

Potential Policy Impacts in a Climate of Shrinking Resources

Actual or planned budget reductions may have an impact on your school district's policies. You should review your policy manual and suspend or revise affected policies as needed. The following list is a guideline; your district may have other policies affected by cuts.

Section A/B – Board Governance

BCH – Consultants to the Board – Has your district recently issued a request for proposal for an auditor, insurance agent-of-record or attorney to ensure potential fiscal efficiencies are realized?

Section C – Administration

CCA – Organizational Chart – Is your organizational chart still accurate following staff or position reductions?

CPA and CPA-AR – Layoff/Recall – Administrators – Does your district have a formal agreement with administrators? If not, is there an up-to-date process in place for reassignment or reduction in force?

Section D – Fiscal Management

DBDA – General Operating Contingencies – What are your identified cash carryover requirements?

DED – District Foundations – Can these items be a source of additional revenue?

DFE – Admission Prices and Receipts – Can these items be a source of additional revenue?

DFEA – Admission to District Events
Can these items be a source of additional revenue?

DN – Disposal of District Property –
Can these items be a source of additional revenue?

Section E – Support Services

EBBAB/GBEBAA/JHCCBA – HBV/Bloodborne Pathogens – Does the district require all or most staff to be a primary first-aid responder occupational exposure as determined by the district or do you follow minimum guidelines? Consider the associated costs of training, as well as level of response necessary to respond to emergencies.

ECF – Energy Conservation – Has your district conducted an energy audit recently?

EDBA – Maintenance and Control of Activity/Athletic Equipment – Do you have a current inventory of equipment? Are adequate security measures in place? Could you generate additional revenue by renting equipment to users when use is for nonschool purposes?

EDC/KGF – Authorized Use of District Equipment and Materials and KG – Community Use of District Facilities – Are you charging adequate fees for outside use of buildings and equipment?

EEAB – School Bus Scheduling and Routing – Have you reviewed your bus stop and routing plans to ensure that efficiencies have been maximized. Consider safety and risk management issues.

EGACA and EGACA-AR – Cellular Telephones – How many cell phones are provided to employees? Consider the cost of these phones versus their value in emergencies.

Section F – Facilities

FL – Retirement of District Facilities – Can efficiencies be realized by closing a building and renting or leasing it to an outside user?

Section G – Personnel

GBED – Medical Exams/Drug Testing – Does your district pay for medical exams and tests beyond what's required or prudent?

GBEDA – Drug and Alcohol Testing – Transportation Personnel – Does your district randomly test CDL-covered employees for drugs and alcohol at higher rates than required by federal law? Who pays for pre-employment drug and alcohol tests? Consider the cost to the district versus safety considerations and the collective bargaining impact.

GCBE/GDBE – Vacation and Holidays – Does your district pay for unused accrued vacation?

GCL/GDL – Staff Development – Who pays for continuing professional development: the district or the individual staff member? What is the cost of providing tuition reimbursement? These issues may have collective bargaining impact.

GCPA and GCPA-AR – Layoff/Recall Licensed Staff and GDPA and GDPA-AR – Layoff/ Recall – Classified Staff – Are these issues covered by a collective bargaining agreement? If not, is an up-to-date process in place?

Continued

GCPB/GDPB – Resignation of Staff – Has your district considered continuing the employment of PERS retired staff?
GDEA – Substitute Classified Employees – Has your district considered not hiring substitutes for "short-term" classified absences? Does your district pay its substitutes at a higher rate after an arbitrary number of consecutive days in the assignment?

Section I – Instruction

IBDJA – Relations with Home-Schooled Students – Does your policy permit part-time enrollment of home-schooled students allowing the district to claim pro-rated State School Fund monies?
IC/ICA– School Year/School Calendar – Be informed. Cautious. Shortening the school year has a collective bargaining impact. The State of Oregon requires a minimum number of clock hours/days of instruction. A plan to correct the deficiency created is required.
IFD – Curriculum Adoption – Your policy may require Board approval of course or program deletion or addition.
IGAJ and IGAJ-AR – Traffic Safety Education – How does the cost of providing traffic safety education compare to the reimbursement provided by the Oregon Department of Transportation?
IGAK – Music Education – Does your policy require instrumental and/or vocal music education?
IGAM – Distance Learning – Could distance learning replace programs eliminated through reductions? There may be a collective bargaining impact in this area.
IGBHA – Alternative Education Programs and IGBHB – Establishment of Alternative Education Programs – Is it more cost-effective to offer in-district alternative education programs or out-of-district programs?
IGCE – Outdoor School/School Camps – Does your policy include language that commits the district to provide outdoor education programs?
IGD – Cocurricular/Extracurricular Activities – What are the costs versus the benefits to students?
IGDA and IGDA-AR – Student Organizations – What are the costs versus the benefits to students?
IGDB and IGDB-AR – Student Publications/IB- Freedom of Speech – What are the costs versus the benefits to students?
IGDD – Student Performances – What are the costs versus the benefits to students?
IGDJ – Interscholastic Athletics – Will staff and program reductions impact these areas? If so, how does that effect Title IX compliance requirements?
IGDE – Student Activity Fees – Has the district reviewed all related activities costs and the potential impacts that might result from increasing fees?
IGDF – District Fund Raising – Does your policy allow for student fund raising? Door-to-door fund raising? Does the district have authorization procedures in place? A process for limiting the number of district fund raisers taking place at the same time?
IGDG – Student Activity Funds – Does your policy provide for disposition of student activity funds/assets of activities no longer district sponsored?
IHB – Class Size – Are there policies or regulations limiting class size that may require additional staff and/or resources? There may be a collective bargaining impact in this area.
IHGA – Alternative Instructional Programs – What are the costs of off-campus programs that take the place of local offerings?

HICA – Field Trips and Special Events – What are the costs versus the benefits to students?
HICC – Volunteers – Is your volunteer policy up to date? If more volunteers are added, what is the cost for criminal record checks? Versus the safety benefit?
IKF – Graduation Requirements – Does your policy require more than the state minimum of 24 units of credit for graduation?
IL – Assessment Program – Does your district conduct tests and assessments beyond what's required? Does the benefit of more testing outweigh the cost?
IMB and IMB-AR- Student Achievement Program – Are there discretionary programs that can be reduced or eliminated without negatively impacting on student achievement?
INE – Assemblies – What are the costs versus the benefits to students?

Section J – Students

JEBA – Early Entrance – What are the costs versus the benefits to students?
JECB – Admission of Nonresident Students – What are the costs versus the benefits to students?
JECBA – Admission of Foreign Exchange – What are the costs versus the benefits to students?
JECF – Interdistrict Transfer of Resident Students – What are the impacts on class loads, staff resources compared to State School Fund monies the district receives?
JECAA – Admission of Part-Time Private School Students – Does your policy permit part-time enrollment of private school students allowing the district to claim pro-rated State School Fund monies?
JFCIA – Student Athlete Drug Testing – What are the costs to the district versus student safety and school climate issues?
JHCA – Physical Examinations of Students – What are the costs versus benefits of physical exams beyond those required by law?
JN – Student Fees, Fines and Charges – Be cautious! Under ORS 339.155, you may not require students to pay fees as a condition of admission. Does the district collect what is owed? To what degree?

Section K/L – District/Community Relations

KBA – Public Records – Does your policy provide for charging actual costs for copies of public records as provided by law?
KG – Community Use of District Facilities – Does your policy permit nonschool usage of your facilities? Does your district charge for such use? Actual cost?
KH – Public Gifts to the District – Are there "strings" attached to gifts offered to the district? Does your district have restrictions on donors or sources of revenue or materials?
KI/KJ – Commercial Advertising/Merchandising Sales – Could these be sources of additional revenue?
KMAA – Community Schools Program – Does your policy allow for a community schools program? Is it self-supporting (utilities, personnel, equipment use, etc.)?

Joe Wehrli, Associate Executive Director
Board Development and Policy Services
Oregon School Boards Association
1201 Court St NE, Ste 400, Salem, OR 97301
P.O. Box 1068, Salem, OR 97308
Phone: 503-588-2800 or 1-800-578-6722
www.osba.org

In a Climate of Shrinking Resource\$: *Potential Policy Impacts in a Climate of Shrinking Resource\$*

<http://www.osba.org/lrelatns/budget/policyi.pdf>

District Responsibilities

1. Review existing Board policy and administrative regulations for potential budgetary impacts.
 - a. Repeal policy(ies) and administrative regulation(s)
 - b. Revise policy(ies) and/or administrative regulation(s)
 - c. Suspend individual policy(ies) and/or administrative regulation(s) in total or in part temporarily
 - d. Write new policy(ies) and/or administrative regulation(s) and adopt as needed
2. Follow existing Board policy(ies) regarding policy development, revision, adoption, repeal and suspension process.
3. Ensure that policy and administrative regulation is not minimally required prior to any action to repeal. Also, ensure that any revision or suspension of policy language remains consistent with the requirement of law.
4. Ensure that any new policy or revision is consistent with applicable provisions of collective bargaining agreements.
5. Ensure any student/staff handbooks or any other documents impacted by policy and/or administrative regulation are aligned to reflect new requirement.

Potential Impact to District of Inaction

1. Potential violation of Board Oath of Office. Many oaths contain language requiring upholding of Board policies.
2. Potential legal action, including court order to follow policy as written until revised through appropriate process. Potential monetary damages may also result.
3. Potential public relations problems, e.g., upcoming bond, local option elections, etc.