



SCHOOL BOARD MEETING AGENDA

To view live board meeting please visit the Sweet Home District website: sweethome.k12.or.us and click YouTube link

District Office Conference Room

November 13, 2023, 6:30 p.m.

1. Call the meeting to order/pledge J. Redick Action
2. ESPY/SPARK Awards
3. Agenda approval/changes J. Redick Action
4. Student & Personnel Reports/Comments
 - A. Certified & Classified Representatives Presidents
 - B. Student Report HS Student Leadership Team
 - C. Superintendent's Report T. Martin Information
 - 1. Enrollment
 - 2. Strategic Plan Progress
 - a. Pillar 1 - OUTSTANDING ACHIEVEMENT
 - b. Pillar 2 - THRIVING CITIZEN
 - c. Pillar 3 - THRIVING COMMUNITY - Family Support Kristi Walker
 - d. Pillar 4 - SAFE AND WELCOMING FACILITIES AND SERVICE
5. Consent Agenda J. Redick ALL Action
 - A. Approve minutes from the October 9, 2023 School Board Meeting and October 16, 2023 Special Board Meeting
 - B. Accept donation from the Sweet Home Elks Lodge for gift cards from Safeway and Walmart
6. Information/Discussion ALL Information
 - A. Budget Update K. Strong
 - B. Student Investment Account Annual Report Information K. Strong/B. Riggs
 - C. Board Policies - 1st Reading
 - BD/BDA - Board Meetings
 - BDC - Executive Sessions
 - EFA - Local Wellness
 - GCBDA/GDBDA - Family Medical Leave
 - GCPC/GDPC - Retirement of Staff
 - LBE - Public Charter Schools
 - LBEA - Resident Student Denial for Virtual Public Charter School Attendance
7. Action Items J. Redick Action
 - A. Approve Student Investment Account Annual Report
8. Public Comments Information
9. Board Comments Information
10. Late Items
11. Future Agenda Items J. Redick ALL Information
 - A. Next Board Officers Meeting THURSDAY, November 30, 2023 at 3:30 p.m. Superintendent's Office
 - B. Next Board Meeting December 11, 2023 at 6:30 p.m. in DO Boardroom
 - C. Winter Vacation - December 18, 2023 - January 1, 2024
12. Adjournment J. Redick Action

ESPY/SPARK AWARD WINNERS

2

November 13, 2023



Victoria Victor		High School
Dillan Hicks		High School
Riley Cauldwell		Jr. High
Henry Gainer		Jr. High
Miles Lawrence		Foster
Talia Tagg		Foster
Rory Wodtli-Kizer		Hawthorne
		Hawthorne
Konner McGuffin		Holley
Carter Dixon		Holley
Arash Hamedanizadeh		Oak Heights
Chloe Killmaster		Oak Heights
Paisley Baker		Charter
Tate Landis		Charter

**SWEET HOME SCHOOL DISTRICT ENROLLMENT
AS OF 10/31/2023**

	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	10/31/2023	10/31/22	10/31/21	10/31/20
FO	33	49	44	44	45	43	48							306	339	322	312
HW	34	49	36	34	48	27	49							277	308	279	301
HO	17	26	19	22	32	20	30							166	170	144	148
OH	40	32	53	37	51	49	44							306	320	303	251
CH	22	22	23	18	23	18	16							142	136	128	135
JH								179	204					383	381	351	339
HS										180	184	165	182	711	684	716	680
TOTAL	146	178	175	155	199	157	187	179	204	180	184	165	182	2291	2338	2243	2166
	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>				

Board Chairman Jason Redick called the **regular meeting** of the board of Directors of Sweet Home School District No. 55 to order at 6:30 p.m. on October 9, 2023.

Board Members in Attendance

Jason Redick, Mike Adams, Dale Keene, Mary Massey, Jenna Northern, Jim Gourley, Floyd Neuschwander: Absent: Sara Hoffman, Amanda Carter

Staff Members in Attendance

Superintendent: Terry Martin; Administrators: Kevin Strong, Barbi Riggs, Brian Brands, Josh Darwood, Todd Barrett, Josh Dargis, Mark Looney, Darrin Perry, Ralph Brown, Luke Augsburger
 Certified: Steve Thorpe, Scott Jacobson; Classified: Misty Duncan; Board Recording Secretary: Julie Emmert

Other Attendance: Ronda Barton, New Era; Students of the FFA Charter at the High School, Susan Coleman, Emanuel Grajeda, Jesse Grajeda, John Marinco

1. Call the meeting to order/pledge

2. Agenda Approval/Changes

Chairman Redick called for changes and/or approval of the agenda.

Motion No. 23-67: Board Member Dale Keene moved to approve the agenda as presented. Board Member Jim Gourley seconded the motion. The motion passed unanimously

3. Public Comments: Manuel Grajeda - Focus on reading, writing and critical thinking. State Report Card, how do you get the information and read it? Would like to have help to get this information. ODE - Looking into Graduation reports.

John Marinio - Primary Responsibility: What is the philosophy of the school.

4. Student & Personnel Reports/Comments

- A. Certified & Classified Representatives: Steve Thorpe; Discussed graduation rates, dropout rates and teaching one school one family. Wants the board to ask him questions about what is going on.
- B. Student Report - Addison Graber - shared the activities that are happening at the High School and activities that are coming. Dances, games, game night, field trips
- C. Superintendent's Report:
 - 1. Enrollment/Attendance/Class sizes: Hawthorne won the September attendance award with 93.41%
 - 2. Strategic Plan Progress
 - A. Pillar 1 - OUTSTANDING ACHIEVEMENT - State Report Card- Superintendent Martin shared the at-a-glance district profile received from Oregon Department of Education which includes; attendance, Language Arts, Mathematics, On-track to Graduate, On-time Graduation, Five-year Completion. District Goals, State Goals
 - B. Pillar 2 - THRIVING CITIZEN - FFA Chapter/Scott Jacobson - Brought the FFA Students and they presented information about their chapter.
 - C. Pillar 3 - THRIVING COMMUNITY - Jamboree Update - The district received \$41,957.81 that will go to different groups in the schools.

5. Consent Agenda

- A. Approved minutes from the September 11, 2023 School Board Meeting
- B. Approved hire of Brent Nichols, Special Education Teacher at the High School effective second semester for the remainder of the 2023-2024 School Year
- C. Approved temporary hire of Raande Sharp, 5th Grade Teacher at Oak Heights Elementary for the remainder of the 2023-2024 school year
- D. Accepted Donation from Boshart Trucking for the classroom of Scott Jacobson, Agriculture Education teacher at the High School
- E. Accepted resignation of Bailey Bronson, District Substitute effective December 31, 2023

Motion No. 23-68: Board Member James Gourley, moved to approve the revised consent agenda as presented. Board Member Dale Keene seconded the motion. The motion passed unanimously.

6. Information/Discussion

- A. Budget Update- Kevin Strong gave a budget update on the year to date spending
- B. Division 22 Director of Teaching and Learning, Barbi Riggs, will share the Division 22 report on compliance for the 2022-23 school year. School districts must annually assess if they are in compliance or out of compliance with each Oregon Administrative Rule, Chapter 581, Division 22, Standards for Elementary and Secondary Schools. If a standard is identified as "out of compliance" the district must report this to ODE along with a written plan to correct current practices. We are in compliance.
- C. Property Tax Information: Linn County recently published the 2023-2024 property tax rates. The Sweet Home School District's property tax rates continue to decline, decreasing by \$0.02 per \$1,000 of assessed value compared to the prior year. The permanent rate and the local option rate remained the same while the bond rate declined. The bond rate's denominator is growing at a faster rate than the numerator, reducing the rate.

The Sweet Home School District's initial bond was passed in 2001. The tax rate during the 2001-2002 property tax year was \$1.91 per \$1,000 of assessed value. The rate has declined since then to \$1.48 per \$1,000 due to refinancing outstanding bonds at a lower interest rate and growth in assessed value. The bond rate is also lower than it was prior to the May 16, 2017 bond election that was primarily used to renovate Sweet Home Jr. High.

7. Action Items:

- A. Appoint Mike Reynolds to the Budget Committee, Position #9 Sweet Home

Motion no. 23-69: Board member Jim Gourley moved to appoint Mike Reynolds to the Budget committee, Position #9 Sweet Home. Dale Keene seconded the motion. The motion passed unanimously.

- B. Appoint Kevin Hill to the Budget Committee, Position #3 Foster

Motion No. 23-70: Board Member Mike Adams moved to appoint Kevin Hill to the Budget committee, Position #3 Foster. Board Member Dale Keene seconded the motion. The motion passed unanimously.

- C. Approve to utilize federal Elementary and Secondary School Emergency Relief (ESSER) funds to pay for Junior High Outdoor Recreation Area

Motion no. 23-71: Board Member Jenna Northern moved to utilize ESSER funds to pay for Jr. High Outdoor Recreation Area. Board Member Mary Massey seconded the motion. The motion passed unanimously.

8. Board Comments: No Comments

9. Late Items – No late items

10. Future Agenda Items

- A. Special Board Meeting October 16, 2023 at 6:30 in the DO Boardroom
- B. Next Board Officers Meeting THURSDAY, November 2, 2023 at 3:30 p.m.
Superintendent's Office
- C. OSBA's 2023 Annual Convention, November 10-11, 2023, Portland Marriott Downtown
Waterfront Hotel
- D. Next Board Meeting November 13, 2023 at 6:30 p.m. in DO Boardroom

11. Adjournment

The meeting adjourned at 8:29 p.m.

Signature, Board Chairman

Julie Emmert, Board Recording Secretary (This meeting was also recorded and saved supt/board/audio)

Board Chairman Jason Redick called the **Special Board Meeting** of the board of Directors of Sweet Home School District No. 55 to order at 6:30 p.m. on October 16, 2023.

Board Members in Attendance

Jason Redick, Dale Keene, Mary Massey (ZOOM), Jenna Northern (ZOOM), Jim Gourley, Floyd Neuschwander, Amanda Carter, Sara Hoffman (ZOOM) : Absent: Mike Adams

Staff Members in Attendance

Superintendent: Terry Martin; Administrators: Kevin Strong, Josh Darwood, Todd Barrett, Josh Darwood; Board Recording Secretary: Julie Emmert

1. Call the meeting to order/pledge

2. Information/Discussion: Kevin Strong shared information on the interviews for the projects. All of the construction teams would have been amazing but the final decision was for Gerding.

Gerding's pre construction design fee is 428116, the project markup fee is 3.75%, the project funding rate is .85 percent and the project liability is .95 percent.

Gerding has an experienced team of key personnel and they have historically used a number of local subcontractors.

The majority of the Oak Heights construction work will take place during summer 2024. We are also working with ZCS Engineering and GLAS Architects on the project.

3. Action Items:

Motion no. 23-72: Board Member Jim Gourley moved to approve the District staff to negotiate a contract with Gerding Builders of Corvallis to serve as the construction Manager/General Contractor for the Oak Heights Elementary seismic retrofit project. Board Member Dale Keene seconded the motion. The motion passed unanimously.

8. Board Comments: No Comments

9. Late Items – No late items

10. Future Agenda Items

- A. Next Board Officers Meeting THURSDAY, November 2, 2023 at 3:30 p.m.
Superintendent's Office
- B. OSBA's 2023 Annual Convention, November 10-11, 2023, Portland Marriott Downtown Waterfront Hotel
- C. Next Board Meeting November 13, 2023 at 6:30 p.m. in DO Boardroom

11. Adjournment

The meeting adjourned at 6:36 p.m.

Signature, Board Chairman

Julie Emmert, Board Recording Secretary (This meeting was also recorded and saved supt/board/audio)

**Beacon
Elks National Foundation
Grant
Sweet Home Elks Lodge
1972**

\$1,000 - Gift Cards
Safeway + Walmart

YTD GENERAL FUND SPENDING COMPARED TO ADOPTED BUDGET & YTD SPENDING LAST YEAR

BY OBJECT CODE
10/31/2023

2023-2024 Spending by Function			
Function	Budget	Actual	% of Budget
1000 Instruction	16,075,745	2,814,286	17.5%
2000 Support	12,837,574	3,635,460	28.3%
3000 Community	433,390	129,055	29.8%
5200 Transfers	1,757,500	0	0.0%
	31,104,209	6,578,801	21.2%

OBJECT	DESCRIPTION	2023-24 Adopted Budget	YTD as of 10/31/22	YTD as of 10/31/23	Year-to-Year Increase/ <Decrease>	Spending as a % of budget
0111/0123	Licensed Salaries	7,248,739	1,048,667	1,098,562	49,895	15.2%
0112/0124	Classified Salaries	5,062,531	1,042,284	1,165,222	122,938	23.0%
0113/0114	Administrators/Managers	1,846,669	501,360	507,683	6,323	27.5%
0121	Substitutes - Licensed	317,000	21,066	54,162	33,096	17.1%
0122	Substitutes - Classified	427,000	80,569	109,040	28,471	25.5%
0132	Overtime	35,000	9,840	10,657	817	30.4%
0134/0135	Extra Duty	416,980	77,487	92,144	14,657	22.1%
0210	Public Employees Retirement Sys.	1,485,008	251,110	254,968	3,858	17.2%
0213	PERS Debt Service	2,322,704	388,169	429,665	41,496	18.5%
0220	Social Security	1,174,575	215,189	236,046	20,857	20.1%
0231	Worker's Compensation	148,548	31,652	24,067	(7,585)	16.2%
0232	Unemployment Compensation	40,944	5,597	6,180	583	15.1%
0233	Oregon Paid Leave	86,262	0	13,132	13,132	15.2%
0240	Contractual Employee Benefits	3,063,000	470,233	505,304	35,071	16.5%
0241	Tuition Reimbursement - Admin.	10,000	0	0	0	0.0%
0242	Tuition Reimbursement - Certified	20,000	0	0	0	0.0%
0243	Conference/Wrkshp Reimb. - Cert.	10,000	0	0	0	0.0%
0244	Conference/Wrkshp Reimb. - Classif.	2,500	0	0	0	0.0%
0245	District Paid Deferred Comp	19,450	4,020	4,083	63	21.0%
0249	Personal Choice Enroll Fee	2,000	170	640	470	32.0%
0312/0319	Instructional Services	45,000	0	0	0	0.0%
0321	Cleaning Services	15,000	3,068	4,254	1,186	28.4%
0322	Repairs and Maintenance Services	55,710	9,406	18,552	9,146	33.3%
0324	Rentals	8,000	0	0	0	0.0%
0325	Electricity	384,000	85,118	99,325	14,207	25.9%
0326	Fuel (Heating)	249,000	13,197	21,113	7,916	8.5%
0327	Water and Sewage	245,000	70,452	95,799	25,347	39.1%
0328	Garbage	90,500	17,891	22,417	4,526	24.8%
033X	Other Transportation	77,850	0	15,640	15,640	20.1%
0340	Travel	38,855	15,588	27,101	11,513	69.7%
0351/9	Telephone/Data Communications	147,800	43,072	40,065	(3,007)	27.1%
0353	Postage	25,000	4,255	3,511	(744)	14.0%
0354	Advertising/Public Notices	3,500	2,185	0	(2,185)	0.0%
0355	Printing and Binding	43,475	53	2,966	2,913	6.8%
0360	Charter School Payments	1,300,000	435,970	483,891	47,921	37.2%
0374	Other Tuition	35,000	0	0	0	0.0%
0381	Audit Services	33,000	3,400	0	(3,400)	0.0%
0382/0384	Legal & Negotiation Services	22,500	4,438	12,118	7,680	53.9%
0388	Election Services	10,000	0	0	0	0.0%
0389	Other Non-instructional Prof/Tech	630,500	180,940	210,016	29,076	33.3%
0410	Supplies and Materials (incl. bus fuel)	400,223	96,948	116,845	19,897	29.2%
0412/413	Supplies Tires & Vehicle Parts	85,000	15,642	7,229	(8,413)	8.5%
0414	Supplies Custodial	133,000	43,550	58,922	15,372	44.3%
0415	Supplies Maintenance	378,500	120,139	152,616	32,477	40.3%
0416	Supplies Grounds	26,000	19,770	13,274	(6,496)	51.1%
0417	Supplies Maintenance Vehicles	8,000	4,896	845	(4,051)	10.6%
0420	Textbooks	1,970	0	934	934	47.4%
0430	Library Books	14,730	0	2,620	2,620	17.8%
0440	Periodicals	3,355	2,001	173	(1,828)	5.2%
0460	Non-consumable Items	293,665	49,391	31,384	(18,007)	10.7%
0470	Computer Software	64,291	35,142	54,012	18,870	84.0%
0480	Computer Hardware	120,295	56,970	43,146	(13,824)	35.9%
052x/054x	Equipment Acquisition	100,000	0	0	0	0.0%
0640	Dues and Fees	81,080	48,252	61,777	13,525	76.2%
0651/5	Liability Insurance & Settlements	135,000	111,887	136,783	24,896	101.3%
0653	Property Insurance Premiums	303,000	278,513	329,918	51,405	108.9%
0711	Transfer to Josai	7,500	0	0	0	0.0%
0712	Transfer to Long Term Maintenance	1,400,000	0	0	0	0.0%
0713	Transfer to PERS Reserve Fund	100,000	0	0	0	0.0%
0715	Transfer to Curriculum/Tech. Fund	250,000	0	0	0	0.0%
		31,104,209	5,919,547	6,578,801	659,254	21.2%

6A

6B Sweet Home School District

2022-23 Student Investment Account Annual Report



One example of how the Sweet Home School District has utilized Student Investment Account funds is the elimination of pay to participate fees for field trips and extracurricular activities. Here, elementary students participate in a field trip to Discovery Days at Oregon State University.

Overview

The Oregon Legislature passed the Student Success Act in 2019 including the Student Investment Account for K-12 students. The Student Investment Account is a grant available to all Oregon school districts and eligible charter schools established for two purposes: (1) meeting students' mental or behavioral health needs and (2) improving academic outcomes and reducing academic disparities for students of color, students who are tribal citizens, students with disabilities, emerging bilingual students, and students navigating homelessness, and foster care.

The Student Investment Account grants give districts wide latitude in determining through the engagement process how best to use the allocated funds to improve outcomes for students as long as the use falls within one of four allowable categories:

1. increased instructional time,
2. improving student health and safety,
3. reducing class size, and
4. well-rounded education.

The attached spending report shows how Sweet Home utilized the Student Investment Account grant during the 2021-2022 school year. The report also includes questions from the Oregon Department of Education and our school district's answers.

WHAT IS THE STUDENT INVESTMENT ACCOUNT?


Close to **\$500 MILLION** in non-competitive grant money for all Oregon school districts and eligible charter schools.

New money has two purposes:

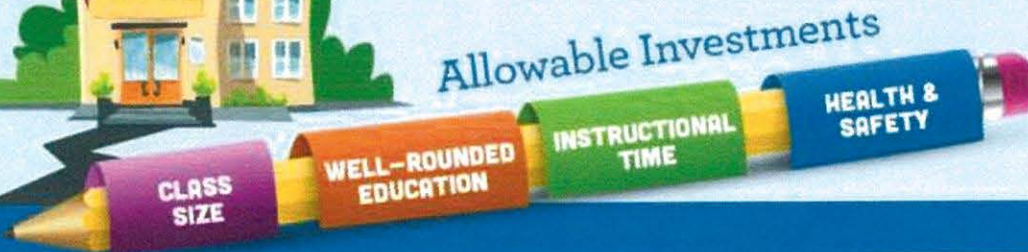
1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
 - Students of color;
 - Students with disabilities;
 - Emerging bilingual students; and
 - Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.

5 Areas for Input

- 1 Reducing academic disparities (gaps between outcomes for different student groups)
- 2 Meeting students' mental and behavioral health needs
- 3 Providing access to academic courses
- 4 Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate
- 5 Establishing and strengthening partnerships



Allowable Investments



CLASS SIZE

WELL-ROUNDED EDUCATION

INSTRUCTIONAL TIME

HEALTH & SAFETY

Spending Report

**Sweet Home School District
2022-2023 Student Investment Account
Spending Report**

Class size reduction salaries	\$451,967.10
Class size reduction benefits	\$227,835.62
Alternative education salaries	\$79,209.67
Alternative education benefits	\$28,881.96
JH Core instruction salaries	\$193,649.31
JH Core instruction benefits	\$68,473.51
Special Education salaries	\$121,554.09
Special Education benefits	\$54,562.98
Mental Health salaries	\$116,995.51
Mental Health benefits	\$49,613.87
Social Emotional Learning	\$57,500.00
Campus monitor salary	\$30,907.40
Campus monitor benefits	\$14,224.46
Waive pay to play fees	\$133,297.39
Curriculum secretary salary	\$44,121.95
Curriculum secretary benefits	\$18,845.05
Literacy & ELA support	\$1,577.00
Charter School Funds	\$90,970.73
Total	\$1,784,187.60

1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

The Sweet Home School District utilized Student Investment Account funds during the 2022-2023 school year to make progress toward reducing class sizes and providing a well-rounded education.

The Student Investment Account allowed for smaller class sizes at the elementary level, especially in the primary classrooms. In addition, Student Investment Account funds allowed us to continue to staff additional teachers for both Math and English Language Arts at the junior high level, reducing class sizes in these core instructional areas.

We also utilized Student Investment Account funds to provide:

- Additional special education staff for instructional support,
- Additional counseling time with a focus on social emotional learning and mental health,
- Behavior assistant time to support our practical academic life skills and basic life skills students,
- Social emotional learning opportunities for students.

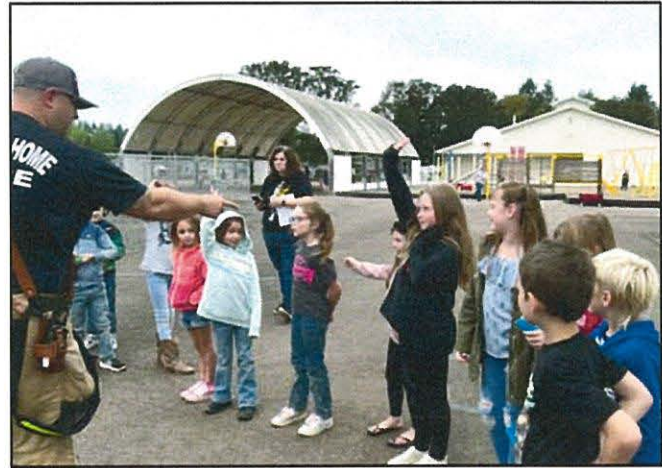
Student Investment Account funds were also utilized to eliminate pay to play fees for extracurricular activities and pay to participate fees at school so every student can choose to participate without fees being a barrier. This change has increased student participation levels.

2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of?

Our most significant challenge during the 2022-23 school year remains the lack of applicants for many posted positions. It impacted our ability to be fully staffed on a daily basis. We also have had staff members handling multiple jobs at the same time.

- 3. SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response.**

We have focused on sincere engagement opportunities. Our most effective communication with community members begins at the school level. Our principals and staff members are heavily involved in outreach efforts with community members. They participate in community events and activities outside of school where parents, guardians and community members share information, success stories and concerns regarding the school district.



The Sweet Home Fire and Ambulance District is one of the school district's many cherished community partners.

At the district level, our entire leadership team lives within the school district and most have children attending district schools or children who have graduated from district schools. For us, working for the Sweet Home School District is more than a job; it is our passion. We have the best job in the world – serving 2,300 students in the community we love. We constantly solicit feedback from all community members on what we can do better. Engagement includes working with and listening to parents, staff members, community based organization members, church members, boosters, child care providers, local media, business owners, city officials and community members who feel marginalized in Oregon. Communication methods range from one-on-one interactions such as taking the time to listen to a parent in a grocery store aisle (our business manager recently had a parent tell him how much she appreciated a staff member helping her child learn how to read) to maintaining an active social media presence.

We work to inform, consult with, involve and collaborate with our community.

- 4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts? (500 words or less)**

Our community continues to value smaller class sizes, core instructional support, mental health, social emotional learning, increased student access to extracurricular activities by eliminating pay to play fees and targeted technology investments. We have also heard that in-person instruction is vital. Therefore, we are prioritizing resources on in-person instruction rather than continuing to offer a distance learning option.

Sweet Home School District 55

Code: BD/BDA
Adopted: 1/11/10
Revised/Readopted: 12/13/21; 4/11/22
Orig. Code: BD/BDA

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board governing body, i.e. a work session. “Meeting” does not include any on-site inspection. ~~The affirmative vote of any project or program the attendance majority of members of the Board at any national, regional or state association is required to which the Board or its~~ ~~transact any business. Communications between and among a quorum of members belong convening on electronically linked personal computers or by telephone conference call are subject to the Public Meetings Law.~~

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. ~~All meetings of the Board will be held within the boundaries of the district.~~ For information how to give or submit public comment it is outlined in Board policy BDDH - Public Comment at Board Meetings⁴ and/or posted on the district’s website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁵. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

¹ “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

² “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

³ “Deliberation” means discussion or communication that is part of a decision-making process.

⁵ ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice ~~those with disabilities~~, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they ~~are~~^{were} not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property

1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may ~~also be~~ scheduled if less than a quorum is present at a meeting, ~~or~~ additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such ~~This includes electronic communication. Electronic~~ communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Communications outside of a Board meeting ~~Electronic communications~~ may contain:

- a. ~~Agenda item suggestions;~~
- b. ~~Reminders regarding meeting times, dates and places;~~
- c. ~~Board meeting agendas or information concerning agenda items;~~
- d. ~~One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals);~~
- e. ~~Individual responses to questions posed by community members, subject to other limitations in Board policy.~~
- f. Communications to, between or among members of a governing body that are:
 - (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
 - (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
 - (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or
- g. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law.

3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. The Board may make official decisions during a work session. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law.

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.⁶

Mandatory Training

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGE) at least once during the Board member's term of office and shall verify attendance in accordance with OGE procedures.

END OF POLICY

Legal Reference(s):

⁶ See House Bill 2805 (2023) Section 5(2) for requirements of the response.

[ORS Chapter 192](#)

[ORS 255.335](#)
[ORS 332.040 - 332.061](#)

[ORS 433.835 - 433.875](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

[House Bill 2805](#) (2023).



Cross Reference(s):

ACA - Americans with Disabilities Act

BDC - Executive Sessions

Sweet Home School District 55

Code: BDC
Adopted: 4/11/22

Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student.

An executive session may be included as an agenda item ~~convened by order of an existing meeting in accordance with the Board policy BDDC - chair, upon request of three Board Meeting Agend~~ members or held as its own meeting. Proper notice is required.

If open session is held prior to the executive session, ~~the by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660 during a regular, special or emergency meeting.~~ The presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.¹ (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

¹ This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
- d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

² To determine whether the individual involved is considered a public officer, consult with legal counsel.

6. 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. (ORS 192.660(2)(h))
7. 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. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To ~~review~~ discuss matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.045](#)

[ORS 332.061](#)

OR. ATTY. GEN. Public Records and Meetings Manual.
Oregon Government Ethics Commission, [Staff Advisory Opinion](#) No. 22-106S
[House Bill 2806](#) (2023)



Cross Reference(s):

BD/BDA - Board Meetings
BDDG - Minutes of Board Meetings
CBG - Evaluation of the Superintendent

Sweet Home School District 55

Code: EFA
Adopted: 8/14/17
Revised/Readopted: 6/13/22
Orig. Code: EFA

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP).

The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

~~Input from staff, (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The superintendent or designee will develop guidelines as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.~~

~~¶~~

~~WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT~~

Implementation ~~Plan~~

The district shall ~~develop and maintain a plan to~~ manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

~~Delineating~~

~~The plan will.~~

~~¶~~

- ~~1. Delineate~~ roles, responsibilities, actions and timelines specific to each school;
2. ~~Generating and disseminating~~ ~~Include~~ information about who will be responsible to make what change, by how much, where and when;
3. ~~Establishing~~ ~~Include specific goals and objectives for nutrition~~ standards for all foods and beverages provided (but not sold) to students during the school day ~~available~~ on participating school campuses;

4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating ~~the school~~ campuses that meet state and federal nutrition standards for NSLP ~~campus~~, and SBP, competitive foods, ~~permitted food and beverage~~ marketing of same that meets the competitive food nutrition standards, and promotes student health ~~and reduces child obesity~~;

5. ~~Include specific goals and~~

6. Establishing specific goals ~~objectives~~ for nutrition promotion and education, physical activity~~,~~ physical education and other school-based activities that promote student wellness.

~~The In an effort to measure the implementation of this policy, the Board designates the superintendent and district principals as the people who will be responsible for ensuring each school meets the goals outlined and complies within~~ this policy.

Record Keeping

The district will retain the following records to document compliance with the local wellness policy requirements ~~of the wellness policy~~ at the district's administrative offices:-

1. The written local wellness policy;
2. Documentation to ~~demonstrated~~ demonstrating that the policy has been made available to the public;
3. Documentation of efforts to review and update the local wellness policy, including an indication of who ~~participates~~ is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
4. Documentation to demonstrate compliance with the annual public notification requirements;
5. ~~Documentation of the district's~~ The most recent assessment on the implementation of the local wellness policy;
6. Documentation to ~~demonstrated~~ demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

~~Annual~~ Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if ~~make~~ available, ~~to the most recent public annually, an~~ assessment of the implementation, ~~including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a~~ description of the progress being made in attaining the goals of the policy. The district will ~~make this information available through the district website and/or districtwide communications. The district will also~~ publicize the name and contact information of the district or school official(s) leading and coordinating the policy and, ~~as well as~~ information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate ~~compliance with the local wellness policy, to assess the implementation of this the policy and its progress with~~ produce a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model local school wellness policy;⁴ and
3. A description of the progress made in attaining the goals of the district's policy.

The district ~~or school~~ will publish⁴ ~~actively notify households/families of the availability of the triennial progress report on the district website when available.~~ ¶

~~Revisions and Updating the Policy~~ ¶

¶
The district will update or modify the ~~local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.~~

Community Involvement, Outreach and Communications (Review of, and Updating Policy)

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy, ~~through a variety of means appropriate for the district.~~ The district will communicate information about opportunities in community news, on the district's website, on school websites, and/or in district or school communications. The district will ~~also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.~~

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages ~~and, by creating food environments that support encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.~~

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating), and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
2. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Teachers will receive curriculum-specific training;
4. Parents and families are encouraged through school communications to send healthy snacks/meals and water bottles with their student to school;
5. Families and community organizations are involved, to the extent practicable, in nutrition education;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
7. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
4. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;
5. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;
6. Families are invited to attend exhibitions of student nutrition projects or health fairs;
7. Physical activity is a planned part of all school-community events.

School Meals

Schools ~~All schools~~ within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), ~~programs~~, administered through the Oregon Department of Education (ODE) which may include ~~), including the National School Lunch Program (NSLP), the School Breakfast Program~~

(SBP), Fresh Fruit & Vegetable Program (FFVP), After School Snack Program (ASSP), Special Milk Program (SMP), Summer Food Service Program (SFSP), Supper programs, or others. The district also operates additional.

Staff Qualifications and Professional Development

All school nutrition-related programs, program directors, managers and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

The district's available meal program(s) staff will operate to meet meal pattern or exceed hiring and annual continuing education/training requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The principal(s) will support nutrition and food services operation as addressed in Board policy EFAA – District in the USDA Professional Standards for Child Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed Smart Snacks Standards¹ the nutrition standards set by the USDA and the Oregon Smart Snacks Standards². These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. This information will be conveyed to staff and parents, rewards and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the principal for approval before starting.

¹ Oregon Department of Education, [Oregon Smart Snacks Standards](#)

² Oregon Department of Education, [Oregon Smart Snacks Standards](#)

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA ~~and the Oregon Smart Snacks Standards~~.

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.

~~“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.~~

~~¶~~

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

~~A~~

~~Physical activity should be included in the school’s daily education program for grades K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.~~

~~¶~~

~~The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet the ODE’s physical education content standards and state law. Students in kindergarten through grade 6 shall participate for a least 150 minutes during each school week, and students in grades 6 through 8 for at least 225 minutes per school week.~~

Physical activity should be included in

~~At least 50 percent of the school’s daily education program for grades K through 12 and include regular, instructional weekly physical education, as well as co-curricular activities and recess.~~

In order ~~class time shall be devoted to~~ ensure students are afforded the opportunity to engage in ~~actual~~ physical education and physical activity in the school setting, the following goals are established:

1. Physical education will be a course of study that focuses on students’ physical literacy and development of motor skills;
2. Staff encourages and provides support for parental involvement in their children’s physical education;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;

~~activity.~~ Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) ~~ORS~~ 329.045). Teachers of physical education shall regularly participate in professional development activities annually;

A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an

IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), ~~not just in the cafeterias, other food and beverage venues and physical activity facilities.~~ The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are ~~complementary~~ **complementary**, not duplicated and work toward the same set of goals ~~and objectives~~ promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):

[ORS 327.531](#)

[ORS 327.537](#)

[ORS 329.496](#)

[ORS 332.107](#)

[ORS 336.423](#)

[OAR 581-051-0100](#)

[OAR 581-051-0305](#)

[OAR 581-051-0306](#)

[OAR 581-051-0310](#)

[OAR 581-051-0400](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).

National School Lunch Program, 7 C.F.R. Part 210 (2022).

School Breakfast Program, 7 C.F.R. Part 220 (2022).

[House Bill 3199](#) (2023).



Cross Reference(s):

EFAA - District Nutrition and Food Services

EFD - Food Preparation

Sweet Home School District 55

Code: GCBDA/GDBDA
Adopted: 8/14/17
Revised/Readopted: 9/12/22
Orig. Code: GCBDA/GDBDA

Family Medical Leave

When applicable, the district will comply with the provisions of the Family and Medical Leave Act (FMLA), ~~of 1993~~, the Oregon Family Leave Act (OFLA), ~~of 1995~~, the Military Family Leave Act as part of the National Defense Authorization Acts of 2008 and for Fiscal Year 2010 (which expanded certain leave to military families and veterans for specific circumstances), the Oregon Military Family Leave Act (OMFLA), Paid Family Medical Leave Insurance (PFMLI) ~~of 2009~~ and other applicable provisions of state and federal law, Board policies and collective bargaining agreements regarding family medical leave.

~~FMLA applies to districts with 50 or more employees within 75 miles of the employee's worksite, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.~~

~~OFLA and OMFLA applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more work weeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.~~

In order for an employee to be eligible for the benefits under FMLA, the employee must have been employed by the district for at least 12 months, ~~and have worked at least 1,250 hours during the past 12-month period and worked at a worksite that employs 50 district employees within 75 miles of the worksite.~~

Generally, ~~in~~ in order for an employee to be eligible for the benefits under OFLA, the employee must work an average of 25 hours or more per week during the ~~and have been employed at least 180 calendar days immediately prior to the first day of the start of the requested family medical leave of absence.~~ For parental leave purposes, an employee becomes eligible upon completing at least 180 calendar days immediately preceding the date on which the parental leave begins; ~~there. There is no minimum average number of hours worked per week. Special requirements apply during public health emergencies when determining employee eligibility for parental leave.~~

OMFLA applies to employees who work an average of at least 20 hours per week; there is no minimum number of days worked when determining an employee's eligibility for OMFLA.

PMFLI is generally available to district employees who have earned \$1,000 in subject wages or taxable income during the alternate or base years¹, contributed to the PMFLI fund in the alternate or base years and are otherwise eligible.²

Federal and state leave entitlements generally run concurrently.

The superintendent or designee will develop administrative regulations as necessary for the implementation of the provisions of both federal and state law.

END OF POLICY

Legal Reference(s):

¹ The wages are not required to have been earned for work in the district.

² See OAR 471-070-1010 for additional information.

[ORS 332.507](#)
[ORS 659A.090](#)
[ORS 659A.093](#)

[ORS 659A.096](#)
[ORS 659A.099](#)
[ORS 659A.150 - 659A.186](#)

[ORS 659B.010](#)
[OAR 839-009-0200 - 0320](#)

Americans with Disabilities Act, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Family and Medical Leave Act, 29 U.S.C. §§ 2601-2654; 5 U.S.C. §§ 6381-6387 (2012); Family and Medical Leave Act, 29 C.F.R. Part 825 (2017).

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

Escriva v. Foster Poultry Farms, Inc. 743 F.3d 1236 (9th Cir. 2014).

Senate Bill 999 (2023).



Cross Reference(s):

GCBDD/GDBDD - Sick Time

Sweet Home School District 55

Code: GCPC/GDPC
Adopted: 1/11/21
Revised/Readopted: 9/12/22
Orig. Code: GCPC/GDPC

Retirement of Staff

To assist the district in its planning efforts, staff members considering retirement are encouraged to notify the district as early as possible, preferably at the beginning of the school year in which the retirement will take place.

Retiring employees are encouraged to coordinate with PERS and the Human Resources Department to ensure that all requirements are met. The superintendent will develop requirements, limitations and procedures for employment as a PERS-retiree.

When an employee of the district retires under PERS, that employee's employment with the district will terminate. PERS-retired individuals may apply for open positions with the district.

END OF POLICY

Legal Reference(s):

There must be a break in service for retired employees returning to work.

[ORS Chapter 237](#)
[ORS Chapter 238](#)

[ORS Chapter 238A](#)
[ORS 243.303](#)

[ORS 342.120](#)

Consolidated Omnibus Budget Reconciliation Act of 1985, 29 U.S.C. §§ 1161-1169 (2018).
Employee Retirement Income Security Act of 1974, 29 U.S.C. §§ 1001-1461 (2018).
OR. CONST., art. IX, §§ 10-13.
[House Bill 2296](#) (2023).

Sweet Home School District 55

Code: LBE
Adopted: 5/11/15
Revised/Readopted: 3/13/23
Orig. Code: LBE

Public Charter Schools**

Public charter schools may be established as a new public school or a virtual public school, from one or more existing public schools in the district or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law, and includes other information required by the district in the application process. ~~The public charter school will be located and operated within the sponsoring district except where authorized by law.~~

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.

The district will determine if it has any vacant or unused buildings and make a list of such buildings; buildings may be made available for public charter school use, subject to Board approval and Board policy.

Public charter school students living in the district may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials are available. Students must adhere to state law, Board policies, regulations, and rules concerning student conduct and discipline.

Public charter school students in grades K-8 may participate in their resident district's activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district's available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district will not provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The superintendent will develop administrative regulations to include, but not limited to, the proposal process, review, and appeal procedures, and program evaluation, renewal, and termination.

END OF POLICY

Legal Reference(s):

[ORS 327.077](#)
[ORS 327.109](#)
[ORS 332.107](#)
[ORS 338](#)
[ORS 339.141](#)
[ORS 339.147](#)
[ORS 339.450](#)
[ORS 339.460](#)
[OAR 581-026-0005 - 0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).
[Senate Bill 767](#) (2023).

Sweet Home School District 55

Code: LBEA
Adopted: 5/11/15
Revised/Readopted: 3/13/23
Orig. Code: LBEA

Resident Student Denial for Virtual Public Charter School Attendance**

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will ~~semiannually, annually,~~ calculate the percentage of ~~the number of~~ students residing in the district, who are ~~attending~~^{enrolled in} a virtual public charter school not sponsored by the district. When the established percentage is more than three percent, the district will not approve additional students enrollment to such a virtual public charter school, ~~subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305 (2).~~

~~A The district may send a notice of approval or disapproval to a parent~~ ¹ ~~of a student who has sent a~~ notice to the district of intent to enroll ~~their~~^{the} student in a virtual public charter school not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment.

If the district is not approving the enrollment, the ~~(See OAR 581-026-0305 (3)).~~ The district ~~must~~^{may} respond with a decision to not give ~~an approval or disapproval to a parent~~ within 10 calendar^{five business} days² of receipt of the notice of intent from the parent. Such decision must include:

1. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculations;
2. The right to appeal the decision to the State Board of Education;
3. A list of two or more other online options available to the student; and

A copy of OAR 581-026-0305 and OAR 581-026-0310.

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;
2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;

¹ ~~“Parent” means parent, legal guardian or person in “parental relationship” as defined in Oregon Revised Statute (ORS) 339.133.~~

² ~~If a parent does not receive a notice of approval or disapproval from the district within 14 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district.~~

4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

[House Bill 3024](#) (2023).