, Special School Board Meeting
- C. Approve Licensed Staff Contract Renewals and Extension for 2013-2014

Rocky Place made the motion, Jill Christiana seconded, to approve the Consent Agenda. The motion passed unanimously.

3. SPECIAL PRESENTATIONS

- A. Annual Audit Report: Rob Wall presented the audit report for the 2011-2012 school year. The district received a clean unmodified unqualified audit opinion and meet state and federal laws.
- B. Coos Bay Schools Facilities Task Force: Rocky Place encouraged community members to get involved in the Community Outreach Project. It is a community led group that is contacting the public to answer questions and relay information about Coos Bay Public Schools. The next meeting is April 3.

4. PUBLIC INPUT

- A. Ralph Mohr shared the reasons for his support of the 5 day week.

- B. Giles Parker agrees with Superintendent Granger on the student achievement yet shared his reasons for supporting the 5 day week.
- C. Lisa Waddington shared the reasons she supports the 5 day week. She also shared comments from the petition that she circulated to the public.
- D. Trent Hatfield stated that community schools are important and it gives the wrong message when you only have 4 days.
- E. Jonathan Hill stated that originally he supported the 4 day school week. He hopes that the professional development time is not lost and that there is more consistency with the schedule.
- F. Catherine Hampton shared the reasons she supports the 5 day week.

5. BUILDING AND STAFF PRESENTATIONS

- A. HLC Student Update: There was no report.
- B. MHS Student Update: Brittany Cooper updated the Board on MHS sports and activities. Highlights include Ali Welch being selected as Jr. Miss Coos County, MHS Shelter Drive, Mr. MSH Volleyball and Pageant, Dance Team competition, baseball and softball have started.
- C. MHS Animal Shelter Drive: MHS Key Club students are collecting supplies for the 1st annual animal shelter drive. Donation boxes are throughout the district.
- D. Highlighted Schools – Marshfield High School: Catherine Hampton shared that Spencer Hurbis was awarded Oregon Journalism Student of the Year and asks permission to travel out of state for her to compete for the National High School Journalism Student of the Year in San Francisco the last weekend of April. Greg Mulkey and Bryan Trendell reviewed the MHS targeted areas for improvement which are Reading, Math, 9th Grade Achievement and Projected Graduation Rate. James Martin asked what type of interventions would be used to help students. They are using test preparation instruction and PAT teachers are focusing on Integrated I. Read 180 is being used for seniors.
- E. CBEA Business: Lynda Sanders thanked classified staff for all the work they do. May 7th is teacher appreciation to honor retirees and staff who go the extra mile. She asked the Board to consider students, staff, parents and community as they make the decision.
- F. OSEA Business: Teri Jones reported that a tentative contract agreement has been reached between OSEA and the district. The Sr. Scholarship fund will be hosting a dance on April 20th from 7:00 -10:00 PM at the Sawmill Dance Center. She thanked everyone for the classified staff appreciation.

6. DISTRICT STAFF PRESENTATIONS

- A. Superintendent Granger:
 - 1. Licensed and Administrator Evaluation Process: Superintendent Granger reported that specific standards need adopted for the evaluation system. Administrator evaluation has been approved with a few changes. Licensed evaluation committee has adopted the Salem Keizer model and is in the process of being adapted for Coos Bay.
 - 2. All Day Kindergarten: Janice Crossland and Cindy George gave a presentation on all day kindergarten. All 6 kindergarten teachers favor going to a full day program. Superintendent Granger drew the Boards attention to the kindergarten handout and asked the Board for permission to move forward with all day kindergarten planning for the 2013-2014 school year.
 - 3. Facilities and Technology Report will be tabled until June.
- B. Business Manager, Rod Danielson: Rod reviewed the financial report as of February 28, 2013. For 2013-14, the tentative state budget is 6.55 billion. PERS costs will increase

approximately 50% this year. Federal grant funding will be reduced approximately 5% - 10%.

7. BOARD ITEMS

- A. Board Activity Report: Activities included school visits, PTA, webinar. Dr. Seuss Night, Classified appreciation delivery, PBIS assembly, Policy Committee, games, Facilities Task Force, Booster Club, reading groups, negotiations, superintendent compensation, Student Loan Committee, Kevin Laue presentation, Resource Link Board meeting, Nurturing Community, Professional Development Committee, Farm to Market, Licensed Evaluation Committee, Scholarship Committee, Battle of the Books, Coordinated Care Organization meeting, MHS Student Leadership, MaHi Times interview, and weekly check in with Superintendent Granger.
- B. Report on Superintendent's Evaluation: Adrian DeLeon presented the summary of the Superintendent's Evaluation which will be attached to these minutes. The Board believes that Superintendent Granger has done a very good job in spite of coming to a district that has made major changes right before she was hired. Each Board member also made summary comments of Superintendent Granger's evaluation.
- C. School Board Committee Reports
 - i. Lighthouse Project: The Board will be scheduling a work session with administrators and coaches to review grade level student achievement data. The meeting will be open to the public.
 - I. Classified Bargaining Committee: James Martin reported that the district has come to a tentative agreement with Oregon School Employee Association.
- D. Budget Committee Openings, Position 1: James Martin announced that Budget Committee Position #1 is open. Anyone interested in being on the Budget Committee is asked to go to www.cbd9.net for more information.
- E. Expiring Board Positions 1, 2, 5, 6 & 7: James Martin announced that Positions 1, 2, 5, 6 and 7 will be up for election in the May Special Election. Anyone interested in serving on the School Board is asked to go to www.cbd9.net for more information.
- F. Designate Board Representative to MHS Senior Award Dessert, May 22 and Board Speaker to MHS Graduation, June 8, 2013: Rocky Place will speak at MHS Graduation and James Martin will represent the Board at the Senior Award Dessert.
- G. 2013-2014 School Schedule: James Martin asked for final input from Superintendent Granger and the Board members regarding the 2013-14 School Schedule.

8. ACTION ITEMS TO CONSIDER

- A. 2013-14 School Schedule Decision: Rocky Place made the motion, Jill Christiana seconded, to go to a five day school week. Rocky Place modified his motion to include a 4 hour early release, Jill Christiana seconded as modified. During discussion, Board members shared their thoughts on the schedule options. Voted yes – Mary Fields, Charlene Moore, Samuel Aley, James Martin, Rocky Place, Jill Christiana. Voted no – Adrian DeLeon. The motion passed by majority vote.
- B. Approve Superintendent Compensation for 2013-14: Rocky Place made the motion, Jill Charlene Moore seconded, to leave the salary the same for the next year. The motion passed unanimously.
- C. Approve Planning for All-Day Kindergarten: Samuel Aley made the motion, Charlene Moore seconded, to approve planning for all-day kindergarten. The motion passed unanimously.

D. Approve Out of State Travel: Charlene Moore made the motion, Mary Fields seconded to approve out of state travel for Catherine Hampton and Spencer Hurbis. The motion passed unanimously.

9. ADJOURN MEETING

James Martin adjourned the meeting at 8:30 PM.

James Martin
Board Chair

Peggy Ahlgrim
Board Secretary

Board Action	Position / Description	Name
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Retirement

4/8/2013	Speech Pathologist	Kohn, Kellea
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Resignation

4/8/2013	Language Arts, MHS	Clark, Jeff
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4/8/2013	Teacher, Grade 6, Sunset	Tamminen, Jill
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4/8/2013	Nurse	Williams, Wilma
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4/8/2013	Language Arts/Yearbook, Marshfield High School	Kline, David
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4/8/2013	Language Arts Marshfield High School	Zeman, Molly
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COOS BAY SCHOOL DISTRICT NO. 9

Code: **EA/EAA**
Adopted: 5/11/87
Revised:

SUPPORT SERVICES GOALS

Through its support services operations, it is the intention of the board to:

1. Ensure proper operation and maintenance of school buildings, vehicles, equipment, and services; to set high standards of safety; to promote and protect the health of pupils and staff; to support the efforts of staff to provide good instruction.
2. Encourage through the superintendent and staff the establishment of efficient and businesslike procedures for management of buildings and grounds, office vehicles, equipment, supplies, and the food program.
3. Encourage the establishment of a thorough, effective, and economical maintenance program, including preventive maintenance, which will ensure a maximum useful life of school property, vehicles, buildings, and equipment.
4. Encourage adherence to generally accepted management principles and to conform to applicable laws and regulations.

END OF POLICY

Legal References:

OAR 581-022-0705
OAR 581-022-1420
OAR 581-022-1610
OAR 581-022-1530

COOS BAY SCHOOL DISTRICT NO. 9

Code: **GCPA/GDPA**
Adopted: 8/18/80
Revised: 3/14/88

REDUCTION IN FORCE

Matters of reduction-in-force, recall, and lay-off will be conducted in accordance with provisions of the district's negotiated agreements and in accordance with applicable state statutes.

When the board determines that a reduction in force is necessary, it will discuss that matter at a regular or special meeting of the board and will consider such factors and alternatives it deems necessary to arrive at a decision. Reduction in force may take place under the following conditions:

1. Inability to levy a tax sufficient to provide funds to continue the district's education program.
2. Elimination or adjustment of classes due to an administrative decision.
3. Other reasons as determined by the board.

Nothing in this policy, however, is intended to interfere with the right of the district to discharge, remove or fail to renew the contract of a probationary teacher or to dismiss a permanent teacher pursuant to the provisions of the Fair Dismissal Law.

END OF POLICY

Legal References:

ORS 342.833
ORS 342.934

Cross References:

Certified Agreement Article 18
Classified Agreement Article 19

COOS BAY SCHOOL DISTRICT NO. 9

Code: **GDM/GDN**
Adopted: 3/14/88
Revised:

SUPERVISION AND EVALUATION OF CLASSIFIED STAFF

There will be an ongoing appraisal of the performance of all classified staff that will include but not be limited to the ability to carry out the specific job assignments.

Their immediate supervisor will formally evaluate all classified employees at least twice during their first year of employment and at least once a year thereafter.

END OF POLICY

Legal Reference:

ORS 332.505 (2)

Deleted

COOS BAY SCHOOL DISTRICT NO. 9

Code: **GDPB**
Adopted: 3/14/88
Revised:

RESIGNATION OF CLASSIFIED EMPLOYEES

A classified staff member who wishes to resign from his or her position with the district must file a written notice in the personnel office at least fifteen (15) days prior to the date he or she wishes to leave district employment. The superintendent is authorized to accept the resignation effective the day it is received.

END OF POLICY

Legal References:

ORS 342.169
ORS 342.553
ORS 653.305 - 653.326
ORS 659.340

OAR 581-22-715(2)

COOS BAY SCHOOL DISTRICT NO. 9

Code: **IA/IAA**
Adopted: 8/18/80
Revised: 2/13/89

INSTRUCTIONAL GOALS AND OBJECTIVES

The board shall adopt and maintain district instructional goals, (broadly stated general learning outcomes) which are consistent with state goals adopted by the Oregon State Board of Education. The board shall also adopt and maintain program goals that support the district goals.

The board shall further provide for a periodic and systematic review, evaluation, and modification of district and program goals. Goal development procedures shall include provisions for input from citizens, staff, students, and administration.

District and program goals shall serve as guidelines for the development of curriculum at all instructional levels, and will address the essential learning skills and common curriculum goals as adopted by the state.

Instructional/curriculum goals and objectives will be based on the district philosophy and educational goals as contained in Policies AD and ADA of this handbook.

END OF POLICY

Legal References:

OAR 581-22-211
OAR 581-022-1340

ORS 326.775
ORS 326.715
ORS 329.465

COOS BAY SCHOOL DISTRICT NO. 9

Code: **IIC/IICA**
Adopted: 8/18/80
Revised: 2/13/89

FIELD TRIPS AND EXCURSIONS

The board recognizes the value of special activities in the total curriculum and agrees that students profit from such carefully planned learning experiences.

The superintendent or his/her delegated representative may authorize field trips and other student activities involving travel when such trips and/or activities contribute substantially to the achievement of desirable educational goals. In planning and authorizing such trips, primary consideration will be given the educational values to be derived, the safety and welfare of the students, and the cost involved.

FIELD TRIP

A field trip is any trip away from the classroom to gather data firsthand to accomplish curriculum objectives. Approved cost of field trips will be paid for out of the general fund budget.

EXCURSION

An excursion is any trip to stimulate interest of students for social growth and development. The participants will pay for cost of approved excursions. The actual cost will consist of: wages (other than teachers), layover time, gas, oil, food, lodging, and other incidental costs.

All out-of-state travel must have prior board approval.

END OF POLICY

Legal Reference:

OAR 581-22-201

COOS BAY SCHOOL DISTRICT NO. 9

Code: **IK/IKA**
Adopted: 10/10/94
Revised: 10/9/95
Revised: 10/11/99

ACADEMIC ACHIEVEMENT/GRADING

The purpose in establishing this policy is to evaluate and promote student achievement. It is intended to ensure honest, critical and consistent evaluation by teachers which will result in the highest level of student achievement.

1. Expectation and assessment procedures are to be explained to all students and final grades or reports are to be adequately documented in recording or planning books.
2. Assignments and tests affecting students' grades or reports will be corrected. The grade or report given for the term will reflect student performance on routine daily assignments as well as tests and class participation.
3. Special Education modifications and adaptations will be made by every teacher in accordance with the student's Individual Education Program.
4. No single assignment, regardless of magnitude, is to be weighted to the extent that it can cause a student to fail. However, if a student does not complete an assignment of great magnitude (e.g., research paper, term paper, final exam), an incomplete may be given.
5. All incompletes must be resolved by the end of the following semester.
6. If a student is absent, the work missed must be made up by the student within a reasonable time period. Attendance shall not be the sole criterion for the reduction of a student's grade.
7. Students are to be allowed to complete part of each assignment during the regular class period so they have the opportunity to have instruction clarified. Excessive or punitive homework assignments will not be given.
8. Each school will establish a written procedure to regularly inform parents of student achievement. No student will receive a failing grade or report unless parents have been notified in advance. Parents should also be notified in advance if a student's progress is so low that a failing grade or report on a final will result in a failure for the term.
9. Grades or reports can be appealed to a "Grade Appeals Committee" which should be organized in each school.

END OF POLICY

Legal Reference:

ORS 107.154 OAR 581-21-022
ORS 329.485 OAR 581-022-1670
ORS 339.260 OAR 581-022-1660

Cross Reference:

Certified Agreement,
Article 4(D)

COOS BAY SCHOOL DISTRICT NO. 9

Code: **IKAB/IKAD**
Adopted: 12/14/92
Revised: 10/10/94
Revised: 10/11/99

STUDENT PROGRESS REPORTS/PARENTS CONFERENCES

The board considers reports to parents on student progress one of the most important means of communication between the school and the home. It is expected that the professional staff will make maximum and effective use of this contact with parents.

In an effort to promote effective communications with individuals with disabilities, the school will provide progress reports in an alternative format upon request and with appropriate advance notice. A special education student's progress toward his/her Individual Education Program goals will be reported as often as a non-disabled child's progress.

Primary consideration will be given to the requests of the disabled person in the selection of appropriate auxiliary aids and services.

Elementary Schools

Parents shall receive a written progress report twice yearly. At the end of the second and fourth quarters, parents of the children in grades kindergarten through grade five shall receive a report concerning their child's progress. Parent/teacher conferences will occur at the end of the first and third quarters. The focus of the conference will be reporting student progress. Teachers are expected to communicate with parents as needed throughout the school year.

Middle Schools

Computer-generated report cards shall be sent home at the end of each quarter. Progress reports shall be sent home mid-term each grading period.

High School

Computer-generated report cards will be sent home at the end of each semester. Progress reports shall be sent home at the end of the sixth and twelfth week of each semester.

At all grade levels, parents shall be encouraged to make inquiries regarding student progress at any time. Teacher-parent conferences shall be scheduled throughout the year.

END OF POLICY

Legal References:

ORS 339.260
OAR 581-022-1670

Americans with Disabilities Act of 1990, P.L. 101-336, 104 Stat. 327 (1990)

Cross Reference:

Certified Agreement, Article 4(D)

COOS BAY SCHOOL DISTRICT NO. 9

Code: **IKD**
Adopted: 10/10/05
Revised:

CREDIT OPTIONS AND CREDIT BY PROFICIENCY

The Coos Bay School District shall grant credit for work satisfactorily completed by any district student, including alternative education programs as defined on ORS 336.615 and 336.625, provided the method for accruing credit is described in the student's personal education plan and the student either:

- a. Successfully completes classroom or equivalent work (e.g., required and elective courses, supervised independent study, career-related learning experiences, project based learning) in a course of at least 130 clock hours in accordance with OAR 581-022-0102.
- b. Successfully completes a unit of credit where performance-based criteria are identified by the school district.
- c. Demonstrates competency or mastery of subject as defined by the school district by any one or more of the following as approved by the district:
 - 1. Successfully passes an appropriate exam;
 - 2. Provides sample of work or other evidence which demonstrates equivalent knowledge or skills; and
 - 3. Provides documentation of prior learning activities or experiences (e.g., certification of training, letters, diplomas, awards, etc.); or
- d. Successfully completes a combination of the requirements set out in 1. – 3. of this policy.

The Coos Bay School District may grant credit for work satisfactorily completed in a GED preparation course of study; however, a school district shall not use the GED Tests or Sub Test for the purposes of grade placement or promotion, as measures of student progress in instructional programs, as means of awarding academic credit (e.g., Carnegie units), or as a means of awarding alternative credentials to currently enrolled high school students.

END OF POLICY

Legal Reference:

ORS 326.051

OAR 581-022-1131

Cross References:

ODE 4-2003, f. & cert.ef. 3-14-03

COOS BAY SCHOOL DISTRICT NO. 9

Code: JHD
Adopted: 10/11/04
Revised:

DOGS IN THE CLASSROOM/OFFICE

Dogs may not accompany their owners to classrooms or offices in the Coos Bay School District.

The reasons for this are as follows:

1. Dogs bring fleas into the building. This is expensive to remedy and can be time consuming. Fleas are hard to get rid of once they are present in carpets and furniture.
2. Dogs bring pet dander into the building. This can be a serious health hazard. Many children and adults are allergic to dog dander. Allergies may trigger other serious health reactions such as asthma and ADHD symptoms. Certain children, due to health concerns, may not be able to attend classrooms with dogs. Office personnel with allergies to pet dander may not be able to work in school offices. Dander also filters into ventilation systems and may affect large areas of the school.
3. Pet waste disposal is a health hazard.

Assistance animals (as defined in the legal references listed below) may be in public school classrooms and offices. Search dogs used by contractors with the CBSD to search for drugs and weapons are also allowed in schools and offices of the Coos Bay School District.

END OF POLICY

Legal Reference:

ORS 346.610 to 346.660
ORS 346.680 to 346.690

Coos Bay School District 9

Code: **CPA**
Adopted:

Layoff/Recall - Administrative Personnel

This policy is applicable to all licensed administrators below the rank of assistant superintendent.

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

The factors considered in the layoff process will be ~~The Board will consider~~ license, seniority, qualifications, merit, and/or competence. Competence includes recent experience, ~~special training, additional training and educational attainments and other factors deemed relevant by the Board.~~ Length of service may be considered. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.

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

Administrative regulations shall be developed to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 342.934](#)

HR7/1/99 | DT

Corrected 11/17/11; Corrected 6/20/12

Layoff/Recall - Administrative Personnel

General

This administrative regulation is applicable to all licensed administrators below the rank of assistant superintendent.

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

The superintendent or designee shall make recommendations to the Board regarding transfers, both voluntary and involuntary, and the position(s) which will be eliminated. Performance will be the primary factor considered in the layoff process. The superintendent or designee may consider will be license, seniority, qualifications, merit, and/or competence, special training, additional training and educational attainments and other factors deemed relevant when making the recommendations. Length of service may be considered. Merit includes the measure of one's administrative ability and effectiveness against the ability and effectiveness of another administrator.

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

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

Section I - Definitions

1. "Competence" means the ability to perform the essential functions of a job or assignment based on recent experience, additional training or educational attainments, or both, but not based solely on type of license and endorsements of an employee. The superintendent or designee may interpret "recent experience" as having performed the essential functions of the job or assignment within the last five school years. The superintendent or designee, as a guideline, may consider whether a person has held a position "directly above" or a position "directly below" the eliminated position. "Directly above" means a supervisory position. "Directly below" means a direct or indirect reporting relationship to the superintendent.
2. "Merit" means the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.

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

Section II - Layoff Procedures

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

Section III - Reassignments and Transfers

1. The superintendent or designee will review an administrator's personnel file, and from consultation with the administrator's supervisors, shall determine if an administrator who will be laid off under Section II can be transferred to a vacant administrative position. Each transfer may be based on license, seniority, qualifications, merit, competence, ~~special training, additional educational attainments, length of service, experience in or preparation for the new assignment~~ and previous administrative positions held as determined by the superintendent or designee.
2. An administrator may voluntarily accept a classroom teaching assignment for which they are highly qualified in lieu of a layoff.
 - a. The administrator may accept a classroom teaching assignment which is currently vacant.
 - b. If the administrator previously taught and was a contract teacher in the district, the administrator may displace ("bump") a probationary or contract teacher with less seniority.
 - c. If the administrator never taught in the district, the administrator may displace ("bump") a probationary teacher with less seniority. However, the administrator cannot displace a contract teacher.
3. ~~An~~ While an administrator retains his/her rights to recall to a vacant administrative position in accordance with Section IV below, an administrator who voluntarily accepts a classroom teacher assignment will also be covered by the layoff/recall and other provisions of the collective bargaining agreement governing regularly employed teachers for purposes of their rights as teachers.

Section IV - Recall

1. An administrator who is laid off under this procedure shall be placed in a recall pool. An administrator who resigns rather than accept layoff or reassignment under this procedure forfeits rights to be placed in the recall pool.
2. An administrator will be maintained in the recall pool for a period of not more than 27 calendar months from the effective date of layoff.
3. A laid-off administrator who rejects recall to a position offered by the district for which the administrator is licensed and qualified to perform and which is similar to the workday or work year of the person's previous position, thereby waives any further recall rights, and the administrator's employment terminates effective the date of rejection of the job offer.
4. ~~In order to be considered for recall, the employee must be licensed~~ Licensed and qualified administrators will be considered for recall based on proper licensure and qualifications to perform the essential functions of the job. The district retains the right to recall a less senior administrator to the position if that individual has more merit and/or competence.
5. Administrators will be recalled based on license, seniority, qualifications, merit, competence, ~~special training, additional educational attainments, length of service~~ and other relevant factors.

6. Notification of recall will be delivered in person or deposited as certified mail, postage prepaid and addressed to the last known address of the laid-off employee. It is the responsibility of the administrator to ensure up-to-date mailing information is provided to the district. The individual shall be allowed 10 calendar days from the date of personal delivery or postmark to accept the position in writing. If the individual declines the recall or fails to accept within the 10-day period or fails to report for duty on the date specified in the recall notice, the individual's name will be removed from the recall pool. The individual will be considered to have resigned employment with the district and waived any further right of recall.
7. An administrator who wishes to remain eligible for ~~reinstatement~~ recall to a position requiring a license must maintain a valid license.
8. Individuals who wish to waive ~~reemployment~~ recall rights prior to 27 months subsequent to the effective date of a layoff may do so by written notification to the district. Such notice will be considered a voluntary resignation and the individuals shall forfeit all employment rights with the district.
9. Employees returning from layoff shall be credited with all seniority and sick leave the employee earned prior to the effective date of the layoff, but the employee shall not accrue leave, benefits or seniority during the period of the layoff. If applicable, the district will apply any sick leave accrued from another school district employment during the recall time as allowed by state law.
10. An employee who has been laid off has the option of continuing the employee's health insurance program at the employee's expense for up to 18 months, subject to the approval and rules of the insurance carrier(s).
11. Nothing in this regulation shall be construed so as to interfere with the district's right to dismiss an administrator, not extend the contract of an administrator or dismiss or nonrenew the contract of a probationary administrator pursuant to state law.
12. An individual who is no longer employed as an administrator in the district due to resignation, assignment to a nonadministrative position, expiration of the recall period or rejection of a position offered by the district shall receive salary for all unused vacation time following the termination of employment as an administrator.

Section V - Announcements of Decisions

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

Section VI - Appeal Procedure

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

Section VII - Future Changes in Procedure

The district reserves the right to amend, revise or repeal all or any part of this procedure at any future time and no employee shall have any vested right in the continuation of this procedure or any amendment thereof, provided, however, that no amendment or repeal of this procedure shall prejudice the reinstatement rights of any individual who is in the "recall pool" at the time these procedures are amended, revised or repealed. The district will also consult with employees covered by this administrative regulation prior to making any decisions regarding changes to this procedure.

Section 504 –Students

The district recognizes its responsibility to provide a free, appropriate public education to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity or those provided by the district through contractual or other arrangements. District aids, benefits and services will afford qualified students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student's needs. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law.

A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment¹ that substantially limits one or more major life activities²; has a record of such an impairment; or is regarded as having such an impairment.

In compliance with the provisions of Section 504, the district will:

1. Provide written assurance of nondiscrimination in accordance with application procedures whenever the district receives federal money;
2. Designate an employee to coordinate compliance with Section 504;
3. Provide procedures to resolve complaints of discrimination under Section 504;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy and compliance with law assuring nondiscrimination in admission or access to, or treatment, in district programs, activities or employment. Notice will be included in student/parent and staff handbooks and other materials as appropriate;
5. Annually identify and locate all Section 504 qualified students with disabilities in the district who are not receiving a free appropriate³, public education;

¹Impairments which may substantially limit major life activities, and without regard for the ameliorative effects of medication or aids/devices include, but are not limited to, chronic asthma and severe allergies, blindness or visual impairment, cancer, diabetes, deafness or hearing impairment, heart disease, mental illness and conditions which may be episodic or in remission.

²Major life activities, as defined by the Americans with Disabilities Act Amendments Act of 2008, include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

³Appropriate education means the provision of regular or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of persons without disabilities are met and are based

6. Ensure that tests and other evaluation materials have been validated, are administered by trained personnel, are tailored to assess educational need and are not based on IQ scores, and reflect what the tests purport to measure.
7. Provide nonacademic and extracurricular services⁴ and activities in such a manner as to afford students with disabilities an equal opportunity for participation in such services and activities;
8. Annually notify students with disabilities and their parents or guardians of the district's responsibilities under Section 504, including those with limited proficiency in English and those with vision or hearing impairments;
9. Provide parents or guardians with procedural safeguards, including notification of their right:
 - a. To be notified in writing of any decisions made by the district concerning the identification, evaluation or educational placement of their student pursuant to Section 504. The district will request parental consent prior to conducting an evaluation of the student;
 - b. To examine, copy and request amendments of the student's educational records;
 - c. To request an impartial hearing, with opportunity for participation by the student's parents or guardian and representation by counsel regarding district decisions concerning identification, evaluation or educational placement of their student. A review procedure will be provided.

Students identified as qualified individuals with disabilities under Section 504 shall be placed in the regular educational environment unless it is demonstrated by the district that the education of the student with the use of related aids and services in such a placement cannot be achieved satisfactorily. Students with disabilities are provided an academic setting with nondisabled students to the maximum extent appropriate to the needs of the disabled student. Students with disabilities will be placed in the regular education environment unless it is demonstrated by the district that the education of the disabled student in the regular environment with the use of supplementary aides and services cannot be achieved satisfactorily. Students with disabilities will be provided with a full school day unless the evaluation data indicates that the student needs a shortened school day in order to be provided an appropriate education. All placement decisions will be made by an evaluation team comprised of persons designated by the superintendent or designee, knowledgeable about the student, the meaning of the evaluation data and placement options.

Students will be reevaluated periodically, but no less than every three years. Additionally, before implementing discipline that constitutes a significant change in the placement (i.e., expulsion, serial suspensions which exceed 10 school days in a school year, a series of suspensions each of which is 10 or fewer school days in duration but that creates a pattern of exclusion), the district shall conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate.

upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34 - 104.36 concerning educational setting, evaluation and placement and procedural safeguards.

⁴Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, transportation, health services, athletics, intramurals, clubs or organization activities, referrals to agencies which provide assistance to persons with disabilities and employment of students, including both employment by the district and assistance by the district in making available outside employment.

If it is determined that the misconduct of the student is caused by the disability, the district's team will continue the evaluation, following the requirements of Section 504 and the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) for evaluation and placement to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of the IDEA may be used to meet the procedural safeguards of law. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.

A student identified as a qualified individual with disabilities under Section 504, who is also covered by the Individuals with Disabilities Education Act, will be disciplined in accordance with Board policy JGDA/JGEA - Discipline of Disabled Students and accompanying administrative regulation.

A reevaluation will also be required before any other significant change in placement (i.e., transferring a student to alternative education, graduation from high school, significantly changing the composition of the student's class schedule, such as from regular education to the resource room, etc.).

END OF POLICY

Legal Reference(s):

[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 659.850](#)
[ORS 659.865](#)
[ORS 659A.103](#)
[ORS 659A.109](#)

[OAR 581-015-0054](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0049](#)
[OAR 581-022-1140](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2006).
Americans with Disabilities Amendments Act of 2008.

Section 504 – Students

In order to meet the requirements of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008 (ADA), the following procedures have been established:

Definitions

1. A student is considered a “qualified individual with disabilities” under Section 504 if he/she:
 - a. Has a physical or mental impairment which substantially limits one or more major life activities, even when mitigating measures, such as medication, prosthetics, hearing aids, etc., ameliorate the effects of the disability (e.g., any student receiving services under the Individuals with Disabilities Act (IDEA), students with diabetes). The term does not cover students disadvantaged by cultural, environmental or economic factors;
 - b. Has a record or history of such an impairment (e.g., a student with learning disabilities who has been decertified as eligible to receive special education under IDEA, a student who had cancer, a student in recovery from chemical dependencies);
 - c. Is regarded as having such an impairment. A person can be found eligible under this provision if he/she:
 - (1) Has a physical or mental impairment that does not substantially limit a major life activity but is treated by the district as having such a limitation;
 - (2) Has a physical or mental impairment that substantially limits a major life activity only as a result of the attitudes of others towards such impairment (e.g., a student who is obese); or
 - (3) Has no physical or mental impairment but is treated by the district as having such an impairment (e.g., a student who tests positive with the HIV virus but has no physical effects from it).
 - d. Has a qualifying disability that is episodic or in remission.
2. “Physical or mental impairment” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities;

3. “Major life activities,” as defined by the ADA, means functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions including but not limited to functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions;
4. “Program or activity” includes all district programs and activities. The district will also ensure that contracts with those who provide services to the district, such as alternative programs, also provide students with disabilities an equal opportunity to participate in the program or activity;
5. “Potentially disabling conditions” under Section 504, if they substantially limit a major life activity, may include, but are not limited to:
 - a. Attention deficit disorder (ADD);
 - b. Behavior disorders;
 - c. Chronic asthma and severe allergies;
 - d. Physical disabilities such as spina bifida, hemophilia and conditions requiring students to use crutches;
 - e. Diabetes.

District Responsibilities

The superintendent or his/her designee will:

1. Provide written assurance of nondiscrimination whenever the district receives federal money in accordance with application guidelines;
2. Designate an employee to coordinate the district’s compliance efforts with Section 504;
3. Provide procedures to resolve student, parent and employee complaints of discrimination;
4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district’s policy of compliance with Section 504 prohibiting nondiscrimination in admission or access to or treatment or employment in district programs or activities. District aids, benefits and services will afford students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities, in the most integrated setting appropriate to the student’s needs. Notice will specify the employee designated by the district to coordinate the district’s Section 504 compliance efforts;
5. Annually identify and locate Section 504 qualified students with disabilities in the district who qualify for services;
6. Annually notify students with disabilities and their parents or guardians of the district’s responsibilities under Section 504;

7. Provide parents or guardians with procedural safeguards:
 - a. Notice of their rights under Section 504, including the right to request an impartial hearing as provided by OAR 581-015-0109;
 - b. An opportunity to review relevant records.

Transportation

1. If the district proposes to terminate transportation services for a student who qualifies for services under Section 504, the district will first determine the relationship between the student's behavior and his/her disability and provide the parent with notice of his/her rights.
2. If the district places a student in a program not operated by the district, the district will ensure that adequate transportation to and from the program is provided at no additional cost to the parent or student than would be incurred if the student were placed in programs operated by the district.

Evaluation

1. The district will conduct an evaluation of any student who, because of a disability, needs or is believed to need accommodations or related services. Such evaluation will be completed by an evaluation team comprised of a group of persons knowledgeable about the student, the meaning of the evaluation data and placement options. The team will be appointed by the superintendent or designee. Such evaluation will be completed before any action is taken with respect to the initial placement of the student in a regular or special education program and any subsequent, significant change in placement.
2. Tests and other evaluation materials will:
 - a. Be validated and administered by trained personnel;
 - b. Tailored to assess educational need and not merely based on IQ scores;
 - c. Reflect aptitude or achievement. All tests must measure what they purport to measure.

Placement

1. In interpreting evaluation data and making placement decisions, the evaluation team will:
 - a. Draw upon information from a variety of sources;
 - b. Ensure that all relevant information is documented and considered;
 - c. Ensure that the student is educated with students without disabilities to the maximum extent possible.
 - d. Students with disabilities are provided an academic setting with nondisabled students to the maximum extent appropriate to the needs of the disabled student;
 - e. Students with disabilities will be placed in the regular education environment unless it is demonstrated by the district that the education of the disabled student in the regular environment with the use of supplementary aides and services cannot be achieved satisfactorily;
 - f. Students with disabilities will be provided with a full school day unless the evaluation data indicates that the student needs a shortened school day in order to be provided an appropriate education.

Reevaluations

1. The evaluation team will periodically reevaluate all students identified as qualified to receive services under Section 504. Minimally, students will be reevaluated every three years.
2. A reevaluation will be conducted by the evaluation team whenever a significant change in placement occurs. Examples of significant changes in placement include, but are not limited to:
 - a. Expulsion;
 - b. Serial suspensions which exceed 10 school days in a school year. Consideration will be given to the frequency of suspensions, the length of each and their proximity to one another;
 - c. Transferring or placing the student in alternative education or other such programs;
 - d. Graduation;
 - e. Significantly changing the composition of the student's class schedule (e.g., moving the student from regular education to the resource room, etc.).

Discipline

1. Before implementing a suspension or expulsion that constitutes a significant change in the placement of a student with disabilities under Section 504, the evaluation team will conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate:
 - a. If it is determined that the misconduct of the student is caused by the student's disability, the evaluation team will continue the evaluation, following the requirements of Section 504 and the ADA for evaluation and placement, to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of IDEA may be used to meet the procedural safeguards of law;
 - b. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities.
2. When the placement of a student with disabilities under Section 504 is changed for disciplinary reasons, the student and his/her parents are entitled to the procedural protections as specified above. These protections include appropriate notice to parents, an opportunity for their examination of pertinent records, an impartial hearing with the participation of the parents and an opportunity for representation by counsel and a review procedure.
3. The district may take disciplinary action against a student with disabilities under Section 504 who is engaged currently in the use of alcohol or illegal drugs to the same extent that it takes disciplinary action against students not having disabilities. As provided by law, due process procedures specified above will not apply to disciplinary actions arising from the use or possession of alcohol or illegal drugs. Regularly established district due process procedures will, however, be provided.
4. Students with disabilities under Section 504 who are also covered by IDEA will be disciplined in accordance with Board policy JGDA/JGEA - Discipline of Students with Disabilities and accompanying administrative regulation.

Complaints

Student, parent or staff complaints of noncompliance with the provisions of Section 504 will be reported to the superintendent or designee and processed in accordance with established district complaint procedures.

Coos Bay School District 9

Code: **JECBD-AR**
Adopted: 6/9/03
Revised: 12/10/12
Orig. Code(s): JECBD-AR

Homeless Students

Definitions

1. “Enrollment” means attending classes and participating fully in school activities.
2. “School of origin” means the school that the student attended when permanently housed or the school where last enrolled.
3. “Homeless student” means individuals who lack a fixed, regular and adequate nighttime residence and includes:
 - a. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster placement.
 - b. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
 - c. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings.
 - d. Migratory students who qualify as homeless because the students are living in circumstances described in a.-c. above.
4. “Unaccompanied student” includes a student not in the physical custody of a parent or guardian.

Assignment to School

The district shall, according to the student’s best interest, continue the student’s education in the school of origin for the duration of homelessness, or enroll the student in a district school in the attendance area in which the homeless student is actually living on the same basis as other district students.

In determining the best interest of the student, the district shall:

1. To the extent feasible, keep a homeless student in the school of origin, **unless doing so is contrary to the wishes of the student’s parent or guardian;**
2. Provide a written explanation, including a statement regarding the right to appeal, if the district sends a homeless student to a school other than the school of origin **or a school requested by the parent or guardian;**

3. In the case of an unaccompanied student, ensure that the district's liaison helps in placement or enrollment decisions, considers the views of the student and provides notice of the right to appeal placement and enrollment decisions.
4. Homeless students qualify for free meals offered by the District under the National School Lunch Program, School Breakfast Program and Special Milk Program. Homeless students who have unpaid meal charges with the district will have those charges removed.

Enrollment

The district shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment, such as academic records, medical records, proof of residency or other documentation.

The district shall immediately contact the school last attended to obtain relevant academic and other records.

If the student needs to obtain immunizations, or immunization or medical records, the district shall immediately refer the parent or guardian to the district's liaison, who will help in obtaining necessary immunizations or records.

Records

Any records ordinarily maintained by the district, including immunization or medical records, academic records, birth certificates, guardianship records and evaluations for special services or programs, shall be maintained so that the records are available, in a timely fashion, when a homeless student enters a new school or school district, consistent with state and federal law.

Enrollment Disputes

If a dispute arises over school selection or enrollment, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the district's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the district's discrimination complaint procedure.

The student, parent or guardian shall be referred to the district's liaison, who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the district's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

Services

Each homeless student shall be provided services comparable to services offered to other students, including the following:

1. Transportation services.
2. Education services for which the student is eligible, such as:
 - a. Title I (all homeless students are automatically eligible for Title I services, regardless of their current academic performance).
 - b. Special education.
 - c. Programs for students with limited English proficiency.
 - d. Professional technical programs.
 - e. Talented and gifted programs.
3. School nutrition programs.

Coordination

The district shall coordinate the provision of services to homeless students with local social service agencies and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on interdistrict issues, such as transportation or transfer of school records, to ensure that homeless students have access to available education and related services.

District Liaison

The district's liaison shall ensure that:

1. Homeless students are identified.
2. Homeless students enroll in and have a full and equal opportunity to succeed in district schools.
3. Homeless families and students receive educational services for which they are eligible, and referrals to health-care services, dental services, mental health service and other appropriate services.
4. Parents of homeless students are informed of the educational and related opportunities available to the students and are provided with meaningful opportunities to participate in the education of their students.
5. Public notice of the educational rights of homeless students is distributed where such students receive services (e.g., schools, family shelters and soup kitchens).
6. Enrollment disputes are mediated.
7. The parent of a homeless student, or any unaccompanied student, is fully informed of all transportation services, including transportation to the school of origin, and is assisted in accessing transportation to the school selected.

8. School personnel, service providers and advocates working with homeless students and their families are informed of the liaison's duties.

The district's liaison shall coordinate and collaborate with the state coordinator, community and school personnel responsible for the provision of education and related services to homeless students.

Coos Bay School District 9

Code: **KN**
Adopted:

Relations with Law Enforcement Agencies

The Board recognizes that district-wide cooperation with law enforcement agencies is essential for the protection of staff and students, for maintaining a safe environment in district schools and for safeguarding district property.

Programs and activities designed to enrich district curriculum and to develop and promote good citizenship and a healthy attitude toward law enforcement agencies and officials will be encouraged by the district. Law enforcement participation in such programs and activities is encouraged.

Law enforcement officials may enter school facilities if a crime has been committed on district property or to investigate matters concerning staff and students upon request initiated by either agency officials or by district administrators.

The superintendent will develop administrative regulations to implement this policy, including procedures for handling investigations, administrator requests for assistance and required referrals to law enforcement agencies.

END OF POLICY

Legal Reference(s):

[ORS 329.150](#)
[ORS 419B.015](#)

[ORS 419B.045](#)

Letter Opinion, Office of the Attorney General (August 18, 1986).
Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F. 3d 1201 (9th Cir. 2011).