

**COOS BAY PUBLIC SCHOOLS**  
**BOARD OF DIRECTORS**  
MILNER CREST EDUCATION CENTER  
1255 HEMLOCK AVE., COOS BAY, OR 97420  
March 12, 2018, at 6:00 PM

**REGULAR BOARD MEETING AGENDA**

1. **CALL TO ORDER** Welcome and Pledge of Allegiance
2. **APPROVE AGENDA**
3. **APPROVE CONSENT AGENDA**
  - A. \*Approve Minutes of the February 12, 2018, Regular school board meeting
  - B. \*Approve Minutes of the February 26, 2018, Special school board meeting
  - C. \*\*Approve Licensed Contract Renewals and Extensions for 2018-2019
  - D. \*\*Accept Resignation Request
4. **BUILDING AND STAFF PRESENTATIONS**
  - A. Highlighted School –Madison Elementary School with Principal Janice Schock
  - B. MHS Student Update: Kodee Harwood
  - C. OSEA Business: Sandy Reiber
  - D. CBEA Business: Becky Crane and Melia Jasso
5. **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)
6. **DISTRICT STAFF PRESENTATIONS**
  - A. Superintendent Bryan Trendell
    1. District Update
    2. Project Manager Update
    3. \*2018-2019 School Calendar
  - B. Special Programs Director – Lisa DeSalvio
    1. Mental Health
    2. Community Nurse Liaison
    3. Grant Updates
  - C. Personnel & Business Services - Candace McGowne
    1. \*Enrollment Report
    2. \*Financial Report
    3. Resolution Explanation

**7. BOARD ITEMS**

- A. Board Member Highlights
- B. Bond Oversight Advisory Committee
- C. Bond RFP Committee
- D. Board Committees
  - 1. \*\*Superintendent Evaluation Committee – Summary Evaluation
  - 2. \*Policy Committee
- E. \*Policy First Readings
  - 1. GCN-AR – Core Teaching Standards
  - 2. GCN/GDN – Evaluation of Staff
  - 3. GDN – Evaluation of Classified Staff
  - 4. IGBA – Students with Disabilities
  - 5. IGBAC – Special Education – Personnel
  - 6. IGBAG-AR – Special Education – Procedural Safeguards
  - 7. IGBAJ – Special Education – Free Appropriate Public Education (FAPE)
  - 8. IGBAJ-AR – Special Education – Free Appropriate Public Education (FAPE)
  - 9. IGBAK – Special Education – Public Availability of State Application
  - 10. IGBC – Title IA/Parental and Family Involvement
  - 11. IGBC-AR – Title 1 Comparability Compliance - Delete

**8. ACTION ITEMS TO CONSIDER**

- A. \*Approve 2018-2019 Calendar
- B. \*\*Approve Superintendent Trendell’s Evaluation
- C. \*Adopt Resolution 2018-16 – Bank Account Closure
- D. \*Adopt Resolution 2018-17 – Grant Agreement
- E. \*Policy – 2<sup>nd</sup> Reading and Adoption
  - 1. CCG – Licensed Evaluation – Administrators
  - 2. EBBB – Injury/Illness Report
  - 3. EFAA-AR – Reimbursable Meals
  - 4. GBI – Gifts and Solicitations
  - 5. IKF – Graduation Requirements

**9. ADJOURN MEETING**

**\* Available in the packet    \*\* Available at the meeting**

The meeting location is accessible to persons with disabilities. Request for other accommodations should be made to Peggy Ahlgrim at 541-267-1310, 541-269-5366 (fax) or [peggya@coos-bay.k12.or.us](mailto:peggya@coos-bay.k12.or.us)

**Visit the District’s Webpage at [www.cbd9.net](http://www.cbd9.net)**

<b>Date</b>	<b>Event</b>
March 20	Policy Committee @ Milner Crest
March 24 – 30	Spring Break – No School
April 4	Policy Committee @ Milner Crest
April 6	Full Day Professional Development Day – No Students
April 9	Regular School Board Meeting @ Milner Crest
April 13	Grading Day – No Students

COOS BAY PUBLIC SCHOOLS  
COOS BAY, OREGON

February 12 2018

### **REGULAR SCHOOL BOARD MEETING**

The Board of Directors of Coos Bay Public Schools met on February 12, 2018, at Milner Crest Education Center, 1255 Hemlock Ave., Coos Bay, Oregon, for a regular school board meeting.

#### **I. CALL TO ORDER**

Chair Adrian DeLeon called the meeting to order at 5:30 p.m. and dismissed to executive session based on 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 and ORS 192.660(2)(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing

**Coos Bay Board of Directors members in attendance:** Adrian DeLeon, Mary Fields, Jill Christiana, Dustin Clarke, Jill Vandehey, and James LaBine.

**Others present:** Superintendent Trendell, Attorney David Dorsey, Personnel and Business Services Manager Candace McGowne, and Board Secretary Peggy Ahlgrim.

#### **2. RECONVENE FROM EXECUTIVE SESSION**

The board reconvened from executive session at 6:23 p.m. and Chair Adrian DeLeon led in the Pledge of Allegiance.

**Others present:**

Karla Delgado, Kara Davidson, Linda Vickrey, Teri Harris Jones, Lynda Sanders, Eli Ashton, Janice Schock, Elisa Poole Barcus, William McNutt, Jamie Meyers, Desiree Gaoiran, Kodee Harwood, Jessica Hageman, Haven Sammons, Samantha Beckley, and Phil Thompson of *Channel 191*.

#### **3. APPROVE AGENDA**

Jill Christiana made the motion, James LaBine seconded, to approve the agenda. The motion passed unanimously.

#### **4. APPROVE CONSENT AGENDA**

Consent agenda is as follows:

- A. Approve minutes of the January 8, 2018, Regular school board meeting
- B. Approve temporary hire of Holly Meeker, 3<sup>rd</sup> grade teacher at Blossom Gulch, Gregory Pedersen, SPED teacher at Sunset School, and Cody Carlson, kindergarten teacher at Blossom Gulch Elementary.
- C. Accept retirement of Jan Ward.

Mary Fields made the motion, Dustin Clarke seconded, to approve the consent agenda. The motion passed unanimously.

## **5. SPECIAL PRESENTATION**

- A. MHS Stadium Update: Bill McNutt presented an overview of what has been done on the stadium roof project and what the next steps are.
- B. Tribute Hall Update: Candace McGowne shared an overview of the status of Tribute Hall.

## **6. BUILDING AND STAFF PRESENTATION**

- A. Highlighted School – Blossom Gulch Elementary School: Principal Linda Vickrey introduced her staff in attendance and Vice-Principal Kara Davidson shared a video on a day in the life at Blossom Gulch. Teacher Jodi Hageman introduced student Haven Sammons who described her 3<sup>rd</sup> grade experience. Congratulations to Karla Delgado for her Innovative Teacher award from Bay Area Chamber of Commerce.
- B. MHS Student Report: Kodee Harwood reported on MHS activities which included wrestlers and swimmers attending state, upcoming blood drive and beginning of spring sports.
- C. Oregon School Employee Association (OSEA) Business: Teri Harris Jones shared Sandy Reiber's report. Classified employees Gail Sampson, Todd Cherry and Margie Creamer are retiring soon, and they have combined years of service to the district of over 75 years. OSEA thanked the district for allowing time release for the building representatives to visit OSEA members at the schools. Congratulations to Teri Jones for her Educator of the Year award from Bay Area Chamber of Commerce.
- D. Coos Bay Education Association (CBEA) Business: Lynda Sanders recognized Karla Delgado and Teri Harris Jones for their awards. K-7<sup>th</sup> grade parent conferences have been held and there will be discussion about it included in the upcoming calendar meeting. UniServe Council will be hosting an institutional racism workshop and the school board is invited to attend.

## **7. PUBLIC INPUT**

Elisa Pole Barcus from Sodexo reported she will be representing Oregon at the School Nutrition Association leadership conference in Washington D.C. She will be urging Congress and the Administration to oppose any effort to block grant school meal programs, supporting Breakfast Helps Kids Learn Act, and support USDA's work to simplify overly burdensome child nutrition mandates to improve efficiencies and reduce costs.

## **8. DISTRICT STAFF PRESENTATIONS**

### **A. Superintendent Update**

- 1. District Update: Superintendent Trendell updated the board on following: End of the first semester and the data that is being collected for the board's data review meeting, parent conference early release, licensed evaluation process changes, 2018-2019 calendar development, seismic bids awarded for the MHS gymnasium and MHS auditorium, project manager bids received and are being reviewed, budget process is beginning for 2018-2019, and Measure 98 needs assessment submission.

2. Division 22 Standards: The Division 22 standards are education standards districts are required to follow. The report has been submitted and the district is meeting the standards for the State of Oregon.
3. ACEs (Adverse Childhood Experiences) Training: Lisa DeSalvio has offered training for the board. It will be scheduled.
4. Policy AR Changes: Superintendent Trendell covered the proposed changes for the below listed policies.
  - A. CCG-AR – Administrative Standards: Proposed deletion due to redundancy.
  - B. GBEDA-AR – Drug and Alcohol Testing – Transportation Personnel: The district is not required to have this policy because we contract out with First Student.
  - C. GCBDA/GDBDA-AR(1) – Federal Family and Medical Leave/State Family Medical Leave: This is new language from Oregon School Board Association.
  - D. CGDA/GDDA-AR - Criminal Records Checks/Fingerprinting: Updating to accurately reflect what the district is currently doing and to meet current laws.
- B. Director of Teaching and Learning – Chad Putman: There is a new course addition at Marshfield High School – Robotics. Students will receive credit and a grade for their work. Measure 98 funds are funding the program.
- C. Personnel & Business Services – Candace McGowne
  1. Enrollment Report: The enrollment report as of February 5, 2018, was reviewed.
  2. Financial Report: The financial report as of January 31, 2018, was reviewed.
  3. Resolutions: The three proposed resolutions were explained. Resolution 2018-13 closes bank accounts schools student body funds which are now processed through the district office. Resolution 2018-14 allows the district to sell the bonds. \$40M will be sold first and the district will sell the remainder at a later date. Resolution 2018-15 is to adjust budget to accept the ODE grant for training in ACEs and poverty simulation.

## **9. BOARD ITEMS**

- A. Board Member Activities and Highlights: Highlights included visiting MHS CTE classrooms and Sunset Minute Math classrooms, and assisting the Jazz band. Jill Christiana gave a shout out to Stacey Gulseth and Key Club for all their fundraising activities for the park.
- B. School Board Position #3 Appointment: Adrian DeLeon announced the district received one qualified application for Board Position #3 from Samantha Buckley.
- C. Bond Oversight Advisory Committee Establishment: Dustin Clarke updated the board on the charge of the committee. They will be meeting the 1<sup>st</sup> and 3<sup>rd</sup> Monday's of the month.
- D. Board Committees
  1. Superintendent Evaluation Committee: The committee has reviewed the evaluation with Superintendent Trendell and will be providing the evaluation summary at the March meeting.
  2. Policy Committee:
    - A. Policy KL & KL/GBM Complaint Procedure: Adrian DeLeon reminded board members and staff to follow the complaint procedure, starting at the proper level. As board members, if you begin to hear complaints, refer them to the proper person. Administrative staff were reminded to put the complaints in writing and document it.

- F. Policy First Readings: Mary Fields gave an overview of the first reading of the policies being presented.
1. CCG – Licensed Evaluation – Administrators
  2. EFAA-AR – Reimbursable Meals
  3. GBI – Gifts and Solicitations
  4. GCDA/GDDA – Criminal Records Checks and Fingerprinting

#### **I 0. BOARD ACTION ITEMS TO CONSIDER**

- A. Appoint School Board Position #3: Mary Fields made the motion, Jill Christiana seconded to appoint Samantha Buckley to Coos Bay School Board Position #3. Motion was modified by Mary Fields, seconded by Jill Christiana, to be effective February 26, 2018 The motion passed unanimously.
- B. Adopt Resolution 2018-13 – Resolution Closing Checking Accounts: Jill Christiana made the motion, James LaBine seconded, to adopt Resolution 2018-13, Closing Checking Accounts. The motion passed unanimously.
- C. Adopt Resolution 2018-14 – Resolution Authorizing the Issuance, Sale and Delivery of General Obligation Bonds: Mary Fields made the motion, Dustin Clark seconded, to adopt Resolution 2018-14, Authorizing the Issuance, Sale and Delivery of General Obligation Bonds. The motion passed unanimously.
- D. Adopt Resolution 2018-15 – Resolution Adjusting Appropriations – Student Support and Academic Enrichment Grant: Jill Christiana made the motion, James LaBine seconded, to adopt Resolution 2018-15, Student Support and Academic Enrichment Grant. The motion passed unanimously.
- E. Policy – 2<sup>nd</sup> Reading and Adoption: Mary Fields requested the board to remove Policy EBBB from the adoption list. Dustin Clark made the motion, James LaBine seconded, to approve policies 1,2, 4, 5, and 6. Policy EBBB will be tabled for further review. The motion passed unanimously.
1. CBG – Evaluation of the Superintendent
  2. DC – Borrowing Funds - Delete
  3. EBBB – Injury/Illness Reports
  4. EFA – Local Wellness Program
  5. GBMA – Whistle Blower
  6. GCL/GDL – Staff Development

#### **I I. ADJOURN MEETING**

The meeting was adjourned at 8:00 p.m.

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Adrian DeLeon  
Board Chair

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Peggy Ahlgrim  
Board Secretary

COOS BAY PUBLIC SCHOOLS  
COOS BAY, OREGON

February 26, 2018

### **SPECIAL SCHOOL BOARD MEETING**

The Board of Directors of Coos Bay Public Schools met on February 26, 2018, at Milner Crest Education Center, 1255 Hemlock Ave. in Coos Bay, Oregon, for a special school board meeting.

Adrian DeLeon called the meeting to order at 5:33 p.m. and led in the Pledge of Allegiance.

Board members present: Adrian DeLeon, Jill Christiana, Jill Vandehey, Samantha Buckley, Dustin Clarke, Mary Fields and James LaBine.

Others present included: Superintendent Trendell, Chad Putman, Peggy Ahlgrim, Rebecca Peters, Michelle Inskeep, Shelly McKnight, Joshua Davies, Ann Marineau, Jan Schock, Karla Delgado, Teri Harris Jones, Lillian Erb, Kim Banta, Travis Howard, Carli Ainsworth, Ann Rodriguez, Linda Brown, Linda Vickrey, and Eli Ashton.

#### **1. APPROVE THE AGENDA**

Before the agenda was approved, Adrian DeLeon requested the data review portion of the meeting be moved up on the agenda to after Oath of Office. Mary Fields made the motion, Jill Christiana seconded, to approve the agenda with modification. The motion passed unanimously.

#### **2. OATH OF OFFICE**

Adrian DeLeon administered the Oath of Office to Samantha Buckley. She is filling Board Position #3 for the remainder of the term of office, June 30, 2019.

#### **3. DATA REVIEW WORKSHOP**

The leadership team consisting of the members of the Coos Bay School Board, administrative team, and two teacher leaders from each school met to review data on 8<sup>th</sup> grade math, attendance, graduation, and 3<sup>rd</sup> grade reading.

#### **4. REQUEST FOR LEAVE OF ABSENCE**

Allison Bassett requested an extension for her leave of absence. Superintendent Trendell recommends extending it to the end of March. MHS Principal Travis Howard gave the background of the positions she previously held and how those positions are currently filled.

#### **5. OPEN ENROLLMENT DISCUSSION**

Superintendent Trendell recommends the district's open enrollment number be zero.



6. **POLICY 1<sup>ST</sup> READING - IKF – Graduation Requirements**

Mary Fields gave an overview of the proposed policy changes. It will reduce the number of required credits from 25 credits to the state's 24 credits required for graduation. Policy IKF is not up for adoption at this meeting and should be removed from the Action Items list tonight.

7. **CLASSIFIED APPRECIATION WEEK**

Adrian DeLeon read the Classified Appreciation Proclamation. The board made plans for how they will recognize the staff.

8. **ACTION ITEMS**

- A. Request for Leave of Absence Extension: Mary Fields made the motion, Dustin Fields seconded to approve an extension on the leave of absence of Allison Bassett, ending March 31, 2018. The motion passed unanimously.
- B. Declare March 5<sup>th</sup> – 9<sup>th</sup> as Classified Appreciation Week: Jill Christiana made the motion, James LaBine seconded, to declare March 5<sup>th</sup> – 9<sup>th</sup> as Classified Appreciation Week. The motion passed unanimously.
- C. Open Enrollment: Mary Fields made the motion, Jill Vandehey seconded, to maintain the district's open enrollment policy at zero for the next year. The motion passed unanimously.

9. **ADJOURN MEETING**

The meeting was adjourned at 8:00 p.m.

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Adrian DeLeon  
Board Chair

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Peggy Ahlgrim  
Board Secretary

## Draft 2018-2019 LICENSED CALENDAR

1st SEMESTER												2nd SEMESTER															
M	T	W	Th	F	DT	CD	M	T	W	Th	F	DT	CD	M	T	W	Th	F	DT	CD	M	T	W	Th	F	DT	CD
<b>AUGUST</b>						<b>NOVEMBER</b>						<b>JANUARY</b>						<b>April</b>									
27	28	29	30	31	0	3	5	6	7	8	9	4	5	28	29	30	31		4	4	15	16	17	18	19	4	5
<b>SEPTEMBER</b>						<b>DECEMBER</b>						<b>FEBRUARY</b>						<b>MAY</b>									
3	4	5	6	7	4	5	12	13	14	15	16	5	5	1				1	1	1	22	23	24	25	26	5	5
10	11	12	13	14	5	5	19	20	21	22	23	2	4	4	5	6	7	8	4	5	29	30				2	2
17	18	19	20	21	5	5	26	27	28	29	30	5	5	11	12	13	14	15	5	5	1	2	3			3	3
24	25	26	27	28	5	5	3	4	5	6	7	5	5	18	19	20	21	22	4	5	6	7	8	9	10	5	5
<b>OCTOBER</b>						<b>JANUARY</b>						<b>MARCH</b>						<b>JUNE</b>									
1	2	3	4	5	5	5	10	11	12	13	14	5	5	25	26	27	28		4	4	13	14	15	16	17	4	5
8	9	10	11	12	4	5	17	18	19	20	21	5	5	4	5	6	7	8	5	5	20	21	22	23	24	5	5
15	16	17	18	19	5	5	24	25	26	27	28	0	0	11	12	13	14	15	5	5	27	28	29	30	31	4	5
22	23	24	25	26	5	5	31					0	0	18	19	20	21	22	5	5	3	4	5	6	7	5	5
29	30	31			3	3	1	2	3	4	0	0	25	26	27	28	29	0	0	10	11	12	13	14	3	4	
<b>NOVEMBER</b>						<b>FEBRUARY</b>						<b>APRIL</b>															
1	2				1	2	7	8	9	10	11	5	5	1	2	3	4	5	5	5							
							14	15	16	17	18	5	5	8	9	10	11	12	4	5							
							21	22	23	24	25	3	5														
END - 1st Quarter						END - 2nd Quarter						END 3rd Quarter						END 4th Quarter									
						END - 1st Semester												END - 2nd Semester									
																		TOTAL YEAR									
						42 48												40 44									
						44 49						46 49						86 93									
						86 97												172 190									

- FULL TEACHING DAYS (8 hrs/day) 143
- EARLY RELEASE DAYS 29
  - Teaching (5.5 hrs/day)
  - Professional Development (2.5 hrs/day)
- FULL PROFESSIONAL DEV. DAYS 3
- HOLIDAYS (8 hrs/day) 6
- CONFERENCE TRADE DAYS (8 hrs/day) 2
- INSERVICE DAYS (8 hrs/day) 3
- GRADING DAYS (8 hrs/day) 4

- POSSIBLE WEATHER MAKE UP DAYS
- NONPAID DAYS
- New Staff Training:
- Marshfield Graduation:
- Destinations Graduation:
- Resource Link Graduation:
- DT = Days Taught
- CD = Contract Days

Adopted:

**Student/Teacher Ratios 2017/18**  
Based on 3/1/2018 active enrollments

**Blossom Gulch**

	Bdgt Est	Tchr	Avg Size	3/1/18	Tchr	Avg Size
K	149	6	24.8	142	6	23.7
1	149	6	24.8	152	6	25.3
2	138	6	23.0	132	6	22.0
3	155	6	25.8	151	6	25.2
PE Teacher		1		0	1	0.0
Tot	591	25	23.6	577	25	<b>23.1</b>

**Madison**

	Bdgt Est	Tchr	Avg Size	3/1/18	Tchr	Avg Size
K	93	5	18.6	92	5	18.4
1	93	5	18.6	95	5	19.0
2	95	4	23.8	98	4	24.5
3	98	4	24.5	99	4	24.8
PE Teacher		1			1	
Tot	379	19	19.9	384	19	<b>20.2</b>

**Millicoma**

	Bdgt Est	Tchr	Avg Size	3/1/18	Tchr	Avg Size
4	145	5.5	26.4	134	5	26.8
5	121	5	24.2	130	5	26.0
6	132	4.5	29.3	130	5	26.0
7	112	4	28.0	117	4	29.3
Music Tchr		0.5			0.5	
PE Tchr		1			2	
Tot	510	20.5	24.9	511	21.5	<b>23.8</b>

**Sunset**

	Bdgt Est	Tchr	Avg Size	3/1/18	Tchr	Avg Size
4	99	4	24.8	115	4	28.8
5	120	4	30.0	106	4	26.5
6	105	4	26.3	103	4	25.8
7	108	4	27.0	112	4	28.0
Music Tchr		0.5			0.5	
PE Tchr		1			2	
Tot	432	17.5	24.7	436	18.5	<b>23.6</b>

**Marshfield**

	Bdgt Est	3/1/18
8	219	215
9	214	205
10	202	204
11	191	187
12	144	156
T	970	967
Core Subj Tchr	24	24
Elective Tchr	14	13.5
	38	37.5
Ratio	25.5	<b>25.8</b>

**Harding Learning Center**

	Bdgt Est	Tchr	Avg Size	3/1/18	Tchr	Avg Size
Dest	60	4	15.0	68	3.8	17.9
Bell	23	0	24.0	13	0	13.0
GED	42	0.45	93.3	35	1	35.0
R.Link	77	4	19.3	81	4	20.3

	Bdgt Est	Tchr	Avg Size	3/1/18	Tchr	Avg Size
Lthse	218	0	0	212	0	0
BG	591	25.00	23.6	577	25.00	23.1
MD	379	19.00	19.9	384	19.00	20.2
ML	510	20.50	24.9	511	21.50	23.8
SN	432	17.50	24.7	436	18.50	23.6
MHS	970	38.00	25.5	967	37.50	25.8
HLC	202	8.45	23.9	197	8.80	22.4
Tot	3084	128.45		3072	130.3	

\* Core subjects include, Language Arts, Math, Social Studies  
Science

**Coos Bay School District**  
**Statement of Revenues, Expenditures and Changes in Fund Balances**  
**For Fiscal Year 17/18 as of 2/28/2018**

	General Fund			Special Revenue Fund			Debt Service Fund			Capital Projects Fund		
	Budget	YTD Revenues	Balance	Budget	YTD Revenues	Balance	Budget	YTD Revenues	Balance	Budget	YTD Revenues	Balance
<b>Revenues</b>												
(1000) Local Sources	8,150,000	7,932,850	217,150	1,357,884	724,780	633,104	4,647,323	334,256	4,313,067	335,800	73,001	262,799
(2000) Intermediate Sources	50,000	47,162	2,838	35,000	6,888	28,112	0	0	0	0	0	0
(3000) State Sources	24,237,824	18,635,331	5,602,493	1,126,946	496,183	630,763	0	0	0	2,463,000	33,223	2,429,777
(4000) Federal Sources	15,000	(116)	15,116	4,025,575	844,227	3,181,348	0	0	0	0	0	0
(5000) Other Sources	5,004,000	4,990,910	13,090	1,151,228	1,157,977	(6,749)	100,100	107,702	(7,602)	68,192,000	1,745,924	66,446,076
<b>Total Revenues</b>	<b>37,456,824</b>	<b>31,606,138</b>	<b>5,850,686</b>	<b>7,696,633</b>	<b>3,230,055</b>	<b>4,466,578</b>	<b>4,747,423</b>	<b>441,958</b>	<b>4,305,465</b>	<b>70,990,800</b>	<b>1,852,148</b>	<b>69,138,652</b>
	Budget	YTD Expenses	Balance	Budget	YTD Expenses	Balance	Budget	YTD Expenses	Balance	Budget	YTD Expenses	Balance
<b>Expenditures</b>												
(1000) Instruction	19,280,109	10,714,566	8,565,543	4,134,488	1,734,871	2,399,616	0	0	0	0	0	0
(2000) Support Services	14,469,232	8,119,080	6,350,152	1,904,373	745,177	1,159,196	150	0	150	3,291,825	137,308	3,154,517
(3000) Community Services	0	0	0	1,556,229	694,413	861,816	0	0	0	0	0	0
(4000) Facilities & Construction	0	0	0	0	0	0	0	0	0	66,295,000	83,797	66,211,203
(5000) Debt Service/Transfers	1,085,280	998,221	87,059	47,784	15,000	32,784	4,747,273	240,845	4,506,428	0	0	0
(6000) Contingency	2,622,203	0	2,622,203	219,903	0	219,903	0	0	0	710,600	0	710,600
(7000) Unapp. Ending Fund Balance	0	0	0	0	0	0	0	0	0	693,375	0	693,375
<b>Total Expenditures</b>	<b>37,456,824</b>	<b>19,831,867</b>	<b>17,624,957</b>	<b>7,862,777</b>	<b>3,189,462</b>	<b>4,673,315</b>	<b>4,747,423</b>	<b>240,845</b>	<b>4,506,578</b>	<b>70,990,800</b>	<b>221,106</b>	<b>70,769,694</b>
<b>Fund Balances - February 28, 2018</b>		<b>11,774,271</b>			<b>40,593</b>			<b>201,113</b>			<b>1,631,043</b>	

## **POLICY COMMITTEE**

Mary Fields called the meeting to order at 8:00 a.m. Those present included Mary Fields, Jill Christiana, Jill Vandehey, Bryan Trendell and Peggy Ahlgrim.

### **1. POLICY REVIEW**

Policies were reviewed include AC, AC-AR, EBBB, GCBDA/GDBDA-AR(5), IGBAH, IICC, IKF, JFCG-AR, JFG-AR, JGAB, JHCC, JHCC-AR, JHCD, JHCDA, JHCD/JHCDA, JHCD/JHCDA-AR, JOA and KI/KJ.

More information is being gathered on the following:  
EBBB, GCBDA/GDBDA-AR(5), JFCG-AR, JGAB and KI/KJ

The following will be recommended for deletion or not adopted:  
JHCD and JHCDA

The following will be moved forward for a first reading:  
AC, AC-AR, IGBAH, IICC, IKF, JFG-AR, JHCC, JHCC-AR, JHCD/JHCDA, JHCD/JHCDA-AR, and JOA

The following will be moved forward for a third reading:

### **2. ADJOURN MEETING**

The meeting adjourned at 10:05 a.m.

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Mary Fields, Board Member

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Peggy Ahlgrim, Board Secretary

## **POLICY COMMITTEE**

Mary Fields called the meeting to order at 8:00 a.m. Those present included Mary Fields, Jill Christiana, Jill Vandehey, Bryan Trendell and Peggy Ahlgrim.

### **1. POLICY REVIEW**

Policies were reviewed include BDDH, BDDH-AR, CM, GBI-Ar, GCA, IGBBC, IKFB, JEC

More information is being gathered on the following:  
GCA and JEC

The following will be recommended for deletion or not adopted:  
BDDH-AR, GBI-AR, and IKFB

The following will be moved forward for a first reading:  
BDDH, CM, and IGBBC

The following will be moved forward for a third reading:  
EBBB

### **2. ADJOURN MEETING**

The meeting adjourned at 10:00 a.m.

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Mary Fields, Board Member

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Peggy Ahlgrim, Board Secretary

## Core Teaching Standards

The core teaching standards must:

1. Consider multiple measures of teacher effectiveness that encompass a range of appropriate teaching behaviors. These measures use multiple evaluation methods that utilize multiple measures to evaluate teacher performance which may include, but is not limited to:
  - a. Student performance;
  - b. Student assessment;
  - c. Classroom-based assessments, including observations, lesson plans and assignments;
  - d. Portfolios of evidence;
  - e. Supervisor reports; and
  - f. Self-reflections and assessments.
2. Consider evidence of student academic growth and learning based on multiple measures of student progress, including student performance data;
3. Be research based;
4. Be customized to the district, which may include individualized weighting and application of standards.

Local evaluation and support systems established by the district for teachers must be:

1. Designed with four performance level ratings of effectiveness as defined in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*;
2. Based on significant consideration of student learning, which may include, but is not limited to:
  - a. Schoolwide academic growth, as determined by the statewide assessment system implemented by the Oregon Department of Education under ORS 329.485;
  - b. Formative and summative assessments; and
  - c. Classroom-level student learning goals set collaboratively between teachers and evaluators.
3. On a regular cycle.

Superintendents shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.

# Coos Bay School District 9

Code: GCN/GDN  
Adopted: 3/14/88  
Readopted: 6/11/12; 9/16/13  
Orig. Code(s): GCM/GCN

## Evaluation of Staff

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal dismissal and discipline.

### Licensed Staff

~~Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.~~

~~Teachers' The evaluations for licensed staff shall be based on the core teaching standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts and include the core teaching standards adopted by the State Board of Education with teachers and any exclusive representatives of the licensed staff.~~

~~Evaluation and support systems established by the district for teachers must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:~~

- ~~1. Four performance level ratings of effectiveness;~~
- ~~2. Classroom-level student learning and growth goals set collaboratively between the teacher and the evaluator;~~
- ~~3. Consideration of multiple measures of teacher practice and responsibility which may include, but are not limited to:
  - ~~a. Classroom-based assessments including observations, lesson plans and assignments;~~
  - ~~b. Portfolios of evidence;~~
  - ~~c. Supervisor reports; and~~
  - ~~d. Self-reflections and assessments.~~~~
- ~~4. Consideration of evidence of student academic growth and learning based on multiple measures of student progress, including performance data of students, that is both formative and summative. Evidence may also include other indicators of student success;~~



5. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities and student learning and growth to determine the teacher's professional growth path;

6. Customized by each district, which may include individualized weighting and application of standards.

An evaluation using the core teaching standards must attempt to:

Evaluations must attempt to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;
2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the individual needs of the teacher and the needs of the students, the school and the district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including the classroom and other assignments;
4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher; and

6. Address ways to help all educators strengthen their culturally responsive practices.

5. Evaluation and support systems established by the district must evaluate teachers on a regular cycle. The superintendent shall regularly report to the Board on implementation of the evaluation and support systems and educator effectiveness.

Each probationary teacher shall be evaluated at least annually, but with multiple observations. The purpose of the evaluation is to aid the teacher in making continuing professional growth and to determine the teacher's performance of the teaching responsibilities. Evaluations shall be based upon at least two observations and other relevant information developed by the district.

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

~~All classified employees will be formally evaluated by their immediate supervisor at least twice during their first year of employment and at least once a year thereafter.~~

END OF POLICY

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### **Legal Reference(s):**

[ORS 243.650](#)

[ORS 332.505](#)

[ORS 342.850](#)

[ORS 342.856](#)

[OAR 581-022-17202405](#)

[OAR 581-022-17232410](#)

[OAR 581-022-17242415](#)

## Coos Bay School District 9

Code: **GDN**  
Adopted: 3/14/88  
Readopted: 6/01/10; 6/29/11; 4/08/13  
Orig. Code(s): GDM/GDN

### **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

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#### **Legal Reference(s):**

[ORS 243.650](#)

[ORS 332.505](#)

[ORS 342.850](#)

[OAR 581-022-1720](#)

# Coos Bay School District 9

Code: **IGBA**  
Adopted: 2/11/08  
Readopted: 12/13/10; 9/05/12  
Orig. Code(s): IGBA

## Students with Disabilities

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need early intervention, early childhood special education or special education services. For preschool children the district is responsible for the evaluation(s) used to determine eligibility; the designated referral and evaluation agency, South Coast Education Service District, is responsible for determining the eligibility of children for EI/ECSE services in accordance with Oregon Administrative Rule (OAR) 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. Indian preschool children living on reservations;
4. Suspected of having a disability even though they ~~have not failed, been retained in a course or a grade, and are advancing~~ advance from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending a private school (religious or secular) ~~school~~ located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular or modified diploma and have not completed the school year in which they reach their 21st birthday.

The district determines residency in accordance with Oregon Revised Statutes (ORS) Chapter 339 and, for the purposes of charter school students with disabilities, in accordance with ORS Chapter 338 and ORS Chapter 339. The district enrolls all students who are five by September 1 of the school year. Students with disabilities are eligible to enroll in the district through the school year in which they reach the age of 21 if they have not graduated with a regular diploma.

The district shall annually submit data to the Oregon Department of Education regarding the number of resident students with disabilities who have been identified, located, and evaluated are receiving special education and related services. The district conducts an annual count of the total number of private school

children attending private schools located within the boundaries of the district, and a count of all children with disabilities attending private schools located within the boundaries of the district, in accordance with OAR 581-015-2465. The district reports any additional data to ODE required by the ODE to meet the requirements of federal or state law and the applicable reporting dates.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.075](#)  
[ORS 338.165](#)  
[ORS 339.115 to-137](#)  
[ORS 343.151](#)  
[ORS 343.157](#)  
[ORS 343.193](#)  
[ORS 343.221](#)  
[ORS 343.517](#)  
[ORS 343.533](#)

[OAR 581-015-2040](#)  
[OAR 581-015-2045](#)  
[OAR 581-015-2080](#)  
[OAR 581-015-2085](#)  
[OAR 581-015-2190](#)  
[OAR 581-015-2195](#)  
[OAR 581-015-2315](#)  
[OAR 581-015-2480](#)  
[OAR 581-021-0029](#)  
[OAR 581-022-~~1340~~2315](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1412 (a)(3) ~~(2006)~~ [\(2017\)](#).  
Early Intervention Program for Infants and Toddlers with Disabilities, 34 C.F.R. Part 303 ~~(2006)~~ [\(2017\)](#).  
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 300.111 ~~(2006)~~ [\(2017\)](#).

# Coos Bay School District 9

Code: **IGBAC**  
Adopted: 12/13/10

## Special Education - Personnel

Consistent with Teacher Standards and Practices Commission (TSPC) requirements, the district's personnel are appropriately and adequately prepared to implement special education and related services, and have the content knowledge and skills to serve children with disabilities.

The district takes measurable steps to recruit, hire, train and retain ~~highly qualified~~ personnel, who are appropriately licensed and endorsed by TSPC, to provide special education and related services to children with disabilities.

The district's plan for providing personnel development programs in the district is found in Board policy GCL/GDL - Staff Development.

END OF POLICY

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[OAR 584-220-0180](#)  
[OAR 584-220-0185](#)

### Legal Reference(s):

Individuals with Disabilities Education Act [20 U.S.C. § 1412 (a)(14)(D) and] 20 U.S.C. § 1413 (a)(3).  
Assistance to States for the Education of Children with Disabilities [34 C.F.R. § 300.156 (d) and] 34 C.F.R. § 300.207

# Coos Bay School District 9

Code: **IGBAG-AR**  
Adopted: 2/11/08  
Readopted: 12/13/10; 3/10/14  
Orig. Code(s): IGBAG-AR

## Special Education - Procedural Safeguards\*\*

### 1. Procedural Safeguards

#### a. The district provides procedural safeguards to:

- (1) Parents, guardians (unless the guardian is a state agency) or persons in parental relationship to the student;
- (2) Surrogate parents; and
- (3) Students who have reached the age of 18, the age of majority, or are considered emancipated under Oregon law and to whom rights have transferred by statute, identified as adult students (called “eligible students”).

#### b. The district gives parents a copy of the *Notice of Procedural Safeguards*, published by the Oregon Department of Education (ODE):

- (1) At least once a year; and
- (2) At the first referral or parental request for evaluation to determine eligibility for special education services;
- (3) When the parent (or adult student) requests a copy;
- (4) To the parent and the student one year before the student’s 18th birthday or upon learning that the student is considered emancipated.

#### c. The *Notice of Procedural Safeguards* is:

- (1) Provided written in the native language or other communication of the parents (unless it is clearly not feasible to do so) and in language clearly understandable to the public.
- (2) If the native language or other mode of communication of the parent is not a written language, the district takes steps to ensure that:
  - (a) The notice is translated orally or by other means to the parent in his/her native language or other mode of communication;
  - (b) The parent understands the content of the notice; and
  - (c) There is written evidence that the district has met these requirements.

### 2. Content of Procedural Safeguards Notice

The procedural safeguards notice includes all of the content provided in the *Notice of Procedural Safeguards* published by the Oregon Department of Education.

### 3. Parent or Adult Student Meeting Participation

- a. The district provides parents or adult students an opportunity to participate in meetings with respect to the identification, evaluation, individualized education program (IEP) and educational placement of the student, and the provision of a free appropriate public education (FAPE) to the student.
- b. The district provides parents or adult students written notice of any meeting sufficiently in advance to ensure an opportunity to attend. The written notice:
  - (1) States the purpose, time and place of the meeting and who is invited to attend;
  - (2) Advises that parents or adult students may invite other individuals who they believe have knowledge or special expertise regarding the student;
  - (3) Advises the parents or adult student that the team may proceed with the meeting even if they are not in attendance;
  - (4) Advises the parent or adult students who to contact before the meeting to provide information if they are unable to attend; and
  - (5) Indicates if one of the meeting's purposes is to consider transition services or transition service needs. If so:
    - (a) Indicates that the student will be invited; and
    - (b) Identifies any agencies invited to send a representative.
- c. The district takes steps to ensure that one or both of the parents of a student with a disability are present at each IEP or placement meeting or are afforded the opportunity to participate, including:
  - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
  - (2) Scheduling the meeting at a mutually agreed on time and place.
- d. If neither parent can participate, the district will use other methods to ensure participation, including, but not limited to, individual or conference phone calls or home visits.
- e. The district may conduct an evaluation planning or eligibility meeting without the parent or adult student if the district provided meeting notice to the parent or adult student sufficiently in advance to ensure an opportunity to attend.
- f. The district may conduct an IEP or placement meeting without the parent or adult student if the district is unable to convince the parents or adult students that they should participate. Attempts to convince the parent to participate will be considered sufficient if the district:
  - (1) Communicates directly with the parent or adult student and arranges a mutually agreeable time and place and sends written notice to confirm the arrangement; or
  - (2) Proposes a time and place in the written notice stating that a different time and place might be requested and confirms that the notice was received.



- g. If the district proceeds with an IEP meeting without a parent or adult student, the district must have a record of its attempts to arrange a mutually agreed upon time and place such as:
  - (1) Detailed records of telephone calls made or attempted and the results of those calls;
  - (2) Copies of correspondence sent to the parents and any responses received; and
  - (3) Detailed records of visits made to the parents' home or place of employment and the results of those visits.
- h. The district takes whatever action is necessary to ensure that the parent or adult student understands the proceedings at a meeting, including arranging for an interpreter for parents or adult students who are deaf or whose native language is other than English.
- i. After the transfer of rights to an adult student at the age of majority, the district provides written notice of meetings to the adult student and parent, if the parent can be reasonably located. After the transfer of rights to an adult student at the age of majority, a parent receiving notice of an IEP meeting is not entitled to attend the meeting unless invited by the adult student or the district.
- j. An IEP meeting does not include:
  - (1) Informal or unscheduled conversations involving school district personnel;
  - (2) Conversations on issues such as teaching methodology, lesson plans or coordination of service provision if those issues are not addressed in the student's IEP; or
  - (3) Preparatory activities that district or public personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

#### 4. Surrogate Parents

- a. The district protects the rights of a student with a disability, or suspected of having a disability, by appointing a surrogate parent when:
  - (1) The parent cannot be identified or located after reasonable efforts;
  - (2) The student is a ward of the state or an unaccompanied homeless youth and there is reasonable cause to believe that the student has a disability, and there is no foster parent or other person available who can act as the parent of the student; or
  - (3) The parent or adult student requests the appointment of a surrogate parent.
- b. The district secures nominations of persons to serve as surrogates. The district appoints surrogates within 30 days of a determination that the student needs a surrogate, unless a surrogate has already been appointed by juvenile court.
- c. The district will only appoint a surrogate who:
  - (1) Is not an employee of the district or the ODE;
  - (2) Is not an employee of any other agency involved in the education or care of the student;
  - (3) Is free of any personal or professional interest that would interfere with representing the student's special education interests; and
  - (4) Has the necessary knowledge and skills that ensure adequate representation of the student in special education decisions. The district will provide training, as necessary, to ensure that surrogate parents have the requisite knowledge.

- d. The district provides all special education rights and procedural safeguards to appointed surrogate parents.
- e. A surrogate will not be considered an employee of the district solely on the basis that the surrogate is compensated from public funds.
- f. The duties of the surrogate parent are to:
  - (1) Protect the special education rights of the student;
  - (2) Be acquainted with the student's disability and the student's special education needs;
  - (3) Represent the student in all matters relating to the identification, evaluation, IEP and educational placement of the student; and
  - (4) Represent the student in all matters relating to the provision of a FAPE to the student.
- g. A parent may give written consent for a surrogate to be appointed.
  - (1) When a parent requests that a surrogate be appointed, the parent shall retain all parental rights to receive notice and all of the information provided to the surrogate. When the district appoints a surrogate at parent request, the district will continue to provide to the parent a copy of all notices and other information provided to the surrogate.
  - (2) The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the parent unless and until the parent revokes consent for the surrogate's appointment.
  - (3) If a parent gives written consent for a surrogate to be appointed, the parent may revoke consent at any time by providing a written request to revoke the surrogate's appointment;
- h. An adult student to whom rights have transferred at age of majority may give written consent for a surrogate to be appointed. When an adult student requests that a surrogate be appointed, the student shall retain all rights to receive notice and all of the information provided to the surrogate. The surrogate, alone, shall be responsible for all matters relating to the special education of the student. The district will treat the surrogate as the adult student unless and until the adult student revokes consent for the surrogate's appointment. If an adult student gives written consent for a surrogate to be appointed, the adult student may revoke consent at any time by providing a written request to revoke the surrogate's appointment.
- ~~h.~~
- i. The district may change or terminate the appointment of a surrogate when:
  - (1) The person appointed as surrogate is no longer willing to serve;
  - (2) Rights transfer to the adult student or the student graduates with a regular or modified diploma;
  - (3) The student is no longer eligible for special education services;
  - (4) The legal guardianship of the student is transferred to a person who is able to carry out the role of the parent;
  - (5) A foster parent or other person is identified who can carry out the role of parent;
  - (6) The parent, who previously could not be identified or located, is now identified or located;
  - (7) The appointed surrogate is no longer eligible;
  - (8) The student moves to another school district; or
  - (9) The student is no longer a ward of the state or unaccompanied homeless youth.

- j. The district will not appoint a surrogate solely because the parent or student to whom rights have transferred is uncooperative or unresponsive to the special education needs of the student.

5. Transfer of Rights at Age of Majority

- a. When a student with a disability reaches the age of majority, marries or is emancipated, rights previously accorded to the student's parents under the special education laws, transfer to the student. A student for whom rights have transferred is considered an "adult student" under OAR 581-015-2000(1).
- b. The district provides notice to the student and the parent that rights (accorded by statute) will transfer at the age of majority. This notice is provided at an IEP meeting and documented on the IEP:
  - (1) At least one year before the student's 18th birthday;
  - (2) More than one year before the student's 18th birthday, if the student's IEP team determines that earlier notice will aid transition; or
  - (3) Upon actual knowledge that within a year the student will likely marry or become emancipated before age 18.
- c. The district provides written notice to the student and to the parent at the time of the transfer.
- d. These requirements apply to all students, including students who are incarcerated in a state or local adult or juvenile correctional facility or jail.
- e. After transfer of rights to the student, the district provides any written prior notices and written notices of meetings required by the special education laws to the adult student and to the parent if the parent can be reasonably located.
- f. After rights have transferred to the student, receipt of notice of an IEP meeting does not entitle the parent to attend the meeting unless invited by the student or the district.

6. Prior Written Notice

- a. The district provides prior written notice to the parent of a student, or student, within a reasonable period of time before the district:
  - (1) Proposes to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child; or
  - (2) Refuses to initiate or change the identification, evaluation or educational placement of the student, or the provision of a FAPE to the child.
- b. The content of the prior written notice will include:
  - (1) A description of the action proposed or refused by the district;
  - (2) An explanation of why the district proposed or refused to take the action;
  - (3) A description of each evaluation procedure, test, assessment, record or report used as a basis for the proposal or refusal;
  - (4) A statement that the parents of a student with a disability have procedural safeguards and, if this notice is not an initial referral for evaluation, how a copy of the *Notice of Procedural Safeguards* may be obtained;

- (5) Sources for parents to contact to obtain assistance in understanding their procedural safeguards.
  - (6) A description of other options the IEP team considered and the reasons why those options were rejected; and
  - (7) A description of other factors that are relevant to the agency's proposal or refusal.
- c. The prior written notice is:
- (1) Written in language understandable to the general public; and
  - (2) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so;
  - (3) If the native language or other mode of communication of the parent is not a written language, the district shall take steps to ensure that:
    - (a) The notice is translated orally or by other means to the parent in the parent's native language or other mode of communication;
    - (b) The parent understands the content of the notice; and
    - (c) There is written evidence that the requirements of this rule have been met.

#### 7. Consent<sup>1</sup> – Initial Evaluation

- a. The district provides notice and obtains informed written consent from the parent or adult student before conducting an initial evaluation to determine whether a student has a disability (as defined by Oregon law) and needs special education. Consent for initial evaluation is not consent for the district to provide special education and related services.
- b. The district makes reasonable efforts to obtain informed consent from a parent for an initial evaluation to determine a child's eligibility for special education services. If a parent does not provide consent for an initial evaluation or does not respond to a request for consent for an initial evaluation, the school district may, but is not required to, pursue the initial evaluation of the child through mediation or due process hearing procedures. The district does not violate its child find obligations if it declines to pursue the evaluation using these procedures.

#### 8. Consent – Initial Provision of Special Education Services

- a. The district provides notice and obtains informed written consent from the parent or adult student before the initial provision of special education and related services to the student.
- b. The district makes reasonable efforts to obtain informed consent, but if a parent or adult student does not respond or refuses consent for initial provision of special education and related services, the district does not convene an IEP meeting, develop an IEP or seek to provide special education and related services through mediation or due process hearing procedures. The district will not be considered to be in violation of the requirement to make FAPE available to the student under these circumstances. The district stands ready to serve the student if the parent or adult student later consents.

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<sup>1</sup>“Consent” means that the parent or adult student: a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought; and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary on the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).

9. Consent – Reevaluation

- a. The district obtains informed parent consent before conducting any reevaluation of a child with a disability, except:
  - (1) The district does not need written consent for a reevaluation, if, after reasonable efforts to obtain informed consent, the parent does not respond. However, the district does not conduct individual intelligence tests or tests of personality without consent.
  - (2) If a parent refuses to consent to the reevaluation, the district may, but is not required to, pursue the reevaluation by using mediation or due process hearing procedures.
- b. A parent or adult student may revoke consent at any time before the completion of the activity for which they have given consent. If a parent or adult student revokes consent, that revocation is not retroactive.

10. Consent – Other Requirements

- a. The district documents its reasonable efforts to obtain parent consent, such as phone calls, letters and meeting notes.
- b. If a parent of a student who is home schooled or enrolled by the parents in a private school does not provide consent for the initial evaluation or the reevaluation, or if the parent does not respond to a request for consent, the district:
  - (1) Does not use mediation or due process hearing procedures to seek consent; and
  - (2) Does not consider the child as eligible for special education services.
- c. If a parent or adult student refuses consent for one service or activity, the district does not use this refusal to deny the parent or child any other service, benefit or activity, except as specified by these rules and procedures.
- d. If, at any time subsequent to the initial provision of special and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the district:
  - (1) May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
  - (2) May not use mediation or due process procedures to obtain an agreement or ruling that the services may be provided to the child;
  - (3) The district will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
  - (4) The district is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education or related services.

11. Exceptions to Consent

- a. The district does not need written parent or adult student consent before:

- (1) Reviewing existing data as part of an evaluation or reevaluation;
  - (2) Administering a test or other evaluation administered to all students without consent unless, before administration of that test or evaluation, consent is required of parents of all students;
  - (3) Conducting evaluations, tests, procedures or instruments that are identified on the student's IEP as a measure for determining progress; or
  - (4) Conducting a screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation.
- b. The district does not need written parent consent to conduct an initial special education evaluation of a student who is a ward of the state and not living with the parent if:
- (1) Despite reasonable efforts to do so, the district has not been able to find the parent;
  - (2) The parent's rights have been terminated in accordance with state law; or
  - (3) The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
- c. The district does not need written parental consent if an administrative law judge (ALJ) determines that the evaluation or reevaluation is necessary to ensure that the student is provided with a FAPE.

## 12. Independent Educational Evaluations (IEE)

- a. A parent of a student with a disability has a right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the school district.
- b. If a parent requests an independent educational evaluation at public expense, the district provides information to parents about where an independent educational evaluation may be obtained, and the district criteria applicable for independent educational evaluations.
- c. If a parent requests an independent educational evaluation at public expense, the district, without unnecessary delay, either:
  - (1) Initiates a due process hearing to show that its evaluation is appropriate; or
  - (2) Ensures that an independent educational evaluation is provided at public expense unless the district demonstrates in a hearing that the evaluation obtained by the parent did not meet district criteria.
- d. The district criteria for independent educational evaluations are the same as for district evaluations including, but not limited to, location, examiner qualifications and cost.
  - (1) Criteria established by the district do not preclude the parent's access to an independent educational evaluation.
  - (2) The district provides the parents the opportunity to demonstrate the unique circumstances justifying an IEE that does not meet the district's criteria.
  - (3) A parent may be limited to one independent educational evaluation at public expense each time the district conducts an evaluation with which the parent disagrees.

- e. If a parent requests an independent educational evaluation, the district may ask why the parent disagrees with the public evaluation. The parent may, but is not required to, provide an explanation. The district may not:
  - (1) Unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation;
  - (2) Except for the criteria listed above in c., impose conditions or timelines related to obtaining an IEE at public expense.
- f. The district considers an independent educational evaluation submitted by the parent, in any decision made with respect to the provision of a FAPE to the student, if the submitted independent evaluation meets district criteria.

### 13. Dispute Resolution – Mediation

- a. The district or parent may request mediation from ODE for any special education matter, including before the filing of a complaint or due process hearing request.
- b. The district acknowledges that:
  - (1) Mediation must be voluntary on the part of the parties, must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques and may not be used to deny or delay a parent’s right to a due process hearing or filing a complaint.
  - (2) Each mediation session must be scheduled in a timely manner and must be held in a location that is convenient to the parties to the dispute.
  - (3) An agreement reached by the parties to the dispute in the mediation process must be set forth in a legally binding written mediation agreement that:
    - (a) States the terms of the agreement;
    - (b) States that all discussions that occurred during the mediation process remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and
    - (c) Is signed by the parent and a representative of the school district who has the authority to bind the district to the mediation agreement.
  - (4) Mediation communication is not confidential if it relates to child or elder abuse and is made to a person who is required to report abuse, or threats of physical harm, or professional conduct affecting licensure.
  - (5) The mediation agreement is enforceable in any state court of competent jurisdiction or in a district court of the United States.

### 14. Dispute Resolution – Complaint Investigation

- a. Any organization or person may file a signed, written complaint with the State Superintendent of Public Instruction alleging that a school district or ESD is violating or has violated the Individuals with Disabilities Education Act (IDEA) or associated regulations within one year before the date of the complaint. Upon receiving a parent complaint, the ODE forwards the complaint to the district or ESD along with a request for a district response to the allegations in the complaint.

- b. Upon receiving a request for response from ODE, the district responds to the allegations and furnishes any requested information or documents within 10 business days.
- c. The district sends a copy of the response to the complainant. If ODE decides to conduct an on-site investigation, district personnel participate in interviews and provide additional documents as needed.
- d. The district and the complainant may attempt to resolve a disagreement that led to a complaint through mediation. If they decide against mediation, or if mediation fails to produce an agreement, ODE will pursue the complaint investigation.
- e. If ODE substantiates some or all of the allegations in a complaint, it will order corrective action. The district satisfies its corrective action obligations in a timely manner.
- f. If the district disagrees with the findings and conclusions in a complaint final order, it may seek reconsideration by ODE or judicial review in county circuit court.

#### 15. Due Process Hearing Requests

- a. The district acknowledges that parents may request a due process hearing if they disagree with a district proposal or refusal relating to the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- b. The district may request a due process hearing regarding the identification, evaluation, educational placement or provision of a free appropriate education to a student who may have a disability and be eligible for special education.
- c. When requesting a due process hearing, the district or the attorney representing the district provides notice to the parent and to ODE.
- d. The party, including the district that did not file the hearing request must, within 10 days of receiving the request for a hearing, send to the other party a response that specifically addresses the issues raised in the hearing request.
- e. If the parent had not yet received prior written notice of the district's proposal or refusal, the district, within 10 days of receiving the hearing request for a due process hearing, sends to the parent a response that includes:
  - (1) An explanation of why the district proposed or refused to take the action raised in the hearing request;
  - (2) A description of other options that the district considered and the reasons why those options were rejected;
  - (3) A description of each evaluation procedure, assessment, record or report the district used as the basis for the proposed or refused action; and
  - (4) A description of the factors relevant to the district's proposal or refusal.

#### 16. Resolution Session

- a. Within 15 days of receiving a due process hearing request, the district will hold a resolution session with the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request.
- b. This meeting will include a representative of the district who has decision-making authority for the district.
  - (1) The district will not include an attorney unless the parent brings an attorney.



- (2) The district will provide the parent with an opportunity for the parent to discuss the hearing request and related facts so that the district has an opportunity to resolve the dispute.
- (3) The district and parent may agree in writing to waive the resolution meeting. If so, the 45 day hearing timeline will begin the next business day, unless the district and parent agree to try mediation in lieu of the resolution session.

17. Time Limitations and Exception

- a. A parent must request a due process hearing within two years after the date of the district act or omission that gives rise to the parent's hearing request.
- b. This timeline does not apply to a parent if the district withheld relevant information from the parent or incorrectly informed the parent that it had resolved the problem that led to the parent's hearing request.

18. Hearing Costs

- a. The district reimburses the ODE for costs related to conducting the hearing, including pre-hearing conferences, scheduling arrangement and other related matters.
- b. The district provides the parent with a written or, at the option of the parent, an electronic verbatim recording of the hearing, within a reasonable time of the close of the hearing.
- c. The district does not use IDEA funds to pay attorney's fees or other hearing costs.

19. Discipline and Placement in Interim Alternative Setting

See Board policy JGDA/JGEA - Discipline of Students with Disabilities.

# Coos Bay School District 9

Code: **IGBAJ**  
Adopted: 2/11/08  
Readopted: 12/13/10; 6/29/11; 3/10/14  
Orig. Code(s): IGBAJ

## **Special Education - Free Appropriate Public Education (FAPE)\*\***

1. The district admits all resident school age children with disabilities and makes special education and related services available at no cost to those:
  - a. Who have reached five years of age but have not yet reached 21 years of age on or before September 1 of the current school year, even if they have not failed or have not been retained in a course or grade or are advancing from grade to grade;
  - b. Who have not graduated with a regular or modified diploma;
  - c. Who have been suspended or expelled in accordance with special education discipline provisions; or
  - d. Who reach age 21 before the end of the school year. These students remain eligible until the end of the school year in which they reach 21.
2. The district determines residency in accordance with Oregon law.
3. The district takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the district and provides a continuum of services to meet the individual special education needs of all resident children with disabilities, and children with disabilities who are enrolled in public charter schools located in the district.
4. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular or modified diploma.
5. State law prohibits the district from recommending to parents, or requiring a child to obtain, a prescription for medication to affect or alter thought processes, mood or behavior as a condition of attending school, receiving an evaluation to determine eligibility for early childhood special education or special education, or receiving special education services.
6. If the IEP team determines that placement in a public or private residential program is necessary to provide Free Appropriate Public Education (FAPE), the program, including nonmedical care and room and board, must be at no cost to the parents of the child.
7. If a parent revokes consent for a student receiving special education and related services, the district will not be considered to be in violation of the requirement to make Free Appropriate Public Education (FAPE) available to the student because of the failure to provide the student with further special education and related services.

END OF POLICY

**Legal Reference(s):**

[ORS 338.165](#)

[ORS 339.115](#)

[ORS 343.085](#)

[ORS 343.224](#)

[OAR 581-015-2020](#)

[OAR 581-015-2035](#)

[OAR 581-015-2040 to-2065](#)

[OAR 581-015-2050](#)

[OAR 581-015-2075](#)

[OAR 581-015-2530](#)

[OAR 581-015-2600](#)

[OAR 581-015-2605](#)

[OAR 581-021-0029](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.17, 300.101-110, 300.113 (~~2006~~2017).  
~~Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.300 (2008).~~

# Coos Bay School District 9

Code: **IGBAJ-AR**  
Adopted: 2/11/08  
Readopted: 12/13/10; 6/29/11; 9/10/12;  
3/10/14  
Orig. Code(s): IGBAJ-AR

## **Special Education - Free Appropriate Public Education (FAPE)\*\***

### 1. Free Appropriate Public Education (FAPE) and Age Ranges

The district provides special education and related services to all resident school-age students with disabilities, including students enrolled in public charter schools located in the district, except as provided below.

- a. "School-age children" are children who have reached 5 years of age but have not yet reached 21 years of age on or before September 1 of the current school year.
- b. The district will admit an otherwise eligible student who has not yet reached 21 years of age on or before September 1 of the current school year.
- c. An otherwise eligible person whose 21st birthday occurs during the school year will continue to be eligible for FAPE for the remainder of the school year.
- d. The district provides FAPE to students with disabilities who have been suspended or expelled from school in accordance with the special education discipline rules.

### 2. Nonacademic Services

- a. The district provides equal opportunity for students with disabilities for participation in nonacademic and extracurricular services and activities.
- b. Nonacademic and extracurricular services and activities may include meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the district and assistance in making outside employment available.
- c. The district ensures that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of each individual child.

### 3. Graduation

- a. A student graduating with a regular high school **or modified** diploma is no longer entitled to FAPE.
- b. The district provides prior written notice a reasonable time before a student with a disability graduates with a regular high school **or modified** diploma.
- c. The district is not required to conduct a reevaluation before terminating eligibility due to graduation with a regular high school **or modified** diploma.
- d. Graduation with an alternative document:
  - (1) The district may award an alternative document meeting the criteria of the State Board of Education alternative document to a student with a disability.
  - (2) Graduation with an alternative document does not terminate eligibility, require an evaluation or require prior written notice.

- e. The district may, but is not required to, provide special education and related services to a student who has graduated with a regular or modified diploma.

#### 4. Incarcerated Youth

- a. The district has a plan, approved by the local Board, to provide or cause to be provided, appropriate education for children placed in a local or regional correctional facility located in the district.
- b. The district provides FAPE for students with disabilities ages 18 through 21 incarcerated as adults in an adult correctional facility if, in the last educational setting before their incarceration:
  - (1) Were identified as students eligible for special education; and
  - (2) Had an individualized education program (IEP).
- c. The district's provisions of FAPE does not include:
  - (1) The requirements relating to participation of children with disabilities in statewide and district assessments.
  - (2) For students whose eligibility for services will end before their release, the requirements related to transition planning and transition service do not apply. The district makes this determination based on considerations of the sentence and eligibility for early release. Requirements relating to transition planning and transition services, with respect to the students whose eligibility will end, because of their age, before they will be eligible to be released from adult correctional facilities based on consideration of their sentence and eligibility for early release.
  - (3) The IEP team may modify the student's IEP or placement if the state has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated. Least restrictive environment requirements do not apply with respect to these modifications.
  - (4) The public agency responsible for the special education of students in an adult correctional facility is not required to provide notice of meetings to the parent after rights transfer to the student.

#### 5. Residential Placement

If the IEP team determines that placement in a public or private residential program is necessary to provide FAPE to a student with a disability, the district ensures that the program, including nonmedical care and room and board, is provided at no cost to the parents of the student.

#### 6. Physical Education

- a. The district makes physical education services, specially designed if necessary, available to every child with a disability receiving FAPE, unless the school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grade.
- b. The district provides the opportunity to each child with a disability to participate in the regular physical education program available to non-disabled children unless the child needs specially designed physical education as prescribed in the child's IEP.

- c. If specially designed physical education is included in the child’s IEP, the district must provide the services directly or make arrangements for those services to be provided through other public or private programs.
- d. If the child with a disability is enrolled full time in a separate facility, the district must ensure that the child receives appropriate physical education services.

7. Public Charter Schools

- a. The district serves children with disabilities attending public charter schools located in the district in the same manner and in accordance with applicable laws and rules governing the district’s provision of services to children with disabilities in its other schools.
- b. The district shall, in consultation with the student’s parent, guardian or person in parental relationship, provide FAPE to the student, in accordance with Oregon Administrative Rule (OAR) 581-015-2230(1), until the district implements the IEP from the previous district or develops, adopts and implements a new IEP that meets acceptable requirements. If the information received was in effect in a previous district in another state, the district will implement the IEP in accordance with OAR 581-015-2230(2).
- c. The district provides supplementary and related services on site at a district charter school to the same extent to which the district has a policy or practice of providing such services on the site to its other public schools.
- d. A school district in which a public charter school is located must provide Individuals with Disabilities Education Act (IDEA) funds to those charter schools on the same basis as the school district provides those funds to other public schools in the district, including proportional distribution based on relative enrollment of children with disabilities, at the same time as funds are distributed to other public schools in the district.
- e. If a child with a disability enrolls in a charter school, the charter school is considered the school the child would attend if not disabled. Enrollment in any charter school is by parent choice. Enrollment in any out-of-district charter school does not require an interdistrict transfer agreement.

When a student enrolls in a public charter school, the district in which the public charter school is located shall:

- a. Provide written notification of the student’s enrollment to the district in which the student resides;
- b. Request, in accordance with applicable confidentially provisions in state and federal laws, the records of the student, including all information related to an IEP developed for the student;
- c. Provide written notification to the student’s parent, guardian or person in parental relationship to provide information about:
  - (1) The district’s responsibility to identify, locate and evaluate to determine a student’s need for special education and related services and to provide those special education services in the public charter school; and
  - (2) The methods by which the district may be contacted to answer questions or provide information related to special education and related services.

When a student no longer is enrolled in a public charter school for any reason other than graduation, the district in which the public charter school is located shall notify:

- a. The district in which the student resided to provide notice:

- (1) That the student no longer is enrolled in the public charter school; and
  - (2) That the district will provide the student education records including all information related to the student's IEP if the student seeks enrollment or services from the district in which the student resides.
- b. The student's parent, guardian or person in parental relationship to provide information about:
- (1) The responsibility of the school district in which the student resides to identify, locate and evaluate students and implement services;
  - (2) The methods by which the student's resident district may be contacted to answer questions or provide information about special education and related services; and
  - (3) The responsibility of the district to provide student records, including information related to the student's IEP, if the student seeks enrollment or services from another district, including the parent's resident district.

8. Recovery of Funds for Misclassified Students

The district ensures that students identified on the special education child count under Part B of the IDEA are limited to students who:

- a. Meet eligibility requirements under OAR 581-015-2130 to 2180;
- b. Have a current IEP that is being implemented;
- c. Are receiving a FAPE;
- d. Are enrolled in the district.

9. Students with Disabilities under IDEA Enrolled in Public Benefits or Insurance

A district may use the State's Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for special education and related services required under IDEA, and permitted under the public benefits or insurance programs as specified below.

With regard to services required to provide FAPE to a child with disabilities under IDEA, a district:

- a. May not require parents to sign up for or enroll in public benefits or insurance programs in order for their child with disabilities to receive FAPE under the IDEA, but may pay the cost that the parent otherwise would be required to pay; and
- b. May not use the child's benefits under a public insurance program if that use would:
  - (1) Decrease available lifetime coverage or any other insurance benefit;
  - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program, and that are required for the child outside of the time the child is in school;
  - (3) Increase premiums or lead to the discontinuation of insurance; or
  - (4) Risk loss of eligibility for home and community-based waiver, based on aggregate health-related expenditures; **and**

Prior to accessing a student's or parent's public benefits or insurance for the first time, and annually thereafter, the district must provide prior written notification to the student's parents and must obtain written consent<sup>1</sup> that:

- a. States the personally identifiable information that may be disclosed (e.g. records or information about the services that may be provided to the student);
- b. States the purpose of the disclosure (e.g. billing for services under IDEA);
- c. Names the agency to which the disclosure may be made (e.g. Medicaid);
- d. Specifies that the parent understands and agrees that the public agency may access the parent's or student's public benefits or insurance to pay for services under IDEA;
- e. Acknowledges the district may not require parents to incur an out-of-pocket expense (i.e. payment of a deductible or co-payment incurred in filing a claim for special education or related services), but may pay the cost that the parent otherwise would be required to pay; and
- f. Acknowledges the district may not use the student's benefits under a public insurance program, if that use would:
  - (1) Decrease available lifetime coverage of any other insured benefit;
  - (2) Result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the student outside of the time the student is in school;
  - (3) Increase premiums or lead to the discontinuation of insurance; or
  - (4) Risk loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

#### 10. Accessible Materials

- a. Districts must ensure the timely provision of print instructional materials, including textbooks that comply with the National Instructional Materials Accessibility Standards (NIMAS) for students who are blind or print disabled.
- b. Districts must ensure the timely provision of instructional materials in accessible formats to children who need instructional materials in accessible formats, including those children who are not blind or print disabled.

11. Extended School Year (ESY) services as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR

12. Assistive ~~T~~technology devices or services as per administrative regulations, Special Education - Individualized Education Program (IEP) - IGBAF-AR

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<sup>1</sup>“Consent” means that the parent or adult student a) has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought and b) understands and agrees in writing to the carrying out of the activity for which his/her consent is sought. Consent is voluntary of the part of the parent and meeting the requirements of consent provision for OAR 581-015-2090, IDEA and Family Education Rights and Privacy Act (FERPA).



# Coos Bay School District 9

Code: **IGBAK**  
Adopted: 2/11/08  
Readopted: 12/13/10  
Orig. Code(s): IGBAK

## Special Education - Public Availability of State Application

The superintendent will be responsible for ensuring that all documents relating to the district's eligibility for funds under Part B of the Individuals with Disabilities Education Act (IDEA) are available to parents of children with disabilities and to the general public for inspection, review and comment.

1. In complying with this requirement the district does not release or make public personally identifiable information.
2. Information available for public review includes, but is not limited to:
  - a. How the district implements policies, procedures and programs for special education consistent with state and federal requirements;
  - b. Performance of students with disabilities on statewide assessments;
  - c. Results of the state's general supervision and monitoring of district programs for special education, including the timeliness and accuracy of required data submissions;
  - d. District achievement of performance targets established in the State Performance Plan (SPP);
  - e. Financial information related to revenue and expenditures for students with disabilities, including but not limited to, district information about:
    - (1) Identifying the Excess costs of educating students with disabilities;
    - (2) Maintaining the financial support for programs and services for students with disabilities (~~maintenance~~ Maintenance of ~~effort~~ Effort or MOE); and
    - (3) Describing available Schoolwide programs under Title I of the Elementary and Secondary Education Act (ESEA) ~~or No Child Left Behind (NCLB)~~ the Every Student Succeeds Act of 2015 (ESSA);
    - (4) Documenting the Annual district application for IDEA funds; and
    - (5) Reporting of Official audits ~~reports~~, complaints and due process hearings.
  - f. District dispute resolution information, including the resolution of state complaints and due process hearings.

END OF POLICY

### Legal Reference(s):

State-Administered Programs, 34 C.F.R. § 76.304 (2006).  
Assistance to States for the Education of Children with Disabilities, 34 C.F.R. § 34 C.F.R. 300.212 (2006).  
Every Student Succeeds Act of 2015, 20 U.S.C. § 1114.

# Coos Bay School District 9

Code: IGBC  
Adopted: 10/9/06  
Readopted: 1/12/11  
Orig. Code(s): IGBC

## Title IA/Parental and Family Involvement

The Board recognizes that the parental and family involvement is vital to achieve maximum educational growth for students participating in the district's Title IA program. Therefore, in compliance with federal law and the Oregon Department of Education guidelines, the district shall meet with parents and family to provide information regarding their school's participation in the Title IA program and its requirements.

The Board directs the superintendent to ensure that such meetings are held annually, and at a convenient time. All parents and family of participating students shall be invited to attend. Title IA funds may be provided for transportation, child care, home visits or other parental involvement services, as appropriate. The superintendent shall ensure equivalence among schools in teachers, administration and other staff and in provisions of curriculum materials and instructional supplies.

Parents and family shall be informed of their right to be involved in the development of the district's parental involvement and family engagement policy, Title IA district and school plans and the school-parent compacts.

### Parental Involvement and Family Engagement Policy

A parental involvement and family engagement policy shall be developed jointly and agreed upon with and distributed to parents and family of participating students. The district shall ensure:

1. Involvement of parents and family members in the development of the district's overall Title IA plan, and the ~~process of school review and improvement;~~ development of support and improvement plans.
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.;
3. Development of activities that promote the schools' and parents' and family capacity for strong parent involvement.;
4. Coordination and integration of parental involvement and family engagement strategies with appropriate programs as provided by law.;
5. Involvement of parents and family in the annual evaluation of the content and effectiveness of the policy, in improving the academic quality of schools served under Title IA.;

6. Identification of B barriers to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority ~~are identified;~~
7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy;
8. Involvement of Pparents ~~are involved~~ in the activities of schools served under Title IA.

### District Title IA Plan

The district's Title IA plan shall ensure that all children receive a high quality education and to close the achievement gaps between children meeting the challenging state academic standards and those children who are not meeting such standards. As a part of the district's overall Title IA plan, the district shall ensure effective involvement of parents and family by promoting activities that support a partnership among the schools, parents, family and the community, and that promotes improvement of student achievement. The district plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.
2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.
3. How the district will use effective parental involvement practices.
4. The poverty criteria to select school attendance areas for participation.
5. The services provided in both school wide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).
6. The services provided to homeless children and youth.
7. Effective parent and family engagement strategies used by the district.
8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.
9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.
10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.
11. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom.

12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.

13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

### **Title IA School Plan**

Each Title IA school in the district shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.

2. Involves parents and family members in the planning, review and improvement of programs under Title IA. Plans may be developed by participating district schools individually or collectively. District schools:

3. Shall provide assistance to parents of students served by the school in understanding topics such as the state's academic content standards and state student academic achievement standards, Title IA plan requirements, state and local academic assessments, and how to monitor a student's progress and work with educators to improve the achievement of their student;

4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and unity of contributions of parents and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

6. Shall, to the extent feasible and appropriate, coordinate and integrate parent-involvement programs and activities with Head Start, Reading First, Even Start, the Home Instruction Programs for preschool Youngsters, the Parents as Teachers Program, other Federal, State and local programs, including and public preschool programs and other programs that encourage and support parents in fully participating in the education of their children, to the extent feasible and appropriate;

7. Shall ensure, to the extent possible practicable, that information related to school and parent programs, meetings and other activities is sent to the homes parents of participating students in format and in a language the parent can understand;

8. May involve parents in the development of training teachers, principals and other educators to improve the effectiveness of such training;

9. May provide necessary literacy training from Title IA funds received if the district has exhausted all other reasonably available sources of funding for such training;

- 810. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related activities, (i.e., meetings and training sessions);
- 911. May train and support parents to enhance the involvement of other parents;
- 1012. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation;
- 1113. May establish district-wide parent advisory council to provide advice on all matters related to parental involvement in Title 1A programs;
- 1214. May develop appropriate roles for community-based organizations and businesses in parental involvement activities.
- 1315. May adopt and implement model approaches to improving parental involvement, such as Even Start; and
- 1416. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements, as parents may request ~~consistent with Title 1 requirements~~.

### School-Parent Compact

A school-parent compact shall be developed for each of the district's Title 1A schools. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the ~~state's~~ State's student academic achievement standards;
2. Describe the ways in which each parent will be responsible for supporting their student's learning;
3. Stress the importance of ongoing communication between teachers and parents through:
  - a. Annual parent-teacher conferences at the elementary school level; and
  - b. Frequent reporting to parents on their student's progress.

The district shall, ~~to the extent practicable~~, provide ~~full~~ opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, ~~to the extent practicable~~, will be provided in a ~~format and~~ language parents and family members can understand.

The district's policy, plan and compact shall be adopted by the Board, reviewed annually and updated periodically to meet the changing needs of parents and the schools, and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

## END OF POLICY

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### Legal Reference(s):

[ORS 343.650](#)      [ORS 343.660](#)      ~~[OAR 581-015-0750](#)~~ ~~[OAR 581-037-0005 to -0025](#)~~  
~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).~~  
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6312, 6318.

# Coos Bay School District 9

Code: **IGBC-AR**  
Adopted: 1/8/07  
Readopted: 1/12/11  
Orig. Code(s): IGBC-AR

## **Title I – Comparability Compliance**

In order to assure that the requirement of Title I - P.L. 107-110, No Child Left Behind Act of 2001, are met in the school district, the following applies:

### **Comparability of Personnel**

To be in compliance with the requirement of P.L. 107-110, Section 1120A (c)(2)(A), the superintendent will assign teachers, administrators and auxiliary personnel to the schools in such a way that substantial equivalence of personnel is ensured among the schools.

### **Comparability of Materials and Supplies**

To be in compliance with the requirements of P.L. 107-110, Section 1120A (c)(2)(A), the superintendent directs the curriculum director to distribute curriculum materials and instructional supplies to the schools in such a way that substantial equivalence of such material is ensured among the schools.

### **Communication with Parents**

The district shall, to the maximum extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. To the extent practicable, reports will be provided in a format and language parents understand.

Additionally, in cooperation with parents, the district's policy, plan, and compact shall be reviewed and updated periodically to meet the changing need of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

## Draft 2018-2019 LICENSED CALENDAR

1st SEMESTER												2nd SEMESTER															
M	T	W	Th	F	DT	CD	M	T	W	Th	F	DT	CD	M	T	W	Th	F	DT	CD	M	T	W	Th	F	DT	CD
<b>AUGUST</b>						<b>NOVEMBER</b>						<b>JANUARY</b>						<b>April</b>									
27	28	29	30	31	0	3	5	6	7	8	9	4	5	28	29	30	31		4	4	15	16	17	18	19	4	5
<b>SEPTEMBER</b>						<b>DECEMBER</b>						<b>FEBRUARY</b>						<b>MAY</b>									
3	4	5	6	7	4	5	12	13	14	15	16	5	5	1				1	1	1	22	23	24	25	26	5	5
10	11	12	13	14	5	5	19	20	21	22	23	2	4	4	5	6	7	8	4	5	29	30				2	2
17	18	19	20	21	5	5	26	27	28	29	30	5	5	11	12	13	14	15	5	5	1	2	3			3	3
24	25	26	27	28	5	5	3	4	5	6	7	5	5	18	19	20	21	22	4	5	6	7	8	9	10	5	5
<b>OCTOBER</b>						<b>JANUARY</b>						<b>MARCH</b>						<b>JUNE</b>									
1	2	3	4	5	5	5	10	11	12	13	14	5	5	25	26	27	28		4	4	13	14	15	16	17	4	5
8	9	10	11	12	4	5	17	18	19	20	21	5	5	4	5	6	7	8	5	5	20	21	22	23	24	5	5
15	16	17	18	19	5	5	24	25	26	27	28	0	0	11	12	13	14	15	5	5	27	28	29	30	31	4	5
22	23	24	25	26	5	5	31					0	0	18	19	20	21	22	5	5	3	4	5	6	7	5	5
29	30	31			3	3	1	2	3	4		0	0	25	26	27	28	29	0	0	10	11	12	13	14	3	4
<b>NOVEMBER</b>						<b>APRIL</b>						<b>APRIL</b>						<b>APRIL</b>									
1	2				1	2	7	8	9	10	11	5	5	1	2	3	4	5	5	5	1	2	3	4	5	5	5
							14	15	16	17	18	5	5	8	9	10	11	12	4	5	8	9	10	11	12	4	5
END - 1st Quarter						END - 2nd Quarter						END 3rd Quarter						END 4th Quarter									
						END - 1st Semester												END - 2nd Semester									
																		TOTAL YEAR									
						86												172									
						97												190									

- FULL TEACHING DAYS (8 hrs/day) 143
- EARLY RELEASE DAYS 29
  - Teaching (5.5 hrs/day)
  - Professional Development (2.5 hrs/day)
- FULL PROFESSIONAL DEV. DAYS 3
- HOLIDAYS (8 hrs/day) 6
- CONFERENCE TRADE DAYS (8 hrs/day) 2
- INSERVICE DAYS (8 hrs/day) 3
- GRADING DAYS (8 hrs/day) 4

- POSSIBLE WEATHER MAKE UP DAYS
- NONPAID DAYS
- New Staff Training:**
- Marshfield Graduation:**
- Destinations Graduation:**
- Resource Link Graduation:**
- DT = Days Taught**
- CD = Contract Days**

Adopted:



**RESOLUTION #2018-16  
Bank Account Closure**

BE IT RESOLVED, that the Board of Directors of Coos Bay School District hereby authorizes that the following accounts be closed and the funds be transferred to the District main checking account.

Millicoma, Northwest Community CU #5304500955  
Sunset, Banner Bank #8171225667  
Marshfield, LGIP 4937  
District Money Market, Umpqua Bank #560002891

ADOPTED by the Board of Directors this 12th day of March, 2018.

ATTEST:

By: \_\_\_\_\_

BOARD CHAIR

\_\_\_\_\_  
SUPERINTENDENT/CLERK

Resolution 2018-17

WHEREAS, the Board of Directors of the Coos Bay School District ("District") desires to enter into a Grant Agreement with the State of Oregon, acting by and through its Department of Education ("ODE"), regarding its issuance of general obligation bonds.

WHEREAS, the District has reviewed the terms of the Grant Agreement, as attached.

NOW, THEREFORE, the Board of Directors authorizes the Superintendent to enter into and execute a Grant Agreement with Oregon Department of Education, and to sign all documents relating thereto.

Dated this 12<sup>th</sup> day of March, 2018.

COOS BAY SCHOOL DISTRICT #9

By: \_\_\_\_\_  
Adrian DeLeon, Board Chair

Attest: \_\_\_\_\_  
Bryan Trendell, Superintendent

# Coos Bay School District 9

Code: CCG  
Adopted: 12/01/09  
Readopted: 9/16/13; 4/13/15

## Licensed Evaluation - Administrators

The superintendent will implement and supervise an evaluation system for administrative personnel. The purpose of administrator evaluations is to assist an administrator with developing and strengthening his/her professional abilities, to improve the instructional program and management of the school system. He/She will report to the Board annually on the performance of all administrators and make recommendations regarding their employment and/or salary status. Formal evaluations will be made at least annually. They shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who ~~makes~~ conducts the evaluation;
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation and the right of appeal through established grievance procedures, if applicable.

Evaluations of administrators must meet state expectations for administrator evaluation.

An administrator's evaluation shall be customized, based on collaborative efforts and include use the following educational leadership-administrator standards<sup>1</sup> adopted by the State Board of Education:

The adopted standards include:

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

<sup>1</sup>These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts and include the core teaching standards adopted by the State Board of Education with the administrators and any exclusive bargaining representative of the administration.

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
  - a. Classroom-based assessments including observations, lesson plans and assignments;
  - b. Portfolios of evidence;
  - c. Supervisor reports; and
  - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

Evaluation and support systems established by the district must evaluate administrators on a regular cycle. The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660\(2\), \(8\)](#)  
[ORS 332.505](#)  
[ORS 342.513](#)  
[ORS 342.815](#)  
[ORS 342.856](#)

[OAR 581-022-17202405](#)

[OAR 581-022-17232410](#)  
[OAR 581-022-17252420](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

# Coos Bay School District 9

Code: **EBBB**  
Adopted: 7/01/02  
Readopted: 12/15/09; 3/10/14  
Orig. Code(s): EBBB

## Injury/Illness Reports

All injuries or illnesses sustained by the employee while in the actual performance of the duty of the employee occurring on district premises, in district vehicles, at a district sponsored activity or involving staff members who may be elsewhere on district business will be reported immediately to a ~~supervisor~~ building administrator. All accidents involving students, visiting public or district property will be reported in a timely manner to a building administrator.

A written report will be submitted within 24 hours to the superintendent or designee. Reports will cover property damage as well as personal injury.

In the event of a work-related injury or illness to an employee, resulting in overnight hospitalization for medical treatment other than first aid, the superintendent or designee shall ~~inform~~ report the incident to the Oregon Occupational Safety and Health Division (OR-OSHA). ~~A~~ This report will be made within 24 hours after notification to the district of an injury or illness. Fatalities or catastrophes shall be reported to OSHA within eight hours.

As used in this policy:

An injury or illness is work-related if an event or exposure in the work environment caused or contributed to the condition or significantly aggravated a pre-existing condition.

Medical treatment includes managing or caring for a patient for the purpose of combating disease or disorder. The following are not considered medical treatment; visits to a doctor or health care professional solely for observation or counseling, diagnostic procedures including administering prescription medications used solely for diagnostic purposes, and any procedure that can be labeled first aid.

A “catastrophe” is an accident in which two or more employees are fatally injured, or three or more employees are admitted to a hospital or an equivalent medical facility.

ALL injuries or illnesses sustained by ~~the an~~ employee, while in the actual performance of the duty of the employee or by a student or visiting public will be promptly investigated. As a result of the investigation any corrective measures needed will be acted upon.

~~Monthly records will be maintained. An analysis of the data and trends will be made at least annually.~~

The ~~Board will receive~~ district office will maintain records and reports on serious injuries or illnesses, including accidents involving district property or employees, students or visiting members of the public, and periodic statistical reports on the number and types of injuries or illnesses occurring in the district, as well as on the measures being taken to prevent such injuries or illnesses in the future.

The records will include monthly reporting information and an analysis of the data and trends will be conducted at least annually. Such reports will be submitted to the [superintendent] [Board] for review [annually<sup>1</sup>].

END OF POLICY

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**Legal Reference(s):**

[ORS 339.309](#)

[OAR 437-001-0015](#)

[OAR 437-001-0700](#)

[OAR 437-001-0760](#)

[OAR 581-022-1420](#)~~2225~~

HB 3045 (2013)

**Cross Reference(s):**

EH - Electronic Data Management

GBE - Staff Health and Safety

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<sup>1</sup>[\[Annual reporting is required, but may occur more often.\]](#)

# Coos Bay School District 9

Code: **EFAA-AR**

Adopted: 2/27/12

Revised/Readopted: 12/09/13; 3/09/15; 1/11/16;  
4/11/16; 7/06/17

## **Reimbursable Meals**

### **(National School Lunch Program, School Breakfast Program and other meal programs)**

The district's nutrition and food services will be operated in accordance with the following requirements:

#### **Meal Pricing Procedures**

1. Reimbursable meals and afterschool snacks will be priced as a unit.
2. Reimbursable meals and afterschool snacks will be served free or at a reduced price to all children who are determined by the district to be eligible for free or reduced price meals.
3. Annually, the district will establish prices for reimbursable student meals and afterschool snacks. The price charged to students who do not qualify for free or reduced price meals will be established annually by the district in compliance with state and federal laws.
4. The price charged to students who qualify for reduced price meals will be established annually by the district in compliance with state and federal laws.
5. The district will implement claiming alternative Provision 2 at the following schools under its jurisdiction: Harding Learning Center.

#### **Application Procedures**

1. Households receiving Supplemental Nutrition Assistance Programs (SNAP) or Temporary Assistance to Needy Families (TANF) benefits as identified by Oregon Department of Education (ODE) will be automatically eligible for free meals and afterschool snacks for the students listed on the official document. Districts must access this document at least three times per year.
2. Students receiving support through the migrant education program, Runaway and Homeless Youth Act, McKinney-Vento Homeless Assistance Act, federal Head Start and state-funded prekindergarten programs, with income eligibility criteria identical or more stringent than federal Head Start, or are in state or court placement foster care, will be automatically eligible for free meals for the students listed on the official documents.
3. Households that submit a confidential application will be notified of their student's eligibility for free or reduced price meals. Households that are denied free or reduced price benefits will be notified in writing using the ODE template letter distributed to the district annually.
4. On a case-by-case basis, when a student is known to be eligible for free or reduced price meal benefits and the household fails to submit a confidential application, the superintendent or designee may complete an application for the student documenting how he/she knows the household income qualifies the student for free or reduced price meal benefits. Parents of a student approved for free or reduced price benefits, when application is made for the student by a school official, will be notified of the decision and given the opportunity to decline benefits.



5. Students who do not qualify for free or reduced price meals are eligible to participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and will be charged “paid” prices set by the district. “Paid” category students will be treated equally to students receiving free or reduced price benefits in every aspect of the district’s NSLP, SBP, and Summer Food Service Program (SFSP).
6. The district has established a fair hearing process under which a household can appeal a decision with respect to the household’s application for benefits or any subsequent reduction or termination of benefits.
7. In the event of major employers contemplating large layoffs in the attendance area of the district, the district will provide confidential applications and eligibility criteria for free and reduced price meals to the employer for distribution to affected employees.

### **Financial Management of the Nonprofit School Food Service**

1. The district will maintain a nonprofit school nutrition and food service operation.
2. Revenues earned by the school nutrition and food services will be used only for the operation or improvement of NSLP SBP, and SFSP .
3. Lunch and breakfast meals served to teachers, administrators, custodians and other adults not directly involved with the operation of the district’s nutrition and food services will be priced to cover all direct and indirect costs of preparing and serving the meal.<sup>1</sup>
4. District nutrition and food services revenues will not be used to purchase land or buildings.
5. The district will limit its nutrition and food services net cash resources to an amount that does not exceed four months average expenditures.
6. The district will maintain effective control and accountability for, and adequately safeguard all nutrition and food services’ cash, real and personal property, equipment and other assets, and ensure they are used solely for nutrition and food services purposes.
7. The district will meet the requirements for allowable NSLP, SBP and SFSP costs as described in 2 C.F.R. 200.
8. In purchasing nutrition and food services goods or services, the district will not accept proposals or bids from any party that has developed or drafted specifications, requirements, statements of work, invitations for bids, requests for proposals, contract terms and conditions or other documents for proposals used to conduct the procurement.
9. All procurement transactions for nutrition and food services goods and services will be conducted according to state, federal and district procurement standards using the applicable cost thresholds.
10. In the operation of its nutrition and food services program, the district will purchase food products where at least 50 percent of the ingredients are produced or processed in the United States, whenever possible.

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<sup>1</sup>For meals with portion sizes equivalent to student meals, the adult meal price will be no less than the amount of reimbursement for a free-eligible meal, plus the value of commodity foods used in the meal preparation.

11. The district may use facilities, equipment and personnel supported with nutrition and food services revenue to support a nonprofit nutrition program for the elderly.

### **Civil Rights and Confidentiality Procedures**

1. The district will not discriminate against any student because of his/her eligibility for free or reduced price meals.
2. The district will not discriminate against any student or any nutrition and food services employee because of race, color, national origin, marital status sex, sexual orientation, parental status, religion, age or disability.
3. The district will assure that all students and nutrition and food services employees are not subject to different treatment, disparate impact or a hostile environment.
4. Established district procedures will be followed for receiving and processing civil rights complaints related to applications for NSLP ,SBP and SFSP benefits and services, and employment practices with regard to the operation of its NSLP ,SBP and SFSP. The district will forward any civil rights complaint regarding the district's nutrition and food services to ODE's director of Child Nutrition Programs within three days of receiving the complaint.
5. The district will make written or oral translations of all nutrition and food services materials available to all households who do not read or speak English.
6. The district will maintain strict confidentiality of all information obtained through a confidential application for free and reduced price meals or direct certification including students' eligibility for free or reduced price meals and all household information. The district's NSLP, SBP and SFSP operators are not required to release any information from a student's confidential application for free or reduced price meals. No information may be released from a student's eligibility information without first obtaining written permission from the student's parent or legal guardian/adult household member signing the application, except as follows:
  - a. An individual student's name and eligibility status may be released without written consent only to persons who operate or administer federal education programs; persons who operate or administer state education or state health programs at the state level; persons evaluating state, education assessment; or persons who operate or administer any other NSLP, SBP, SFSP, or SNAP;
  - b. Any other confidential information contained in the confidential application for free and reduced price meals (family income, address, etc.) may be released without written consent only to persons who operate or administer the NSLP, SBP, SFSP and the Special Supplemental Nutrition Program for Women, Infants and Children (WIC); the Comptroller General of the United States for audit purposes; and federal, state or local law enforcement officials investigating alleged violation of any of the programs listed above.

### **Nutrition and Menu Planning**

1. Meals and afterschool snacks served for reimbursement will meet nutrition standards established by the U.S. Department of Agriculture (USDA) and Oregon Smart Snacks Standards.

2. Meals and afterschool snacks served for reimbursement will meet at least the minimum NSLP, SBP, and SFSP requirements for food item and quantities.
3. Meals served for reimbursement will:
  - a. Meet all calorie range requirements by grade level;
  - b. Meet the maximum standards set for saturated fat;
  - c. Meet the maximum standards set for sodium by grade level; and
  - d. Meet the requirement for zero grams of trans fats.
4. The district will use the offer versus serve option when serving NSLP lunches to senior high school students. High school students must take at least three of five different food items including one-half cup of fruit or vegetable offered in program lunches.
5. The district will use the offer versus serve option when serving program breakfasts to senior high school students. High school students must take at least three of four food items including one-half cup of fruit or vegetable offered in program breakfasts.
6. The district will use the offer versus serve option when serving program lunches to students below senior high school grades. Students below high school grades will be required to take three of the five food items including one-half cup of fruit or vegetable offered in program lunches.
7. The district will use the offer versus serve option when serving program breakfasts to students below senior high school grades. Students below high school grades will be required to take three of the four food items including one-half cup of fruit or vegetable offered in program breakfasts.
8. A copy of the Board minutes adopting the offer versus serve policy for students below high school grades for program lunches and/or for all students in the district for program breakfasts, as applicable, will be made available upon request.

### **Use and Control of Commodity Foods**

1. The district will accept and use commodity foods in as large a quantity as may be efficiently utilized in the NSLP, SBP, and SFSP.
2. The district will maintain necessary safeguards to prevent theft or spoilage of commodity foods.
3. The value of commodity foods used for any food production other than NSLP, SBP, SFSP or afterschool snacks shall be replaced in the food service inventory.

### **Accuracy of Reimbursement Claims**

1. The district will claim reimbursement only for reimbursable meals and afterschool snacks served to eligible children.
2. All meals and afterschool snacks claimed for reimbursement will be counted at each dining site at a “point of service” where it can be accurately determined that the meal and afterschool snack meets NSLP, SBP, and SFSP requirements for reimbursement.
3. The person responsible for determining reimbursability of meals and snacks will be trained to recognize a reimbursable meal.

4. The district official signing the claim for reimbursement will review and analyze monthly meal and afterschool snack counts to ensure accuracy of the claim before submitting the claim to ODE.
5. Annually, by November 15, the district will verify a random sample of applications according to NSLP verification requirements. Instructions for completing the verification process will be sent by ODE to the district in October each year.

### **Food Safety and Sanitation Inspections**

1. The district will maintain necessary facilities for storing, preparing and serving food and milk.
2. Semiannually, the district will schedule a food safety inspection with the county Environmental Health Department for each school or dining site under its jurisdiction.
3. The district will maintain health standards in compliance with all applicable state food safety regulations at each school or dining site under its jurisdiction.

### **General USDA NSLP and SBP Requirements**

1. The district will ensure that no student is denied a meal as a disciplinary action.
2. Breakfast will be served in the morning hours, at or near the beginning of the student's school day.
3. Lunch will be served between the hours of 10 a.m. and 2 p.m.
4. The district will provide substitute foods for students with a disability<sup>2</sup> that restricts their diet when supported by a written statement from a state-licensed health care professional, who is authorized to write medical prescriptions. Substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment. The district will not charge more than the price of the school meal, as determined by the child's eligibility status, for meals with the accommodation.
5. The district will control the sale of competitive foods.
6. The district will ensure that potable drinking water will be available to students, free of charge, for consumption in the place where meals are served during meal service.
7. The district will notify all households of its meal charge requirements early in the school year. The district's meal charging requirements are as follows:

A charge account for students paying full or reduced price for meals may be established with the district. Payment can be made to the school office or online at [www.mymealtime.com](http://www.mymealtime.com). Students or parents of students may prepay meal costs. Students may charge no more than the price of two full price meals. Students who have a negative account balance will be provided a meal of the minimal nutritional value until the account is paid in full. Any student failing to keep his/her account current as required by the district shall not be allowed to charge the price of further meals until the account

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<sup>2</sup>To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

~~has been paid in full but will be allowed to purchase a meal if the student pays for the meal when it is received. At least one written warning shall be provided to a student and his/her parent prior to denying meals for exceeding the district's charge limit. Payment can be made to the school office or online at [www.mymealtime.com](http://www.mymealtime.com). Students or parents of students may prepay meal costs.~~

If a student who is not categorically eligible owes money for five or more meals, the district will make reasonable efforts to contact the student's parents or guardians and offer their assistance to have them complete the Reduced-price School Meals Application. At no time will students be allowed to charge a la carte items. Payment can be made to the school office or online at [www.mymealtime.com](http://www.mymealtime.com). Students or parents of students may prepay meal costs. The district may turn any unpaid meal balance over to a collection agency.

8. The sale of foods in competition with the district's lunch (NSLP) or breakfast (SBP) programs will be allowed in dining sites during lunch and breakfast periods with Board approval only when all income from the food sales accrues to the benefit of the district's nutrition and food services or accrues to a school or student organization approved by the Board. A copy of the Board minutes approving and defining competitive food sales will be made available upon request.
9. Students will be charged for second servings of meals or portions of meals served.

### **Record Keeping**

The following document will be maintained by the district for three years after the current school year or longer, in the event of an unresolved audit(s), until the audits has been completed:

1. All currently approved and denied confidential applications for free and reduced price meals, free milk , all current direct certification documents, eligibility verification documents and school membership or enrollment lists;
2. Financial records that account for all revenues and expenditures of the district's nonprofit nutrition and food services programs, including procurement documents;
3. Records (i.e., recipes, ingredient lists and nutrition fact labels or product specifications) that document the compliance with nutrition standards for all program and competitive foods available for sale to students at a school campus;
4. Documents of participation data (i.e., meal counts) from each school in the district to support claims for reimbursement;
5. Production and menu records;
6. Records to document compliance with Paid Lunch Equity;
7. Records to document compliance with Revenue from Non-program Foods; and
8. Internal program monitoring documents for NSLP, SBP, and SFSP.

# Coos Bay School District 9

Code: **GBI**  
Adopted: 3/14/88  
Readopted: 5/04/10  
Orig. Code(s): GBI

## Gifts and Solicitations

Any district employee required to disclose a gift pursuant to Oregon law shall also file a report with the superintendent. Students and their parents shall be discouraged from giving gifts to district employees.

Individual employees will not accept anything of value offered by another for the purpose of influencing his/her professional judgment.

All employees are prohibited from accepting items of “material value” as defined as \$50 or more from a single source in a single year.

Individual employees ~~will refrain from~~will limit giving gifts<sup>1</sup> to staff members who exercise any direct or indirect administrative or supervisory jurisdiction over them. The collection of money for group gifts is discouraged except in special circumstances such as bereavement, serious illness, or for retirement gifts.

No staff member may solicit funds in the name of the school or district through the use of, including but not limited to, internet-sourced crowdfunding or other similar types of fund raising, without the approval of the superintendent.

Employees are subject to government ethics laws. (ORS Chapter 244)

No organization may solicit funds from staff members within the schools, nor may anyone distribute flyers or other materials related to fund drives through the schools without the approval of the superintendent. Staff members may not be made responsible, or assume responsibility, for the collection of any money or distribution of any fund drive literature within the schools without the superintendent's approval.

The soliciting of staff by salesmen or agents during on-duty hours is prohibited. Any solicitation should be reported at once to the building principal or supervisor. The superintendent does not allow advertising in the building without approval.

END OF POLICY

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### Legal Reference(s):

[ORS 244.010 to-244.400](#)  
[ORS 339.880](#)

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<sup>1</sup>“Gift” means something of economic value given to a public official or the public official’s relative or household member without valuable consideration of equivalent value, including the full or partial forgiveness of indebtedness, which is not extended to others who are not public officials or the relatives or household members of public officials on the same terms and conditions; and something of economic value given to a public official or the public official’s relative for valuable consideration less than that required from others who are not public officials. See ORS Chapter 244 for gift definition exceptions.

[OAR 584-020-0000](#) to-0045  
[OAR 199-005-0005](#) to-199-020-0020

**Cross Reference(s):**

BBF - Board Member Standards of Conduct  
DJG - Vendor Relations  
KH - Public Gifts to the District

# Coos Bay School District 9

Code: **IKF**  
Adopted: 6/11/12  
Readopted: 3/10/14; 3/09/15; 8/13/16;  
5/08/17

## Graduation Requirements\*\*

The Board will establish graduation requirements for the awarding of a high school diploma, honors diploma, modified diploma, extended diploma and 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 received by the student's parent or guardian or by the student if he/she is 18 years of age or older or emancipated.

### Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of ~~25~~24 credits, which include at least:

1. Three credits of mathematics (~~one unit~~ at Algebra I level; ~~two units above Algebra I or above~~);
2. Four credits of English (one unit in written comprehension);
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 earned in any one or a combination of career and technical education, the arts or world language;
8. One credit in career planning.
9. Balance of elective credits needed to meet the minimum ~~25~~24 credits required.

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in OAR 581-022-~~1131~~2025.

To receive a diploma, honors diploma or modified diploma, in addition to credit requirements, as outlined in OAR 581-022-~~1130~~2000 and OAR 581-022-~~1134~~2010, respectively, a student must:



1. Demonstrate proficiency in the essential skills of Reading, Writing and Apply Mathematics;
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.

## **Honors Diploma**

A high school honors diploma will be awarded to students in grades 9 through 12 who complete a minimum of 2524 credits, which include at least:

1. Language Arts (4 credits) -Includes Honors 9 and Honors 10 as well as 1 credit of AP/college bearing credit or other approved advanced coursework, including Journalism or Speech & Debate;
2. Mathematics (4 credits) -Includes 2 credits in mathematics beyond Integrated II or its equivalent;
3. Science (4 credits) -Includes 2 credits of advanced coursework (Chemistry, Physics, Anatomy, AP Biology or other approved coursework) in a lab based science class;
4. Social Sciences (3 credits) -Includes 1 credit of AP/college bearing credit or other approved advanced coursework;
5. World Language (3 credits) -Minimum of 3 years of study in a foreign language or (4 credits) - 2 years of foreign language and 2 years of Fine Art/CTE;
6. One credit in health education;
7. One credit in physical education;
8. One credit in career planning;
9. Balance of elective credits needed to meet the 2524 minimum credits required.

### Additional Honors Diploma Requirements

1. Minimum 3.5 grade point average;
2. Meet Oregon Public University System entrance requirements;
3. 92% attendance;
4. Pass the Oregon State Assessments or Oregon state approved alternative assessments;
5. 24 hours of documented community service.

~~To receive a diploma, honors diploma or modified diploma, in addition to credit requirements, as outlined in OAR 581-022-1130 and OAR 581-022-1134, respectively, a student must:~~

- ~~1. Demonstrate proficiency in the essential skills of reading, writing and apply math;~~
- ~~2.1. Develop an education plan and build an education profile;~~
- ~~3.1. Demonstrate extended application through a collection of evidence; and~~
- ~~4.1. Participate in career-related learning experiences.~~

## **Essential Skills**

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

1. On track to meet all other graduation requirements; and
2. Unable to demonstrate proficiency in the Essential Skills in English.

The district will 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 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)<sup>1</sup>.

The 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.

## **Essential Skills Appeal**

The district will 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.

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<sup>1</sup>This criteria does not apply to students seeking a diploma in 2017-2018.

## Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards ~~established~~ adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria 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;
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 finance));
5. One credit in health education;
6. One credit in physical education; and
7. One credit in career technology, the arts or a world language (units may be earned in any one or a combination);
8. One credit in career planning; and
9. Balance of elective credits to meet the 24 minimum credits required.

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), any modifications to work samples must be consistent with the requirements established in the IEP. Modifications are changes to the achievement level, construct, or measured outcome of an assessment. This means that IEP or 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, any modifications to work samples must have been provided to the student during their 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 OAKS 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, 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;
  - 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; and
  - g. One credit of the arts or a world language.
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; ~~or~~ and
  - c. Participating in an alternate assessment no later than grade six and lasting for two or more assessment cycles; or
  - ~~e.d.~~ 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 ~~or after a documented history to qualify for an extended diploma has been established~~ when a student is taking an alternate assessment, the district shall 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.~~

### Alternative Certificates

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, modified diploma or 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. ~~A student who receives a modified diploma, extended diploma or alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.~~

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

### Other District Responsibilities

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

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.

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, extended diploma or 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, extended diploma or 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.

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

A student who receives ~~a modified diploma, an~~ extended diploma or alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other 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, ~~unless reduced~~ as determined by the IEP team.

A student who qualifies to receive a modified diploma but has not yet been awarded the 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.<sup>2</sup>

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, extended diploma or 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 by grade five 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 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. Students may opt out of Oregon Assessment of Knowledge and Skills (OAKS) or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>3</sup> and submitting the form to the district.

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 Armed Forces<sup>4</sup>, ~~as specified in Oregon~~

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<sup>2</sup>A student who received a modified diploma prior to July 1, 2018 shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

<sup>3</sup>[www.ode.state.or.us](http://www.ode.state.or.us); or navigate to Teaching & Learning > Testing - Student Assessment > Smarter Balanced

<sup>4</sup>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);

~~law, if the person and~~ was discharged or released under honorable conditions ~~and has received either a General Educational Development, a post-secondary degree or has received a minimum score on the Armed Services Vocational Aptitude Battery.~~

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

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**Legal Reference(s):**

~~ORS 329.045~~

[ORS 329.095](#)

[ORS 329.451](#)

[ORS 329.479](#)

[ORS 332.107](#)

[ORS 332.114](#)

~~ORS 338.115~~

[ORS 339.115](#)

[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-022-0615](#)

[OAR 581-022-0617](#)

~~OAR 581-022-1910~~

~~OAR 581-022-1130~~[2000](#)

~~OAR 581-022-1131~~[2025](#)

~~OAR 581-022-1133~~[2015](#)

~~OAR 581-022-1134~~[2010](#)

~~OAR 581-002-1135~~[2020](#)

~~OAR 581-022-1210~~[2030](#)

~~OAR 581-022-1215~~

~~OAR 581-022-1350~~[2505](#)

~~OAR 581-022-1910~~

~~OAR 581-022-0615~~[2115](#)

~~OAR 581-022-0617~~[2120](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).

*Essential Skills and Local Performance Assessment Manual*, published by the OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016).

**Cross Reference(s):**

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- 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.

IKFA - Early Graduation