



Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

**DISTRICT GOALS: Improve Student Achievement, K-3 Literacy, On-Time Graduation**

**MEETING AGENDA**

**1. WELCOME**

- A. Call to Order
- B. Flag Salute

**2. PUBLIC COMMENTS**

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.

- |   |                                   |
|---|-----------------------------------|
| <b>3. INTERVIEW OF ZONE 5 APPLICANTS, pg. 4</b>                   | <b>Action: Informational</b>      |
| <b>4. ZONE 5 APPOINTMENT AND OATH OF OFFICE, pg. 6</b>            | <b>Action: Approval Requested</b> |
| <b>5. COVID-19 UPDATE</b>   | <b>Action: Informational</b>      |
| <b>6. SUPERINTENDENT EVALUATION</b>                               | <b>Action: Informational</b>      |
| <b>7. SPECIAL EDUCATION RESTRAINT AND SECLUSION REPORT, pg. 8</b> | <b>Action: Informational</b>      |
| <b>8. SCHOOL BASED HEALTH CENTER FAQ, pg. 11</b>                  | <b>Action: Informational</b>      |
| <b>9. BOND PRESENTATION, pg. 16</b>                               | <b>Action: Informational</b>      |
| <b>10. BOND RESOLUTION #2122-4</b>                                | <b>Action: Approval Requested</b> |
| <b>11. CONSENT AGENDA</b>   | <b>Action: Approval Requested</b> |
- A. December 9, 2021 Board Meeting Minutes, pg. 33
  - B. Policy Updates – First Reading, pg. 39:

CODE	TITLE
IGBHA	Alternative Education Programs
IGBHA-AR	Evaluation of Alternative Education Programs
IGDJ	Interscholastic Activities
JFCF	Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student

CM	Compliance and Reporting on Standards
GBNA-AR	Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Staff
GBNAB/JHFE-AR	Abuse of a Child Investigations Conducted on District Premises
JHFE/GBNAB-AR	Abuse of a Child Investigations Conducted on District Premises
IJ	School Counseling Program
BDDH	Public Comment at Board Meetings
BDDH-AR	Public Comment at Board Meetings
LBE-AR	Public Charter Schools
IIA	Instructional Resources/Instructional Materials
JECB	Admission of Nonresident Students
BBAA	Individual Board Member's Authority and Responsibilities
IL	Assessment Program
JBB	Educational Equity
IKFB	Graduation Exercises
IKF	Graduation Requirements
IKA-AR	Grading and Reporting

**12. DEPARTMENT REPORTS**

**Action: Informational**

- A. Operations
- B. Human Resources
- C. Finance, pg. 107

**13. COMMUNICATION**

**Action: Informational**

- A. Board
- B. Superintendent

**14. AUDIENCE COMMENTS**

The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for Audience Comments on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The language below discusses the Public Meetings Law and public participation in such meetings.

*"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment.*

*"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public*

*participation. Governing bodies voluntarily may allow limited public participation at their meetings.”*

**Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000.**

## **15. ADJOURNMENT**

Upcoming meeting dates:

**February 10, 2022 – Budget Committee Meeting at 5:00 PM**

**February 10, 2022 – Regular Meeting at 6:00 PM**

March 10, 2022 – Regular Meeting at 6:00 PM

April 14, 2022 – Regular Meeting at 6:00 PM

# *Agenda Item 3*

*Zone 5 Applicant Interview Questions*



485 S. Fifth Street, Lebanon, Oregon 97355 • Phone: (541) 451-8511 • Fax: (541) 259-6857

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January 7, 2022

Applicants for Zone 5 Board Vacancy:

- Nichole Piland
- Roger Maurer

Interview Questions for Applicants:

1. What are the primary responsibilities of a school board member? (What do you think school board members do?)
2. How would you involve yourself in the day-to-day operations of the district?
3. Let's say you feel very strongly about a program/policy/expenditure/or academic topic, but the discussion and upcoming vote is going in the opposite direction of your opinion. How would you approach or respond to this situation?

# *Agenda Item 4*

*Board Member Oath of Office*

**Lebanon Community Schools**

Code: **BBBB**  
Adopted: 6/15/98  
Readopted: 2/4/10  
Orig. Code(s): BBBB

**Board Member Oath of Office**

Board members when elected or appointed must take the oath of office before assuming the duties of office. The oath of office must be taken again after each election or appointment of a Board member.

The oath of office will be in the following form:

I, \_\_\_\_\_, having been duly elected a member of the School Board of Lebanon Community School District, Linn County, Oregon, do solemnly swear/affirm that I will support the Constitution of the United States and of the State of Oregon, the laws thereof, and the policies of the Lebanon Community Schools District and that I will faithfully and objectively discharge the duties of a member of said school Board to the best of my ability (so help me God - optional).

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

Signed: \_\_\_\_\_  
District Board Member

END OF POLICY

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**Legal Reference(s):**

[ORS 332.005](#)

# *Agenda Item 7*

*Special Education Restraint and Seclusion Report*



**RESTRAINT AND SECLUSION INCIDENTS:**

The schools within the Lebanon Community School District utilize Multi-Tiered Systems of Support (MTSS) as a prevention framework that organizes building-level resources to address each individual student’s academic and/or behavioral needs. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense tiers (i.e., Tier 1, Tier 2, Tier 3), sometimes referred to as levels of prevention (i.e., primary, secondary, intensive prevention levels), represent a continuum of supports. However, even with this framework and tiered interventions in place, there are moments when we must utilize restraint and/or seclusion to prevent injury.

**RESTRAINT AND SECLUSION TREND DATA:**

School Year	Restraint count	Seclusion count
13-14	10	29
15-16	8	6
16-17	30	16
17-18	51	19
18-19	54	0
19-20	19	0
20-21	1	14

**2020-21 RESTRAINT AND SECLUSION DATA:**

Description:	Data:	Note:
(a) The total number of incidents involving restraint	1	
The total number of students placed in restraint;	1	
The total number of incidents involving seclusion	14	
The total number of students placed in seclusion	1	
The total number of seclusions in a locked room	0	
The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of restraint or seclusion	0	
The number of students who were placed in restraint or	1	

seclusion more than 10 times in the course of a school year.		
The number of incidents in which the personnel of the public education program administering restraint or seclusion were not trained.	15	The training and certification process required staff to be in close proximity of each other. Due to Covid and restrictions against people to people contact, the training could not be offered during this time period.
Race	2 White Students	
Ethnicity	0 Hispanic students	
Gender	1 male student, 1 female student	
Disability Status	2 students with disabilities	
Migrant Status	0	
English Proficiency	0	
Economically disadvantaged	2	

# *Agenda Item 8*

*School Based Health Center FAQ*

## School Based Health Center FAQ Page

Topic	Answer
<p>What is a School Based Health Center?</p>	<p>SBHCs are medical clinics that offer a full range of physical, behavioral and preventive health services. SBHCs offer services to all students in a convenient and youth-centered environment, <b>regardless of ability to pay</b>. SBHCs provide easy access to health care. SBHCs <b>reduce barriers</b> such as cost, transportation and concerns about confidentiality that keep parents and students from seeking the health services students need.</p> <p>Oregon SBHCs are in schools or on school grounds and provide medical care, behavioral health services and, often, dental services. Because of these easily accessible services, <b>school-aged youth have an equal opportunity to learn, grow and thrive</b>.</p>
<p>How many SBHC are there in Oregon?</p>	<p>78 schools house SBHC's in Oregon. 93% of Oregon students have access to a SBHC. 0% of Linn County students have access to a SBHC.</p>
<p>What are the goals of a School Based Health Center?</p>	<ul style="list-style-type: none"> <li>● Improve access to affordable quality primary care and mental health services for school-aged youth</li> <li>● Provide patient-centered care for all students, regardless of insurance status</li> <li>● Reduce costs related to unnecessary hospital stays and use of emergency rooms</li> <li>● Improve educational outcomes because healthy kids learn better</li> <li>● Save parents time by reducing missed work hours</li> </ul>
<p>Who runs a School Based Health Center?</p>	<p>Each SBHC is staffed by a primary care professional who may be a doctor, nurse practitioner or physician's assistant, other medical or mental health professionals and support staff, such as a receptionist.</p>
<p>What services are offered?</p>	<ul style="list-style-type: none"> <li>● Routine physicals, well-child exams, and sports exams;</li> <li>● Diagnosis and treatment of acute and chronic illnesses;</li> <li>● Treatment of minor injuries/illnesses;</li> <li>● Vision, dental and other health screenings;</li> <li>● Immunizations;</li> <li>● Alcohol and drug counseling and prevention;</li> <li>● Preventive health and wellness messaging delivery;</li> <li>● Mental health counseling;</li> <li>● Reproductive health services; on-site (health exam, STI prevention education and treatment, pregnancy prevention education, HIV counseling). Referral (prescriptions for contraceptives*, condom availability*, prenatal care, HIV treatment).</li> <li>● Health and wellness classroom education;</li> <li>● Medication prescription;</li> <li>● Help students find social support</li> </ul> <p>*SPO recommends on-site access to contraceptives and condoms. Providing access to contraceptives is a clinical best practice recognized by the American Academy of Pediatrics, the Centers for Disease Control and Prevention, and other national and international organizations. However, communities may choose to offer contraceptive services by referral.</p>

<p>Why does Lebanon need a SBHC?</p>	<p>Healthy kids learn better. Unfortunately, a majority of Lebanon children are not able to attend their well child checks. Well Child Checks are important for prevention, tracking growth and development and raising any concerns all through team approach. The following data is according to Samaritan based on their Lebanon Well Child Checks (WCC):</p> <table border="1" data-bbox="407 289 1552 548"> <thead> <tr> <th>Year</th> <th>Total Patients Who Had WCC</th> <th>% of Patients Who Had WCC</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>4,956</td> <td>43.6%</td> </tr> <tr> <td>2020</td> <td>4,981</td> <td>18.9%</td> </tr> <tr> <td>2021</td> <td>5,241</td> <td>54.7%</td> </tr> </tbody> </table> <p><i>These numbers are based off the total amount of appointments completed in the years reflected above, and for 2021, appointments to date as of 12/3/21. All ages are reflected in this data.</i></p> <p>Below are the numbers for 12-18 year olds in the Lebanon practice. As you can see, Covid had a substantial impact on our adolescent population.</p> <table border="1" data-bbox="407 766 1552 1062"> <thead> <tr> <th>Year</th> <th>Patients Ages 12-18 Who Had WCC</th> <th>% of Patients Ages 12-18 Who Had WCC</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>993 (out of a total 1817)</td> <td>54.6%</td> </tr> <tr> <td>2020</td> <td>910 (out of a total 1930)</td> <td>47.1%</td> </tr> <tr> <td>2021</td> <td>186 (out of a total 1785)</td> <td>10.4%</td> </tr> </tbody> </table> <p>At LHS, several years ago, data was kept and logged at 50 Student Health Room Visits a day.</p>	Year	Total Patients Who Had WCC	% of Patients Who Had WCC	2019	4,956	43.6%	2020	4,981	18.9%	2021	5,241	54.7%	Year	Patients Ages 12-18 Who Had WCC	% of Patients Ages 12-18 Who Had WCC	2019	993 (out of a total 1817)	54.6%	2020	910 (out of a total 1930)	47.1%	2021	186 (out of a total 1785)	10.4%
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<p>Who has partnered with LCSD for this clinic?</p>	<ul style="list-style-type: none"> <li>● Samaritan Health Services</li> <li>● Obria</li> <li>● Linn County Alcohol and Drug Prevention Specialists</li> <li>● Linn County Juvenile Department</li> <li>● Linn County Mental Health</li> <li>● Greater Santiam Boys and Girls Club</li> <li>● Jackson Street Youth Services</li> <li>● Linn Benton Lincoln ESD</li> <li>● Western University of Health Sciences</li> <li>● A Community Faith-Based Organization</li> <li>● LCSD staff</li> <li>● LCSD Parent</li> </ul>																								
<p>At what age are students able to make an appointment on their own?</p>	<p>Based on Oregon law, Oregon minors can consent to healthcare services at 15 years old, mental health services at 14 years old, and reproductive health services at any age.</p>																								
<p>Who will pay for the clinic and the services?</p>	<p><u>The sponsoring agency will provide:</u></p> <ul style="list-style-type: none"> <li>● Funding</li> <li>● Staffing</li> <li>● Liability Insurance</li> </ul>																								

	<ul style="list-style-type: none"> <li>• Billing</li> </ul> <p><u>LCSD will provide:</u></p> <ul style="list-style-type: none"> <li>• The space and any renovations necessary (hopefully through the grant)</li> </ul>
Who has access to medical records?	The sponsoring medical agency has ownership of the medical record. No other agency will have access unless a patient/parent fills out a release of information.
How will it serve younger students?	The clinic is open and available to all LCSD students.

According to Oregon.gov, “Access to high quality health care is crucial for all youth. Adolescents often experience greater barriers to accessing health care than younger children.”

The following is data pulled from the 2019 Healthy Teens Survey. The data is only from Linn County students:

**Table 14. Access to health care**

	County 2015		County 2017		County 2019	
	8th	11th	8th	11th	8th	11th
<b>Lack of routine care</b>						
No dental check-up, teeth cleaning, or exam in over a year	19.8	20.7	13.1	19.9	12.4	22.2
No doctor or nurse practitioner check-up in over a year	21.5	25.3	18.4	29.8	14.3	29.5
<b>Unmet needs (past 12 months)</b>						
Unmet physical health care needs	21.9	18.9	19.2	14.8	13.2	14.4
Unmet emotional or mental health care needs	16.2	18.5	22.1	15.7	19.2	21.6
<b>Emergency room or urgent care clinic visit for a physical or mental health care need (past 12 months)</b>						
Has visited an emergency room/urgent care during school hours	13.1	13.4	15.1	16.0	18.3	18.6
Has visited an emergency room/urgent care during the summer	8.6	9.7	6.0	8.6	7.8	9.6
Has visited an emergency room/urgent care on the weekend or before/after school	18.6	19.5	23.9	20.5	24.9	17.6

Table 22. Sexual violence and intimate partner violence prevention

	County 2015		County 2017		County 2019	
	8th	11th	8th	11th	8th	11th
Has been pressured into sex	n/a	14.7	n/a	9.6	n/a	21.1
Has ever been physically forced into sex	n/a	7.6	n/a	4.2	n/a	6.3
Has been hit/slapped/hurt by partner (past 12 months)	n/a	3.5	n/a	2.3	n/a	5.7
Has ever been hit or physically hurt by an adult	n/a	23.7	n/a	13.6	n/a	28.6
Has ever had sexual contact with an adult	n/a	9.7	n/a	4.4	n/a	9.7

\* 8th graders were not surveyed on the topic of sexual violence. If no data are available for this report, state data will be displayed.

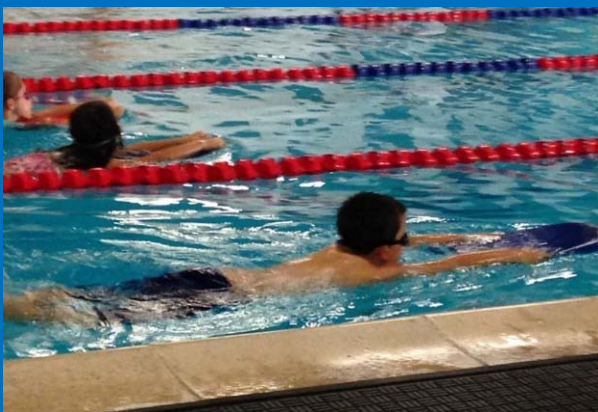
Table 20. Depression and suicide

	County 2015		County 2017		County 2019	
	8th	11th	8th	11th	8th	11th
<b>Depressive symptoms</b>						
Felt sad or hopeless almost every day for 2+ weeks in a row	29.3	30.1	30.5	27.5	33.7	36.4
<b>Suicide</b>						
Seriously considered attempting suicide	17.7	16.3	19.3	15.9	18.2	19.7
Actually attempted suicide	8.5	5.0	9.2	6.1	7.2	9.9

# *Agenda Item 9*

*Bond Presentation*





# LEBANON

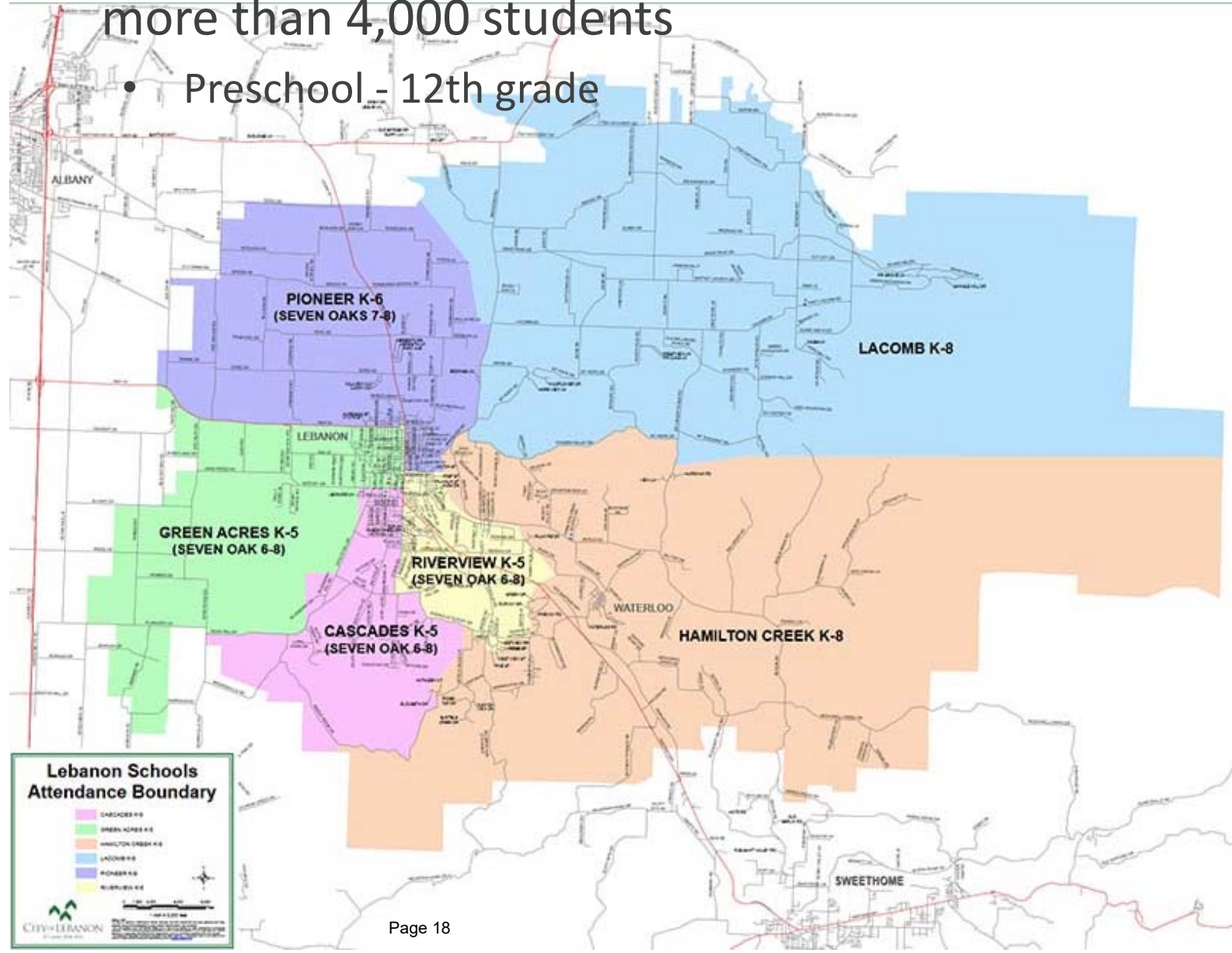
## Community Schools

2021-22 School District and  
Facilities Update

Bo Yates, Superintendent

# Our School District

- Lebanon Community School District educates more than 4,000 students
- Preschool - 12th grade



Learn more about our school district at [www.lebanon.k12.or.us](http://www.lebanon.k12.or.us)

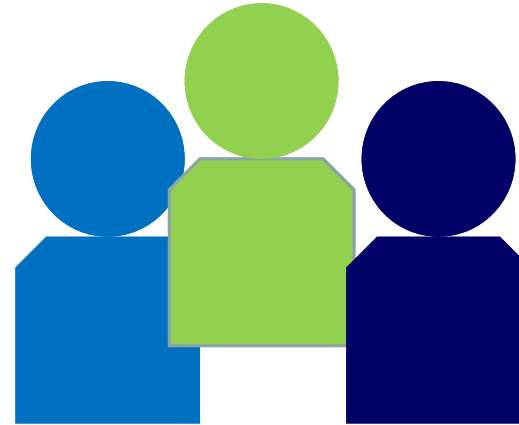


# Our School District



Eighty percent of our funding goes to the classroom  
class sizes smaller for personalized instruction

# 2021-22 Student Population



**4,032**

STUDENTS

K-5: 1,851 | 6-8: 922 | 9-12: 1,289

**557**

EMPLOYEES SERVING  
OUR STUDENTS

**13,928**

VOLUNTEER HOURS  
ANNUALLY



# Thank you for supporting Lebanon Community Schools.

- We are working to expand access to preschool education and online learning.
- Our technical programs and higher education partnerships mean students have opportunities for careers or college as soon as they graduate.



# We are accountable to our taxpayers.

- Operates under a balanced budget
- History of passing independent accountability and financial audits
- Spending and decision-making are guided by a Strategic Plan -- developed with input from the community





# We are accountable to our taxpayers

- We constantly look for ways to reduce costs to local taxpayers by applying for grants and funding programs that benefit our students and facilities.
- School board members are elected from the community.
  - All meetings are open to the public.



Our facilities are a source of pride and use by the entire Lebanon community.

- Teachers in classrooms provide a quality education for students.
- School buildings and athletic facilities are available for the community to use at no cost to socialize, celebrate, or exercise.



# Our facilities are a source of pride and use by the entire Lebanon community.



- The community pool (owned by the school district and operated by the Lebanon Aquatics District) provides important health and wellness programs, recreation opportunities, and life-saving skills for all ages.
- These facilities represent a significant investment for our community, and now require bond funding to complete important maintenance projects, renovations and security improvements.

# Safe, well-maintained facilities help students achieve and communities thrive.

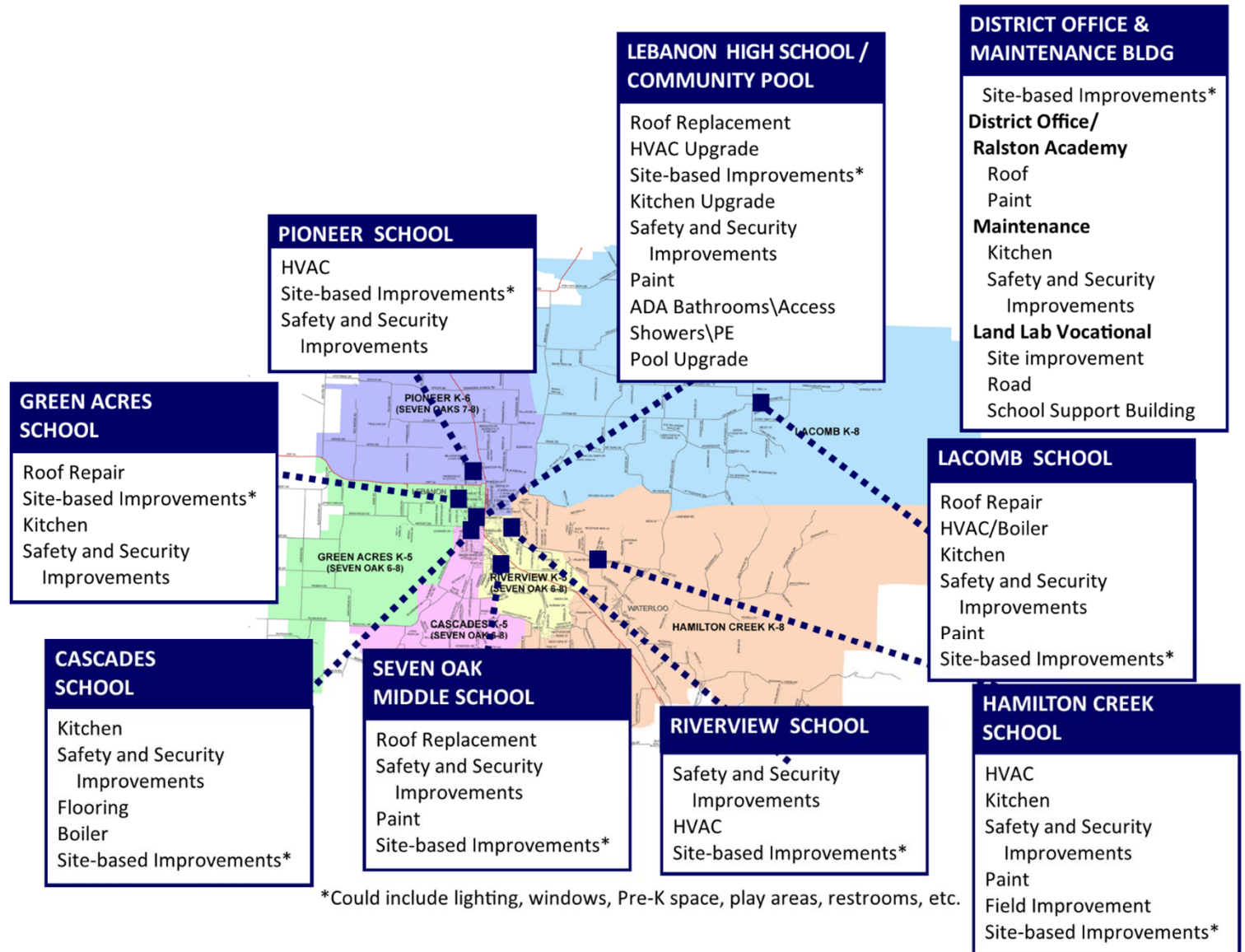
- The state provides revenue for student instruction and day-to-day operations.
- However, a voter-approved bond is the primary source of funding a school district has for major repairs and renovations.



# Facilities Bond

- The school district is considering a 20-year bond
  - \$0.29 per \$1,000 of assessed property value
    - Projected to cost \$50.75 per year or \$4.23 per month for the owner of a \$175,000 home in 2023.
- Funding would be used to:
  - Improve safety and security systems at school facilities
  - Replace roofs and HVAC systems
  - Renovate the Lebanon Community Pool
- These projects will meet code requirements, extend the life of existing facilities and raise all school buildings to the same standards district-wide.

# Facilities Bond Projects by School





# Facilities Bond

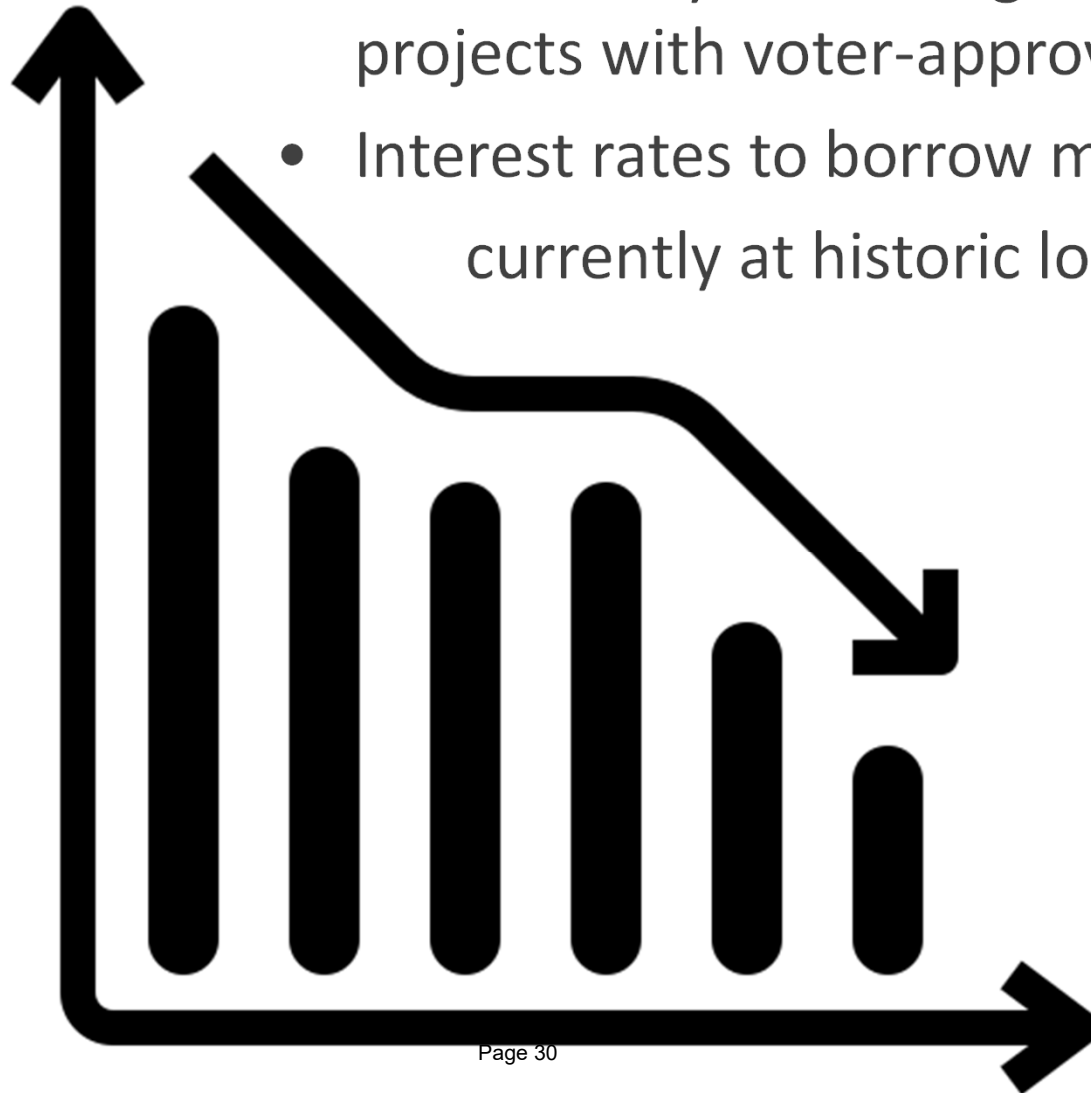



**\$4.3 million**

These capital projects qualify for an additional \$4.3 million in state matching funds if local funding through a bond is approved by voters.

# It's the right time to invest in our school facilities and community pool.

- Lebanon Community School District has a history of funding capital projects with voter-approved bonds.
- Interest rates to borrow money are currently at historic lows.





# It's the right time to invest in our school facilities and community pool.

- If we are unable to secure funding, it's likely:
  - The pool will close permanently
  - School facilities will deteriorate possibly requiring replacement
    - Average cost is \$17.50 a square foot to maintain a school
    - Compared with \$600/sq. ft. to build a new school
  - Maintenance costs will continue to grow

# Questions?

For more information:



541-451-8458



Bo.Yates@lebanon.k12.or.us



lebanon.k12.or.us



@LCSD9



# *Agenda Item 11*

*Consent Agenda*

*December 9, 2021 Meeting Minutes*



Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

## **MEETING MINUTES**

<p><b><u>BOARD MEMBERS PRESENT:</u></b>  Mike Martin, Chair  Richard Borden, Vice Chair  Tom Oliver, Member   Tammy Schilling, Member, via Zoom</p>	<p><b><u>EXECUTIVE STAFF PRESENT:</u></b>  Bo Yates, Superintendent  William Lewis, Business Director  Kim Grousbeck, Director of Human Resources   Jennifer Meckley, Assistant Superintendent, via Zoom</p>
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The meeting minutes were recorded by Executive Secretary Ruth Hopkins.

### **1. WELCOME AND CALL TO ORDER**

Board Chair Mike Martin called the meeting to order at 6:00 PM and led the Pledge of Allegiance.

### **2. PUBLIC COMMENTS**

Tonja Everest, Superintendent of Linn Benton Lincoln Educational Service District, requested the opportunity to address the Board and provide them with the 2021-22 Overview and the 2021-23 Local Service Plan. Those documents are attached to these minutes. She explained that the overview is what the LBL ESD provide to school districts in three counties. She then reviewed the Local Service Plan. This document will be presented again to the Board in the future, to be approved with a resolution.

### **3. COVID-19 UPDATE**

Superintendent Yates shared the enrollment data by grade, along with the current quarantine data. He explained that students will be able to test to stay in the building if they have not been vaccinated and have an exposure. This will allow them to stay in school and not be quarantined. There has been a total of 1,467 students that have been quarantined, with a total of 2,275 instructional days lost.

The question was asked regarding the testing and if it was a rapid test that would be used. It was answered that it would be the rapid test that would be given, with a follow-up test in 72 hours if they were still asymptomatic. That anticipation is that the number of instructional days lost should greatly decrease. It was requested that the asynchronous numbers be included in the attendance data in the future.

The question was asked as to whether or not parental consent would need to be given for the students to test to stay, and the answer given was that they would need to give consent.

#### **4. SCHOOL-BASED HEALTH CENTER**

Rachel Cannon, a district administrator, gave the report regarding the proposed school-based health center. She reviewed the background information that was included in the information packet and is available online. She shared that LCSD formed an Advisory Committee for the Mental Health and Wellness Program, of which there are four sub-committees that regularly meet: Mental Health and Wellness, Latinx, Linn County Services, and School Based Health Center. They gathered data between all partnerships to determine what needs are in the community and it was determined that Lebanon would benefit from a certified school-based health center (SBHC) and the high school was chosen as the host site.

She then reviewed the recommendations from the American Pediatrics for a certified health center.

Linn County Mental Health would like to be able to have a mental health provider in the center. The district currently has one mental health provider in the schools, and they are trying to hire one more.

Moving forward, they will be meeting with Samaritan and Western Medical School. They will also be applying for a SBHC grant of \$90,000 that will be over two years and available for all students to access.

#### **5. BOARD MEMBER RESIGNATION**

Board Chair Mike Martin announced that he had accepted the resignation of Member Todd Gestrin, who was resigning due to health reasons.

#### **6. PROCESS AND TIMELINE TO FILL ZONE 5 VACANCY**

Board Chair Mike Martin reviewed the process for filling the Board vacancy. The position will be posted for 20 days, and then candidates will be presented at the January meeting. If there is not a Zone 5 candidate, then the position will be opened up to candidates from outside that zone.

Chair Martin thanked Todd Gestrin for his service over the years and his commitment to the Lebanon community.

Upon motion made by Member Tom Oliver, duly seconded by Vice Chair Richard Borden, the Board voted unanimously to approve the Board vacancy process and timeline as presented.

#### **7. RESOLUTION 2122-3**

William Lewis presented Resolution 2122-3 to the Board for approval. He indicated that it was to award the RFP for the Project Management Services Contract to HMK Company. This will be for the Seven Oak Project, which will start immediately and should be completed by May of 2023, as well as any other project management needs. The amount of \$178,990.00 in the contract is just for the

Seven Oak Project. This amount is based on the hours needed to complete the job. If there are invoices above that amount, then there will need to be further conversations with the school board.

Member Tom Oliver indicated that he would prefer to have it be project by project, or every couple of projects, but not a blanket approval for all project management needs.

It was asked what work would be beyond Seven Oak. To which the answer was that it would be for future work and if we go for a bond and get that, it would include those jobs as well.

(Whereupon, there was an extensive discussion regarding the need for a blanket project manager or approving them on a case-by-case need.)

It was clarified that the length of the contract presented is just for the Seven Oak Project, and once that project is done, then the contract is done.

Upon motion made by Member Tom Oliver, duly seconded by Vice Chair Richard Borden, the Board voted unanimously to approved Resolution 2122-3 as presented.

## **8. BUDGET CALENDAR**

William Lewis presented the budget calendar for the 2022-23 budget process. The intention is for the budget meetings to be a Zoom meeting.

Upon motion made by Vice Chair Richard Borden, duly seconded by member Tom Oliver, the Board voted unanimously to approve the 2022-23 Budget Calendar as presented.

## **9. CONSENT AGENDA**

- A. November 9, 2021 Meeting Minutes
- B. Policies – Second Reading
- C. Hiring

Upon motion made by Member Tom Oliver to approve the consent agenda as a whole, duly seconded by Vice Chair Richard Borden, the Board voted unanimously to approve the November 9, 2021 meeting minutes; to approve policies AC, GBA, GBEA, GBNAA/JHFF, GBNAB/JHFE, JHFE/GBNAB, JHFF/GBNAA, IB, IGBI, JB, JFC, and JFCJ on second reading; and the hiring of Charles Bias, Zachary Short and Deborah Suing, as presented.

## **10. DEPARTMENT REPORTS**

- A. Operations

Superintendent Yates shared that the transportation department has done a fantastic job with the recent changes and felt that Maggi Estes and Nicky Dirks have both done a great job. They are training new people and aggressively recruiting.

He then shared that Angie Gorman has had a lot of struggles getting food for food services. She has been very creative in getting the food needed to feed students and has done a great job with all of that.

B. Human Resources

Kim Grousbeck shared that there have been 117 classified staff hired and 62 licensed staff. They have been busy hiring and training. There are still a number of positions open for classified staff, as well as mental health positions. The HR Department is looking at new ways for recruiting new staff members, with the possibility of virtual job fairs and tapping into the local colleges. There are some local resources that they will look at tapping into as well. They are looking at creative ways to fill the open positions the district has.

C. Finance

There was nothing to add to the finance report.

**11. COMMUNICATION**

A. Board

Board Chair Mike Martin shared that there was a rollover accident two blocks from Riverview School. He added that people drive too fast on Mountain View and he would encourage the Lebanon Police Department to put up a sign regarding a speed warning. If the accident would have happened at a different time of day, there would have been multiple students on the road. Superintendent Yates said he will reach out to the LPD to see what can be done.

B. Superintendent

Superintendent Yates thanked Kim Grousbeck regarding her continuous negotiations with the unions, along with Assistant Superintendent Jennifer Meckley. He also thanked Laura Warren and Bonita Randklev for their work in the negotiation process.

He then presented a plaque for resigned Board member Todd Gestrin, in appreciation for his years of service to the Lebanon School District and the school board.

**12. AUDIENCE COMMENTS**

No members of the audience requested an opportunity to address the Board.

**13. ADJOURNMENT**

There being no further business before the Board, the meeting was adjourned at 7:00 PM.

\_\_\_\_\_  
Mike Martin, Board Chair

\_\_\_\_\_  
Bo Yates, Superintendent

## DATA CONSIDERED

The following data is according to Samaritan based on their Lebanon Well Child Checks (WCC):

Year	Total Patients Who Had WCC	% of Patients Who Had WCC
2019	4,956	43.6%
2020	4,981	18.9%
2021	5,241	54.7%

*These numbers are based off the total amount of appointments completed in the years reflected above, and for 2021, appointments to date as of 12/3/21. All ages are reflected in this data.*

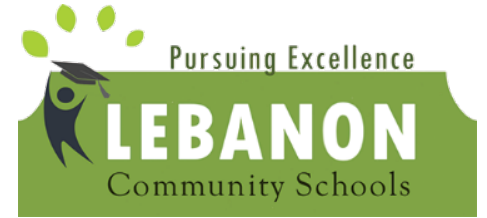
Below are the numbers for 12-18-year-olds in the Lebanon practice. As you can see, COVID had a substantial impact on our adolescent population.

Year	Patients Ages 12-18 Who Had WCC	% of Patients Ages 12-18 Who Had WCC
2019	993 (out of a total 1817)	54.6%
2020	910 (out of a total 1930)	47.1%
2021	186 (out of a total 1785)	10.4%

# *Agenda Item 11*

*Consent Agenda  
Policy Updates – First Reading*

# BOARD MEMORANDUM



**To:** Board of Directors

**From:** Jennifer Meckley, Assistant Superintendent

**Date:** January 7, 2022

**Meeting Date:** January 13, 2022

**Re:** Policy Updates

## JANUARY 2022 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommend Adoption? (Yes/No)
IGBHA IGBHA-AR	Alternative Education Programs	Required	Jen and Brandon	Updated language to align with ODE's rule governing alternative education programs	Yes
IGDJ	Interscholastic Activities	Optional	Jen and Kraig	HB2817 allows certain students enrolled in GED programs with a district or ESD to participate in interscholastic activities.	Yes
JFCF	Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Student	Required	Jen	Updates in language to reflect HB 2631 and HB 3041.	Yes



CM	Compliance and Reporting on Standards	Highly Recommended	Jen	Updates to reflect changes made by the State Board of Education.	Yes
GBNA-AR  Does not require adoption by the Board..	Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence - Staff	Highly Recommended	Jen	Updated to reflect HB 3041.	Yes
GBNAB/JHFE-AR JHFE/GBNAB-AR	Abuse of a Child Investigations Conducted on District Premises	Highly Recommended	Jen	With recent changes to the definitions of child abuse and sexual conduct in ORS 339, the AR has a new code because it involves staff responsibilities.	Yes
IJ	School Counseling Program	Highly Recommended	Jen	Updated language to reflect HB 3041.	Yes
BDDH BDDH-AR	Public Comment at Board Meetings	Highly Recommended	Jen	Updated language to reflect HB560 which requires that districts provide the same opportunity for public comment to those attending virtually as is provided to those attending in person.  The new BDDH-AR provides a process for public comments both in person and virtually.	Yes
LBE-AR	Public Charter Schools	Highly Recommended	Jen	Updated language to reflect HB 2954 which allows a weighted lottery for public charter schools	Yes
IIA	Instructional Resources/Instructional Materials	Highly Recommended	Jen and Bill	Updated language to reflect HB 3041.	Yes
JECB	Admission of Nonresident Students	Highly Recommended	Jen	Updated language to reflect HB 3041.	Yes
BBA	Individual Board Member's Authority and Responsibilities	Optional	Jen	New language clarifies when individual board members are authorized to seek legal	Yes

				counsel and incur costs for the educational entity.	
IL	Assessment Program	Highly Recommended	Jen and Bill	We do not currently have this policy. We recommend that we adopt it.	Yes
JBB	Educational Equity	Optional	Jen	Updated to reflect HB 3041.	Yes
IKFB	Graduation Exercises	Optional	Jen	HB 2052 allows students to wear Native American items of cultural significance to school events.	Yes
IKF	Graduation Requirements	Conditionally Required	Jen and Craig	Updated language to reflect HB 2056 and ORS 329.045.	Yes
IKA-AR (For information only - no decision required by Board)	Grading and Reporting	Optional	Jen	Change from grades being updated every two weeks to weekly.	Yes



## CONTENTS

Join OSBA Policy Services staff on Tuesday, October 26, 2021 for the *Policy Update* Webinar at 9 a.m.

Watch for news coming soon.

AC – Nondiscrimination, Required  
 AC-AR – Discrimination Complaint Procedure, Required  
 BBAA – Individual Board Member’s Authority and Responsibilities, Optional  
 BD/BDA – Board Meetings, Optional  
 BDDH - Public Comment at Board Meetings, Highly Recommended  
 BDDH-AR - Public Comment at Board Meetings, Optional  
 CM – Compliance and Reporting on Standards, Highly Recommended  
 DJC – Bidding Requirements, Highly Recommended (Versions 1 or 2)  
 GBA – Equal Employment Opportunity, Required  
 GBEA – Workplace Harassment \*, Required  
 GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements \*, Required  
 GBNAA/JHFF-AR – Suspected Sexual Conduct Report Procedures and Form \*, Required  
 GBNA-AR – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures -- Staff, Highly Recommended  
 GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements, Required  
 GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child, Required  
 GBNAB/JHFE-AR(2) – Reporting of Suspected Abuse of a Child, Highly Recommended  
 IA - Instructional Goals, Optional  
 IB – Freedom of Expression, Required  
 IGBHA – Alternative Education Programs\*\*, Required  
 IGBI - Bilingual Education\*\*, Required  
 IIA – Instructional Resources/Instructional Materials, Highly Recommended  
 IJ – School Counseling Program, Highly Recommended  
 IKF – Graduation Requirements\*\*, Conditionally Required  
 IKFB – Graduation Exercises, Optional  
 IL – Assessment Program, Highly Recommended  
 JB – Equal Educational Opportunity[\*\*], Required  
 JBB – Educational Equity, Optional  
 JECB - Admission of Nonresident Students, Highly Recommended  
 JFC – Student Conduct, Required  
 JFCF – [Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]Cyberbullying, Teen Dating Violence, or Domestic Violence – Student\*\*, Required  
 JFCJ – Weapons in Schools\*\*, Required  
 JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements, Required  
 JHFE/GBNAB-AR(1) – Reporting of Suspected Abuse of a Child, Required  
 JHFE/GBNAB-AR(2) – Reporting of Suspected Abuse of a Child, Highly Recommended  
 JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements \*, Required

*Policy Update* is a subscription publication of the Oregon School Boards Association

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If you have questions regarding this publication or OSBA, please call our offices: 503-588-2800 or 800-578-6722

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district’s legal counsel.

**2021  
STAFF/STUDENT  
HANDBOOKS AND  
KEY DATES  
CALENDAR**

*(Available Now):*

OSBA’s Model Staff and Student Handbooks and Key Dates Calendar are revised annually to reflect recent legislation and other changes.

Online ordering of these tools can be accessed through the OSBA portal:

<https://osba.envisiams.com/>. (Can be purchased in the *Online Store*, from *Subscriptions/Downloads*. Select *Download* in Membership Category). Information about purchasing Handbooks can be found [here](#) under *Publications*.

JHFF/GBNAA-AR – Suspected Sexual Conduct Report Procedures and Form \*, Required  
KGBB – Firearms Prohibited, New Conditionally Required  
LBE-AR – Public Charter Schools, Highly Recommended

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**Review recommendations carefully, including the {braced} language prompts in the proposed documents to help modify current policy language. Please reach out to OSBA if there are questions.**

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**GENDER IDENTITY & PHYSICAL CHARACTERISTICS ASSOCIATED WITH RACE**

**Summary**

House Bill (HB) 2935 added an aspect to the definition of discrimination in ORS 659.850 for race that includes physical characteristics historically associated with race such as natural hair and hair texture (see new footnote in AC and JB for full language). Another bill, HB 3041, revised the definition of sexual orientation and added a new definition for gender identity to the protected classes. Both of these bills affected change represented in the attached model policies.

A change created by HB 2935 that is not reflected by policy changes but is still important for districts, the bill created additional criteria a school district must ensure when paying fees to a voluntary organization. In addition to the complaint policy requirements imposed on these voluntary organizations in 2019, these policies must now be equity focused. Voluntary organizations must have policies that prohibit discrimination as defined in ORS 659.850, which now includes physical characteristics related to race such as natural hair or hair texture. These equity focused policies must now also permit a student to wear religious clothing when consistent with any safety and health requirements, which will be balanced based on reasonable accommodation needs of participants for a specific activity. Further, the HB adds a provision regarding employer driven dress code or policy, amending ORS 659A.030(5), that they cannot create “a disproportionate adverse impact on members of a protected class to a greater extent than the policy impacts persons generally” (HB 2935, 2021).

**Collective Bargaining Impact**

None

**Local District Responsibility**

The board and the district should review, revise and readopt with the recommended changes.

**Policy(ies) and ARs Impacted by these Revisions**

AC – Nondiscrimination, Required  
AC-AR – Discrimination Complaint Procedure, Required  
JB – Equal Educational Opportunity[\*\*], Required

---

## **BOARD MEMBERS SEEKING LEGAL ADVICE**

### **Summary**

There are many instances when a district board needs to consult with legal counsel prior to making a decision. This policy change clarifies when individual board members are authorized to seek legal counsel and incur legal costs for the educational entity.

### **Collective Bargaining Impact**

None

### **Local District Responsibility**

Revise and readopt affected policy as recommended.

### **Policy(ies) and ARs Impacted by these Revisions**

BBAA – Individual Board Member’s Authority and Responsibilities, Optional

---

## **BOARD MEETING PARTICIPATION & PUBLIC COMMENT**

### **Summary**

House Bill 2560 (2021) updated law governing public attendance and comment at public meetings of the board. When public meetings are held and access is made available in-person, the board must provide, to the extent reasonably possible, an opportunity to access and attend meetings by telephone, video or other electronic or virtual means; if in-person oral testimony is allowed during a meeting, allow the public to submit oral testimony by telephone, video or other electronic or virtual means; and if in-person written testimony is allowed, written testimony must be allowed by email or other electronic means.

### **Collective Bargaining Impact**

None

### **Local District Responsibility**

Review the board’s policy manual and if these policies are present, review and readopt the recommended changes. The AR, BDDH-AR, does not require board adoption and can be submitted to the board for review as an information item.

### **Policy(ies) and ARs Impacted by these Revisions**

BD/BDA – Board Meetings, Optional

BDDH - Public Comment at Board Meetings, Highly Recommended

BDDH-AR - Public Comment at Board Meetings, Optional

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## **DIV. 22 COMPLIANCE REPORTING**

### **Summary**

The changes result from an updated rule adopted by the State Board of Education; revising the report due date from February 1 to November 1 of each school year. The revised rule also adds a requirement to present the report orally at a board meeting and allow public comment on the report.

**Collective Bargaining Impact**

None

**Local District Responsibility**

If the board has adopted policy CM, revise and readopt with the recommended changes.

**Policy(ies) and ARs Impacted by these Revisions**

CM – Compliance and Reporting on Standards, Highly Recommended

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**BIDDING REQUIREMENTS**

**Summary**

Senate Bill 420, passed in the 2021 legislative session, created a provision in the public improvements bidding requirements in ORS 279C. The provision defines a “community benefit project” and the requirements for a public improvement to be a community benefit project.

**Collective Bargaining Impact**

None

**Local District Responsibility**

If the Board has adopted highly recommended policy DJC – Bidding Requirements, review the recommended changes and re-adopt.

**Policy(ies) and ARs Impacted by these Revisions**

DJC – Bidding Requirements, Highly Recommended (Versions 1 or 2)

---

**GENDER IDENTITY DEFINITION**

**Summary**

House Bill 3041 (2021) revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

**Collective Bargaining Impact**

None

**Local District Responsibility**

Review the board’s policy manual for the policies listed herein and if present, revise and readopt. GBNA-AR is an AR that does not require adoption by the board so it can be submitted as an information item to the board for their review.

**Policy(ies) and ARs Impacted by these Revisions**

GBA – Equal Employment Opportunity, Required  
GBEA – Workplace Harassment \*, Required  
GBNA-AR – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures -- Staff, Highly Recommended

IB – Freedom of Expression, Required  
IIA – Instructional Resources/Instructional Materials, Highly Recommended  
IJ – School Counseling Program, Highly Recommended  
JBB – Educational Equity, Optional  
JECB - Admission of Nonresident Students, Highly Recommended

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## **DEFINITIONS FOR CHILD ABUSE AND SEXUAL CONDUCT**

### **Summary**

Recent revisions to ORS 339 affecting reporting of child abuse and sexual conduct were adopted by the 2021 Legislature. The passing of these bills revised the definition of ‘sexual conduct’ and ‘licensed administrator’ as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports. Additionally, a new definition was added for ‘commission licensee’ to distinguish between district employees suspected of sexual conduct that shall be reported to and investigated by TSPC and those that shall be reported to and investigated by ODE. The effective date of these changes are immediate.

Additionally, because of the requirements of staff involved in child abuse reporting, a second code has been added to model policy JHFE and its administrative regulations. This policy can now be inserted into section G (if desired) of the board’s policy manual and support informing staff of these reporting requirements.

### **Collective Bargaining Impact**

Review any collective bargaining agreement language as it relates to GBNAA/JHFF and sexual conduct presented herein.

### **Local District Responsibility**

Review the recommendations in the required policies and administrative regulations, i.e., GBNAA/JHFF and GBNAB/JHFE presented herein and readopt; review and modify to meet current practices.

### **Policy(ies) and ARs Impacted by these Revisions**

GBNAA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements \*, Required  
GBNAA/JHFF-AR – Suspected Sexual Conduct Report Procedures and Form \*, Required  
GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements, Required  
GBNAB/JHFE-AR(1) – Reporting of Suspected Abuse of a Child, Required  
GBNAB/JHFE-AR(2) – Reporting of Suspected Abuse of a Child, Highly Recommended  
JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements, Required  
JHFE/GBNAB-AR(1) – Reporting of Suspected Abuse of a Child, Required  
JHFE/GBNAB-AR(2) – Reporting of Suspected Abuse of a Child, Highly Recommended  
JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements \*, Required  
JHFF/GBNAA-AR – Suspected Sexual Conduct Report Procedures and Form \*, Required

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## LANGUAGE ARTS AND ESSENTIAL SKILLS

### Summary

The 2021 Oregon Legislature updated statute in ORS 329.451 (House Bill 2056) modifying Oregon diploma requirements by changing ‘English language arts’ to ‘language arts’ and redefining definitions for language arts, world languages and holocaust and genocide studies. Statute updates to ORS 329.045 made changes to the required characteristics of a school system and to Essential Skills.

Senate Bill 744 (2021) has suspended the requirement for a student to show proficiency in Essential Skills as a condition of receiving a high school diploma for the 2021-2022, 2022-23 or the 2023-2024 school year.

Lastly, there has been two versions of policy for IKF – Graduation Requirements and an AR to accompany version 2. The decision was made to maintain one version of IKF – Graduation Requirements and remove the alternate version (2) and the AR from the model samples, leaving one version of model policy IKF. The designation for IKF – Graduation Requirements has been changed to *conditionally required* because the district is required to adopt policy if the district has established additional credit and/or graduation requirements above the state-adopted graduation requirements for any state described diploma or alternative certificate.

### Collective Bargaining Impact

None

### Local District Responsibility

School districts should review their current graduation requirements to update and revise.

### Policy(ies) and ARs Impacted by these Revisions

IA - Instructional Goals, Optional

IGBI - Bilingual Education\*\*, Required

IKF – Graduation Requirements\*\*, Conditionally Required

---

## ALTERNATIVE EDUCATION PROGRAMS

### Summary

Revisions to model policy IGBHA - Alternative Education Programs\*\* and its administrative regulation are made to better align and update with ODE’s rule governing alternative education programs.

### Collective Bargaining Impact

None

### Local District Responsibility

Review and readopt policy and administrative regulation (this AR should be adopted) with recommended revisions.

### Policy(ies) and ARs Impacted by these Revisions

IGBHA – Alternative Education Programs\*\*, Required



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## **GED STUDENT INTERSCHOLASTIC ACTIVITY PARTICIPATION**

### **Summary**

Recent passage of House Bill 2817 (2021) allows certain students enrolled in GED programs with a district or ESD to participate in interscholastic activities in their district of residence.

### **Collective Bargaining Impact**

None

### **Local District Responsibility**

Revise and readopt affected policy as recommended.

### **Policy(ies) and ARs Impacted by these Revisions**

IGDJ - Interscholastic Activities, Optional

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## **GRADUATION EXERCISES**

### **Summary**

The 2021 Oregon Legislature passed House Bill 2052 that allows student to wear Native American items of cultural significance to school events.

### **Collective Bargaining Impact**

None

### **Local District's Responsibility**

If the district has policy IKFB – Graduation Exercises, review the policy and readopt.

### **Policy(ies) and ARs Impacted by these Revisions**

IKFB – Graduation Exercises, Optional

---

## **ASSESSMENT PROGRAM**

### **Summary**

Senate Bill 602 passed in 2021 made a student's choice of opting out of taking a statewide summative assessment permanent and requiring them to opt-out annually.

### **Collective Bargaining Impact**

None

### **Local District Responsibility**

If the district has highly recommended policy IL – Assessment Program, the board should review the proposed update and readopt.

## **Policy(ies) and ARs Impacted by these Revisions**

IL – Assessment Program, Highly Recommended

---

### **PROHIBITION ON FALSE STATEMENTS**

#### **Summary**

Districts have multiple procedures to handle various types of complaints. These procedures prohibit retaliation for good faith reports, however, districts can also prohibit knowingly making false reports, or knowingly providing false information as part of an investigation.

#### **Collective Bargaining Impact**

None

#### **Local District Responsibility**

Revise and readopt affected policy as recommended.

## **Policy(ies) and ARs Impacted by these Revisions**

JFC – Student Conduct, Required

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### **[HAZING, ]HARASSMENT, INTIMIDATION, BULLYING, [MENACING,] CYBERBULLYING, TEEN DATING VIOLENCE, OR DOMESTIC VIOLENCE – STUDENT\*\***

#### **Summary**

House Bill 2631 passed by the 2021 Legislature added requirements to notify parents or guardians of a student who was the subject an act of harassment, intimidation, bullying, or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying, or cyberbullying. House Bill 3041 also passed and revised the statutory definition of sexual orientation and added a new term defining gender identity in Oregon affecting protected classes.

Additionally, OSBA will now maintain only one version of model sample policy JFCF and its administrative regulation, JFCF-AR with the option for boards to included hazing and menacing (not required to be in policy) as shown in the updated version presented herein.

#### **Collective Bargaining Impact**

None

#### **Local District Responsibility**

The board should review policy JFCF – [Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]Cyberbullying, Teen Dating Violence, or Domestic Violence – Student and adopt the proposed language.

## **Policy(ies) and ARs Impacted by these Revisions**

JFCF – [Hazing, ]Harassment, Intimidation, Bullying, [Menacing, ]Cyberbullying, Teen Dating Violence, or Domestic Violence – Student\*\*, Required

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## **FIREARMS**

### **Summary**

The 2021 Oregon Legislature passed Senate Bill (SB) 554 which includes amendments to ORS 166.360 and 166.370 and is now effective.

Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). SB 554 (2021) created law that now allows districts to prohibit persons with concealed carry licenses from carrying firearms on school grounds by adopting a policy and posting notice at entry points. A person who is properly licensed to carry may still possess the firearm IF the person is not otherwise prohibited from possessing and if it is unloaded and locked in a motor vehicle and in accordance with law.

OSBA considers this policy to be conditionally required because if the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees, it does not need to adopt this policy.

To institute this prohibition, this requires a policy adopted by the board, the board to identify all school grounds subject to policy in a notice posted on the board's website, and post appropriate signage "at all normal points of entry to school grounds subject to policy" (Senate Bill 554, 2021), in accordance with law.

Law enforcement are still permitted to carry and [superintendent's] may still approve use for district-sponsored activities.

### **Collective Bargaining Impact**

None

### **Local District Responsibility**

Review proposed revisions for policy JFCJ - Weapons in Schools and adopt changes. In addition, consider if new proposed policy KGBB - Firearms Prohibited is in the best interest of the district to adopt. The adoption of policy language prohibiting firearms as described in Senate Bill 554 (2021) is required only if the board intends to prohibit.

### **Policy(ies) and ARs Impacted by these Revisions**

JFCJ – Weapons in Schools\*\*, Required

KGBB – Firearms Prohibited, *New* Conditionally Required

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## **WEIGHTED LOTTERY FOR ENROLLMENT IN CHARTERS**

### **Summary**

House Bill 2954 (2021) reinserted weighted lottery provisions for public charter schools so they may favor historically underserved students.

### **Collective Bargaining Impact**

None

## **Local District Responsibility**

If the district has added LBE-AR to the board's policy manual, the district can consider revising the AR with the recommended changes. Submit any revisions to the AR to the board for review as an information item.

## **Policy(ies) and ARs Impacted by these Revisions**

LBE-AR – Public Charter Schools, Highly Recommended

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## **ABOUT *POLICY UPDATE***

*Policy Update* is a subscription newsletter providing a brief discussion of current policy issues of concern to Oregon school districts, education service districts, community colleges, and public charter schools.

Sample model policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample model policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district's policy position.

If you have questions about *Policy Update*, sample policies or policy in general, call OSBA Policy Services, 800-578-6722 or 503-588-2800.

---

## **TRY OUR ONLINE POLICY DEMO**

OSBA's online policy service has a demo site for districts interested in a public online policy manual. This service saves time, resources and reams of paper. With one centrally located policy manual updated electronically, you have instant access to current district policies.

Go to [policy.osba.org](http://policy.osba.org) and select "Policy Online Demo." The online manual includes a subscription to *Policy Update* and policy manual maintenance service to help keep policies current.

OSBA offers several options. Contact Policy Services to determine the best option for you, 800-578-6722 or 503-588-2800.

# OSBA Model Sample Policy

Code: IGBHA  
Adopted:

## Alternative Education Programs\*\*

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the school district and the state.

A list of alternative education programs will be approved by the Board annually. The superintendent may provide for the involvement of staff, parents or guardians and the community in recommending alternative education programs for Board approval, and in the development of related Board policy and an administrative regulation. Annual evaluation of alternative education programs will be made in accordance with Oregon Revised Statute (ORS) 336.655 and Oregon Administrative Rule (OAR) 581-022-2505. The superintendent will develop administrative regulations as necessary to evaluate the district’s alternative education programs.

Alternative education programs will consist of instruction or instruction combined with counseling. These programs may be public or private. A private alternative education program shall be registered with the Oregon Department of Education. Alternative education programs must meet all the requirements set forth in state law and rules, and federal law, as applicable. A qualified district may contract with a qualified private alternative education program to provide services to a qualified home-schooled child.

Students, ~~upon approval from~~ after consultation with a parent or guardian, may be placed in an alternative education program if the district determines that the placement serves the student’s educational needs and interests, and assists the student in achieving district and state academic content standards. Such placement must have the approval of the student’s resident district and, as appropriate, the attending district. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

The district shall pay the actual cost of an alternative education program or an amount equal to 80 percent of the district’s estimated current year’s average per-student net operating expenditure, whichever is less. ~~The district will enter into a written contract for a district approved private alternative education programs, as required by~~ When contracting with a private alternative education program, the district’s contract will meet the requirements of law.

END OF POLICY

### Legal Reference(s):

[ORS 329.485](#)  
[ORS 332.072](#)  
[ORS 336.014](#)  
[ORS 336.175](#)  
[ORS 336.615 - 336.665](#)  
[ORS 339.030](#)

[ORS 339.250](#)  
  
[OAR 581-021-0045](#)  
[OAR 581-021-0065](#)  
[OAR 581-021-0070](#)  
[OAR 581-021-0071](#)

[OAR 581-022-2320](#)  
[OAR 581-022-2505](#)  
[OAR 581-023-0006](#)  
[OAR 581-023-0008](#)

# OSBA Model Sample Policy

Code: IGBHA-AR(1)

Adopted:

## Evaluation of Alternative Education Programs

(For use by the alternative education program coordinator)

Date \_\_\_\_\_

Dear Alternative Education Program Coordinator:

In accordance with Oregon Administrative Rule (OAR) 581-022-2505, the district is required to evaluate alternative education programs annually. Please provide the documentation required below and return to the Assistant Superintendent at the District office at 485 S. 5<sup>th</sup> Street, Lebanon, Oregon, no later than April 1<sup>st</sup>. Please include the program name, program coordinator and telephone number. A copy of the district's written evaluation shall be provided to the program coordinator.

### Staff

1. Have criminal records checks requirements been met?
- \* Provide list of individuals subject to criminal records checks and copy of Form 581-2283-M from the Oregon Department of Education (ODE).

### Curriculum

1. Are students receiving instruction in the state academic content standards and earning diploma credits?
- \* Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.
2. Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the district?
- \* Attach copy of summary report and sample of information reported to student, parents and the district.
3. Are students receiving, at least annually, a report of academic progress?
- \* Attach copy of report used.
4. Does the program meet the physical education requirements of Oregon Revised Statute (ORS) 329.496?
- \* Attach the document that supports the physical education requirements.

## Discrimination

1. Does the program comply with nondiscrimination requirements of law? (Program does not discriminate based on age, disability, national origin, sexual orientation, **gender identity**, race, color, marital status, religion or sex)
- \* Attach student enrollment/withdrawal summary based on above criteria.

## Registration (Private alternative education programs only)

1. Is the program registered with the ODE?
- \* Attach copy of the approval from ODE (including the institution identification number assigned by ODE).

## Site Evaluation

1. Does the program comply with health and safety statutes and rules?
- \* Attach copy of appropriate documentation, including first aid, ~~and~~-emergency procedures plan, **healthy and safe schools plan, radon testing plan**, such as staff/student handbooks, in-service agenda, plans, fire marshal's report, safety inspection reports, etc.

## Tuition and Fees

1. Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, 339.155)?
- \* Attach list of any fees required and explanation.

## Contract

1. The program complies with any statute, rule or district policy specified in the contract with the [public or] private alternative education program.
- \* Attach as applicable.
2. Does the contract with the [public or] private alternative education program state that noncompliance with a rule or statute may result in termination of the contract?
- \* Contract on file with district and program, as applicable.

## Expenditures

1. Does the program comply with Oregon Revised Statutes regarding expenditures (ORS 336.635(4))?
- \* Attach annual statement of expenditures.

## Advertising

1. Does the program meet the advertising requirements of ORS 339.122?
- \* Attach a copy of the program description. Is it a virtual public school and is it advertised as such?

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Dated

- \* Compliance indicators are intended as examples only. District may modify, as appropriate.

R7/01/17 | 10/05/21 | PHLF

Evaluation of Alternative Education Programs – IGBHA-AR(1)

2-2

# OSBA Model Sample Policy

Code: **IGDJ**

Adopted:

## Interscholastic Activities

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants, and others associated with the district's high school activities programs and events<sup>1</sup> shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship. Each will be held accountable for their actions.

The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a district- or ESD-provided General Education Development (GED) program that reside in the district, and students attending a public charter school that reside in the district to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX.

District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, and coaches are each responsible for ensuring student participants meet all district and OSAA eligibility requirements. The principal is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or OSAA rules and regulations. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the OSAA as required.

An employee determined to have violated rules and regulations of the OSAA may be subject to discipline, up to and including, dismissal. A student in violation of the OSAA rules and regulations will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of the OSAA rules and regulations shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

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<sup>1</sup> This applies to only OSAA-sanctioned activities and events.



Employees, volunteers, or students in violation of OSAA rules and/or regulations may be required to remunerate the district in the event of fines assessed by OSAA as a result of their actions.

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

END OF POLICY

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**Legal Reference(s):**

[ORS 326.051](#)

[ORS 332.075\(1\)\(e\)](#)

[ORS 339.450 - 339.460](#)

[OAR 581-015-2255](#)

[OAR 581-021-0045 - 0049](#)

[OAR 581-026-0005](#)

[OAR 581-026-0700](#)

[OAR 581-026-0705](#)

[OAR 581-026-0710](#)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683; Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106.

OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.

Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).

# OSBA Model Sample Policy

Code: JFCF

Adopted:

## **[Hazing, ]Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student\*\***

~~(Version 2)~~

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

Hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited in the district. Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a safe learning environment.

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

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

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

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

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

### **Definitions**

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

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

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

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

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

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

“Teen dating violence” means:

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

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

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

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation or bullying, menacing, or cyberbullying toward the victim, a person in response to an actual or apparent reporting of,

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

or participation in the investigation of, hazing, harassment, intimidation or bullying, menacing, teen dating violence, acts of cyberbullying, or retaliation.

“Menacing” includes, any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

## **Reporting**

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

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

Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair.

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

## **Notification to Parents or Guardians**

The administrator shall notify the parents or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the parents or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying.

The notification must occur with involvement and consideration of the needs and concerns of the student who was the subject to an act of harassment, intimidation, bullying or cyberbullying. The notification is not required if the administrator reasonably believes notification could endanger the student who was subjected to an act of harassment, intimidation, bullying or cyberbullying or if all of the following occur:

1. The student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying requests that notification not be provided to the student’s parents or guardians.

2. The administrator determines that notification is not in the best interest of the student who was subjected to an act of harassment, intimidation, bullying, or cyberbullying; and
3. The administrator informs the student that federal law may require the student’s parents and guardians to have access to the student’s education record, including any requests of nondisclosure (from item 1 above).

If the administrator determines the notification is not in the best interest of the student, they must inform the student of that determination prior to providing notification.

When notification is provided, the notification must occur:

1. Within a reasonable period of time; or
2. Promptly, for acts that caused physical harm to the student.

### Training and Education

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

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

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

### Notice

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

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

END OF POLICY

#### Legal Reference(s):

[[ORS 163.190](#)]  
 [[ORS 163.197](#)]  
[ORS 107.705](#)  
[ORS 166.065](#)  
[ORS 166.155 - 166.165](#)  
[ORS 174.100](#)(7)

[ORS 332.072](#)  
[ORS 332.107](#)  
[ORS 339.240](#)  
[ORS 339.250](#)  
[ORS 339.351 - 339.368](#)  
[OAR 581-021-0045](#)

[OAR 581-021-0046](#)  
[OAR 581-021-0055](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2370](#)  
 House Bill 2631 (2021)  
 House Bill 3041 (2021)

R7/18/19 10/05/21 | RS

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student\*\* – JFCF

| Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).

# OSBA Model Sample Policy

Code: CM  
Adopted:

## Compliance and Reporting on Standards

The superintendent will prepare an annual report that represents the district's compliance with the standards adopted by the State Board of Education for the preceding school year and submit that report to the Board.

The district's annual report will be presented orally at a public Board meeting by ~~February~~ November 1 of each school year and will allow public comment on such report. This report will be posted on the district's web page by ~~February 1 of each school year~~. ~~The Board will acknowledge receipt of the report prior to its submission to the Oregon Department of Education (ODE).~~

The district will report on its compliance with state standards to Oregon Department of Education (ODE) by ~~February~~ November 15 each year on a form provided by ODE.

END OF POLICY

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### Legal Reference(s):

[ORS 329.095](#)  
[ORS 329.105](#)

[OAR 581-022-2260](#)  
[OAR 581-022-2305](#)

# OSBA Model Sample Policy

Code: GBNA-AR

Revised/Reviewed:

## Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying Reporting Procedures – Staff

The following definitions and procedures shall be used for reporting, investigating, and resolving reports of hazing, harassment, intimidation, bullying, menacing, and cyberbullying of staff or third parties.

### Definitions

1. “Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control at interdistrict and intradistrict athletic competitions or other school events.
2. “District” includes district facilities, district premises, and nondistrict property if the employee is at any district-sponsored, district-approved, or district-related activity or function, such as field trips, athletic events or where the employee is engaged in district business.
3. “Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a staff member for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored work activity, work group or work assignment, or other such activities intended to degrade or humiliate regardless of the person’s willingness to participate.
4. “Harassment” is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), sexual orientation<sup>+</sup>, gender identity, national origin, age (40 or older), disability or genetic information. Harassment becomes unlawful when 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.
5. “Intimidation” includes, but is not limited to, any threat or act intended to tamper, substantially damage or interfere with another’s property, cause substantial inconvenience, subject another to offensive physical contact or inflict serious physical injury on the perception of the other’s race, color, religion, national origin, disability, ~~or~~ sexual orientation or gender identity.
6. “Bullying” is a pattern of repeated mistreatment that harms, intimidates, undermines, offends, degrades, or humiliates an employee.
7. “Cyberbullying” means the use of any electronic device to convey a message in any form (e.g., text, image, audio, or video) that intimidates, harasses, or otherwise harms, insults, or humiliates another in a deliberate, repeated or hostile and unwanted manner under a person’s true or false identity. In

~~<sup>+</sup> “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.~~



addition, any communication of this form which substantially disrupts or prevents a safe and positive working environment may also be considered cyberbullying. Staff will refrain from using personal electronic devices or district equipment to harass or stalk another person or people.

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

## Reporting Procedures

The principals and the superintendent have responsibility for investigations concerning reports of hazing, harassment, intimidation, bullying, menacing, or cyberbullying of staff or third parties. The investigator(s) shall be a neutral party having had no involvement in the report presented.

Any employee or third party who has knowledge of conduct in violation of Board policy JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student shall immediately report concerns to the designated district official.

Any employee or third party who has knowledge of conduct in violation of Board policy GBNA – Hazing, Harassment, Intimidation, Bullying, Menacing, or Cyberbullying – Staff and this administrative regulation or feels they have been hazed, harassed, intimidated, bullied, cyberbullied, or menaced in violation of Board policy or this administrative regulation, is encouraged to immediately report concerns to the designated district official.

All reports and information will be promptly investigated in accordance with the following procedures:

**Step 1** Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying (e.g., complaints, rumors) shall be presented to the principal or superintendent. Reports against the principal shall be filed with the superintendent. Information may be presented anonymously. Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

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

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

**Step 3** If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such

meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within 10 working days.

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

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

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

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

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

Direct complaints of discriminatory harassment related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Documentation related to the incident may be maintained as a part of the employee's personnel file. Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, menacing, or cyberbullying and documentation will be maintained as a confidential file in the district office.

# OSBA Model Sample Policy

Code: **GBNAB/JHFE-AR(2)**  
Revised/Reviewed:

## Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

\_\_\_\_\_  
Investigator Name (Printed)

\_\_\_\_\_  
Name of Agency

\_\_\_\_\_  
Name of Worker's/Investigator's Supervisor

\_\_\_\_\_  
Supervisor Contact Information

\_\_\_\_\_  
Investigator Position and Badge or ID Number

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
School

\_\_\_\_\_  
Investigator Signature

\_\_\_\_\_  
Date

Investigator refused to sign. District staff should not deny entry based on refusal to sign.

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### FOR COMPLETION BY DISTRICT STAFF

- Student not available for interview
- Student refused to be interviewed
- Administrator participated in interview

\_\_\_\_\_  
Name of Administrator Notified

\_\_\_\_\_  
Name of Office Staff Involved

\_\_\_\_\_  
Name of Participating Administrator

This form should be placed in a separate secure file and not in the student's file.

HR**10/05/21** | **LF**

Abuse of a Child Investigations Conducted on  
District Premises – **GBNAB/JHFE-AR(2)**

# OSBA Model Sample Policy

Code: JHFE/GBNAB-AR(2)  
Revised/Reviewed:

## Abuse of a Child Investigations Conducted on District Premises

The Department of Human Services (DHS) or a law enforcement agency has the authority to conduct an investigation of a report of child abuse on school premises according to Oregon Revised Statute (ORS) 419B.045. The school administrator must be notified that the investigation is to take place, unless the administrator is a subject of the investigation. The investigator is not required to reveal information about the investigation to the school as a condition of conducting the investigation.

After the investigator provides adequate identification, school staff shall allow access to the child and provide a private space for conducting the interview. The investigator shall be advised by a school administrator or a school staff member of a child's relevant disabling conditions, if any, prior to any interview with the child. The school administrator or designee may, at the investigator's discretion, be present to facilitate the investigation.

School staff may only notify DHS, the law enforcement agency or school employees that are necessary to enable the investigation. School staff may not notify any other persons, including the child's parent(s) or guardian(s).

\_\_\_\_\_  
Investigator Name (Printed)

\_\_\_\_\_  
Name of Agency

\_\_\_\_\_  
Name of Worker's/Investigator's Supervisor

\_\_\_\_\_  
Supervisor Contact Information

\_\_\_\_\_  
Investigator Position and Badge or ID Number

\_\_\_\_\_  
Student Name

\_\_\_\_\_  
School

\_\_\_\_\_  
Investigator Signature

\_\_\_\_\_  
Date

Investigator refused to sign. District staff should not deny entry based on refusal to sign.

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### FOR COMPLETION BY DISTRICT STAFF

- Student not available for interview
- Student refused to be interviewed
- Administrator participated in interview

\_\_\_\_\_  
Name of Administrator Notified

\_\_\_\_\_  
Name of Office Staff Involved

\_\_\_\_\_  
Name of Participating Administrator

This form should be placed in a separate secure file and not in the student's file.

HR10/05/21 | LF

Abuse of a Child Investigations Conducted on  
District Premises – JHFE/GBNAB-AR(2)

# OSBA Model Sample Policy

Code: IJ  
Adopted:

## School Counseling Program

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in all grades, which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.<sup>1</sup>

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know where and how to utilize personal skills in making contributions to the community.

Materials used in the counseling program will be free of content that may discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, age, disability, or marital status, or that which permits or requires different treatment of students on such basis unless such differences cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination.

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<sup>1</sup> Oregon Department of Education - [Comprehensive School Counseling](#)

Consistent with individual rights and the counselor’s obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.<sup>2</sup>

END OF POLICY

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**Legal Reference(s):**

[ORS 40.245](#)  
[\[ORS 174.100\]](#)  
[ORS 326.565](#)  
[ORS 326.575](#)  
[ORS 329.603](#)

[ORS 332.107](#)  
[ORS 336.187](#)  
  
[OAR 581-021-0013](#)  
[OAR 581-021-0046](#)~~(7)~~

[OAR 581-022-2030](#)  
[OAR 581-022-2055](#)  
[OAR 581-022-2060](#)  
[OAR 581-022-2250](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).  
Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).  
[\[House Bill 3041 \(2021\).\]](#)

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<sup>2</sup> See ORS 40.245.

# OSBA Model Sample Policy

Code: BDDH  
Adopted:

## Public Comment at Board Meetings

*{HB 2560 (2021) goes into effect on January 1, 2022, and requires that districts provide the same opportunity for public comment to those attending virtually as is provided to those attending in person. We recommend that districts review current public comment practices and adopt policy language that meets the law and the desired district practice.}*

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the program and operation of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment. The public meeting law is a public attendance law, not a public participation law. The right of the public to attend does not include the right to participate by giving testimony or comment.

The Lebanon Community School Board recognizes members as vital to the success of the school system. Therefore, the Board extends to community members the right to make comments at the designated place on the agenda. Comments should follow the guidelines as described in the policy.

Board members should refrain from responding to audience comments.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

### Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows and should be made in an orderly manner and civil tone.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will complete and submit the Intent to Speak form to the Board secretary prior to the Board meeting.<sup>1</sup> If attending virtually, the Intent to Speak form must be submitted 24 hours prior to the meeting. A request to give public comment in-person or electronically does not guarantee time will be available.

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<sup>1</sup> When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. Time limits will be determined based on the number of commenters and the amount of time available for public comment. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.
6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.

### Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.

END OF POLICY

#### Legal Reference(s):

[ORS 165.535](#)  
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)  
[ORS 332.057](#)

[ORS 332.107](#)

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).

*Baca v. Moreno Valley Unified Sch. Dist.*, 936 F. Supp. 719 (C.D. Cal. 1996).

*Leventhal v. Vista Unified Sch. Dist.*, 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).



# OSBA Model Sample Policy

Code: BDDH-AR

Revised/Reviewed:

## Public Comment at Board Meetings

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

To provide public comment in person, if the opportunity is available on the Board agenda, please complete and submit the Intent to Speak form to the Board secretary prior to the meeting. Those attending virtually and want to provide public comment, the Intent to Speak form must be submitted 24 hours prior to the meeting. A request to give public comment in-person or electronically does not guarantee time will be available.

A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda. A person providing public comment will be allowed three minutes. Signing up to provide public comment does not guarantee time will be available.

Any person, who is allowed to speak to the Board during a meeting, should state their name, whether they are a resident of the district and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

Comments about a specific employee or group of employees should comply with Board policy BDDH - Public Comment at Board Meetings:

“A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent[, who will forward it to the employee, a supervisor and the Board.”

*SEE FORM ON REVERSE*

**INTENT TO SPEAK**

The Board welcomes input. To provide in-person public comment please submit this completed card to the Board secretary prior the start of the meeting.

If attending virtually, the following will apply:

1. You will need to complete the digital Intent to Speak form on the School Board Minutes and Agendas page on the district website.
2. Name of participant for Zoom meeting must match the information below.
3. You will be assigned a speaking order, which you will receive with your Zoom link for the meeting.
4. You must have your camera on when speaking.
5. You must follow the meeting participation expectations provided by the Board Chair or you will be removed from the meeting.

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Name of organization (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Email (optional): \_\_\_\_\_

Topic or comment to be presented (brief description): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

A complaint brought before the Board shall be referred to the proper school authorities. A complaint shall be processed in accordance with Board policy KL - Public Complaints and KL-AR - Public Complaints Procedure. A hearing conducted by the Board regarding personnel may take place in an executive session.

**The Board requests that a topic or comment is limited to three minutes or less.**

# OSBA Model Sample Policy

Code: LBE-AR

Revised/Reviewed:

## Public Charter Schools

### 1. Definitions

- a. “Applicant” means any person or group that develops and submits a written proposal for a public charter school to the district.
- b. “Public charter school” means an elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between the district and an applicant.
- c. “Virtual public charter school” means a public charter school that provides online courses, but does not primarily serve students in a physical location as described in Oregon Administrative Rule (OAR) 581-026-0300.
- d. “Remote and necessary school district” means a school district that offers kindergarten through grade 12 and has: (a) an average daily membership (ADM), as defined in Oregon Revised Statute (ORS) 327.006, in the prior fiscal year of less than 110; and (b) a school that is located, by the nearest traveled road, more than 20 miles from the nearest school or from a city with a population of more than 5,000.
- e. “Sponsor” means the district or Board.

### 2. Proposal Process

- a. An applicant will issue a written statement of its intent to submit a proposal not less than 30 days prior to the submission date outlined below.
- b. An applicant shall submit a complete proposal for sponsorship of a public charter school by the Board, including items outlined in ORS 338.045, to the district office no less than 180 days prior to the proposed starting date of the proposed public charter school by January 31 for a September start date. The applicant shall also submit a copy of the same proposal to the State Board of Education.
- c. The district will complete the review process as outlined in Section 3 below.
- d. As part of the proposal, each member of the proposed public charter school’s governing body must provide an acknowledgment of understanding of the standards of conduct and the liabilities of a director of a nonprofit organization, as described in ORS Chapter 65, if the public charter school is organized as required by ORS 338.035(2)(a)(B) and (C).

### 3. Proposal Review Process

- a. Within 30 business days of receipt of a proposal, the district will notify the applicant as to the completeness of the proposal.
  - (1) If the Board determines the proposal is incomplete, the district will identify the specific elements of the proposal that are not complete and provide the applicant with a reasonable opportunity, as determined by the Board, to complete the proposal.

- (2) If after given a reasonable opportunity the applicant does not complete the required elements, the Board may disapprove<sup>1</sup> the proposal.
  - (3) An applicant, that has had a proposal disapproved pursuant to section (2) may appeal the Board's decision to the State Board of Education within 30 days of the disapproval.
  - (4) A good faith disapproval is not a denial for purposes of requesting a review by the State Board of Education under ORS 338.075.
- b. Within 60 days after the receipt of a completed proposal, or a final order issued by the Superintendent of Public Instruction remanding the proposal to the Board for consideration following a decision on an appeal, the Board shall hold a public hearing on the provisions of the public charter school proposal.
- c. The Board must evaluate a proposal in good faith using the following criteria:
- (1) The demonstrated sustainable support for the proposed charter school by teachers, parents, students and other community members, including comments received at the public hearing;
  - (2) The demonstrated financial stability of the proposed public charter school including the demonstrated ability of the school to have a sound financial management system that
  - (3) is in place at the time the school begins operating and meets requirements of ORS 338.095(1);
  - (4) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs;
  - (5) The capability of the applicant, in terms of support and planning, to provide comprehensive instructional programs to students identified as academically low achieving;
  - (6) The adequacy of the information provided as required in the proposal criteria;
  - (7) Whether the value of the public charter school is outweighed by any directly identifiable, significant and adverse impact<sup>2</sup> on the quality of the public education of students residing in the district in which the public charter school will be located.
  - (8) Whether there are arrangements for any necessary special education and related services for students with disabilities;
  - (9) Whether there are alternative arrangements for students, teachers and other school employees who choose not to attend or who choose not to be employed by the public charter school; and
  - (10) The prior history, if any, of the applicant in operating a public charter school or in providing educational services.
- d. The Board must either approve or deny the proposal within 30 days of the public hearing. Written notice of the Board's action shall be sent to the applicant by the district.
- (1) If approved, the applicant shall also submit a copy of the approval to the State Board of Education.
  - (2) If denied, the notice must include the reasons for the denial with suggested remedial measures. The Board shall provide a reasonable opportunity for the applicant to amend

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<sup>1</sup> The term "disapprove" is used for a proposal that is rejected due to being incomplete. See ORS 338.055(1)(c).

<sup>2</sup> A determination of whether an impact is directly identifiable, significant and adverse may include, but is not limited to student enrollment, student-teacher ratios, staff with requisite licensure or endorsement, student learning and performance, specialty programs, financial considerations, and maintenance capabilities.

and resubmit the proposal. The Board must either approve or deny the resubmitted proposal within 30 days of receipt. The Board may, with good cause, request an extension in the approval process timelines from the State Board of Education.

- e. If the Board denies the resubmitted proposal, the process ends. An applicant whose resubmitted proposal is not approved by the Board may request a review of that decision to the State Board of Education within 30 days of the disapproval.

#### 4. Terms of the Charter Agreement

- a. Upon the approval of a proposal by the Board, the applicant, in cooperation with the district, must prepare and execute a written charter agreement, subject to Board approval, which shall act as the legal authorization for the establishment of the public charter school.
- b. The charter agreement shall be legally binding and must be in effect for a period of not more than five years but may be renewed by the Board.
- c. The Board and the public charter school may amend a charter agreement through joint agreement.
- d. The agreement shall incorporate the elements of the approved proposal, will address the requirements outlined in OAR 581-026-0100(2) and any additional requirements that may apply to the public charter school including, but not limited to, the following:
  - (1) Pregnant and parenting students (ORS 336.640);
  - (2) English language learners (ORS 336.079);
  - (3) Student conduct (ORS 339.250);
  - (4) Alcohol and drug abuse policy and plan (ORS 336.222);
  - (5) Oregon Report Card (ORS 329.115);
  - (6) Employment status of public charter school employees pursuant to ORS 338.135;
  - (7) Student enrollment, application procedures and whether the public charter school will admit nonresident students and on what basis pursuant to ORS 338.125.<sup>3</sup>
  - (8) Transportation of students shall comply with ORS 338.145;
  - (9) The plan for performance bonding or insuring the public charter school sufficient to protect the public charter school and the district from loss and liability and comply with Oregon law. Documentation shall be submitted prior to agreement approval.
- e. If the district and the public charter school enter a cooperative agreement with other school districts for the purpose of forming a partnership to provide educational services, then the agreement must be incorporated into the charter of the public charter school.

#### 5. Public Charter School Operation

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<sup>3</sup> Student enrollment shall be voluntary. A public charter school may not limit student enrollment based on ethnicity, national origin, race, religion, disability, sex, sexual orientation, gender identity, income level, the terms of an individualized education program, proficiency in the English language or athletic ability but may limit admission within a given age group or grade level. A public charter school must select students through an equitable lottery selection process if the number of student applicants exceeds the capacity of a program, class, grade level or building. A public charter school may implement a weighted lottery that favors historically underserved students and may give priority for admission to students when in accordance with ORS 338.125(3)(c) (as amended by HB 2954 (2021)).

- a. The public charter school shall operate at all times in accordance with the laws and rules governing public charter school operation in the state of Oregon, including but not limited to ORS Chapter 338 and applicable OAR Chapter 581 Division 22, and the charter agreement.
- b. Upon application by the public charter school, the State Board of Education may grant a waiver of certain public charter school law provisions if the waiver promotes the development of programs by providers, enhances the equitable access by underserved families to the public education of their choice, extends the equitable access to public support by all students or permits high quality programs of unusual cost. This waiver request must specify the reasons the public charter school is seeking the waiver and further requires the public charter school to notify the sponsor if a waiver is being considered.

## 6. Virtual Public Charter School Operation

In addition to the other requirements for a public charter school, a virtual public charter school must comply with additional requirements pursuant to ORS 338.120.

## 7. Charter Agreement Review

- a. The public charter school shall report at least annually on the performance of the school and its students to ODE and the district.
- b. The public charter school shall be audited annually in accordance with the Municipal Audit Law. After the audit, the public charter school shall forward a copy of the annual audit to ODE and the following to the sponsoring district:
  - (1) A copy of the annual audit;
  - (2) Any statements from the public charter school that show the results of operations and transactions affecting the financial status of the public charter school during the preceding annual audit period for the school; and
  - (3) A balance sheet containing a summary of the assets and liabilities of the public charter school as of the closing date of the preceding annual audit period for the school.
- c. The district may request at any time an acknowledgment from each member of the public charter school board that the member understands the standards of conduct and liabilities of a director of a nonprofit organization, as those standards and liabilities are described in ORS Chapter 65.
- d. The public charter school shall submit to the district [quarterly] financial statements that reflect the school's financial operations. The report shall include, but not be limited to, revenues, expenditures, loans and investments.

## 8. Authorizing Duties

- a. The district shall designate a liaison to the public charter school for ease of communication between the district and the public charter school.
- b. The district shall ensure at all times that both the public charter school and the district are in compliance with the charter agreement, as per ORS 338.065(2).
- c. The district shall conduct:
  - (1) A comprehensive annual visit to the public charter school and written evaluation of the charter school's program, which should include an audit of the public charter school's academic, financial, and operational performance.

- (2) A review of public charter school staff credentials to ensure that public charter school staff are properly licensed and/or registered with TSPC.
- (3) A collection and review of all deliverables specified in the agreement.
- (4) A review of data to ensure the public charter school is making progress on reasonable, measurable written goals for academic, financial, and operational performance.
- (5) A review to ensure the public charter school is providing appropriate services to students who qualify, e.g., English learner supports.

## 9. Complaints Heard by the Charter School Board

A final decision reached by the public charter school board for a complaint that alleges a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - OAR 581-021-0570 (Restraint or Seclusion), ORS 659.850 (Discrimination), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), is recognized as the final decision regarding this complaint<sup>4</sup> by the Board of Lebanon Community School District. A final decision may be appealed to the Oregon Department of Education under OAR 581-002-0003 - 581-002-0005.

## 10. Charter School Renewal

- a. The first renewal of a charter agreement shall be for the same time period as the initial charter. Subsequent renewals of a charter agreement shall be for a minimum of five years but may not exceed 10 years.
- b. The Board and the public charter school shall follow the timeline listed below, unless a different timeline has been agreed upon by the Board and the public charter school:
  - (1) The public charter school board shall submit a written renewal request to the Board for consideration at least 180 days prior to the expiration of the charter agreement;
  - (2) Within 45 days after receiving a written renewal request from a public charter school, the Board shall hold a public hearing regarding the renewal request;
  - (3) Within 30 days after the public hearing, the Board shall approve the charter renewal or state in writing the reasons for denying charter renewal;
  - (4) If the Board approves the charter renewal, the district and the public charter school shall negotiate a new charter agreement within 90 days unless the district and the public charter school agree to an extension of the time period. Notwithstanding the time period specified in the charter agreement, an expiring charter agreement shall remain in effect until a new charter agreement is negotiated;
  - (5) If the Board does not renew the charter agreement, the public charter school board may address the reasons stated for denial of the renewal and any remedial measures suggested by the district and submit a revised request for renewal to the Board;
  - (6) If the Board does not renew the charter agreement based on the revised request for renewal the public charter school may appeal the Board's decision to the State Board of Education for a review of whether the Board used the process required by Oregon law in denying the charter agreement renewal pursuant to ORS 338.065(6).
  - (7) The Board shall base the charter agreement renewal decision on a good faith evaluation pursuant to ORS 338.065(8) and shall base the renewal evaluation described primarily on a review of the public charter school's annual performance reports, annual audit of

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<sup>4</sup> The public charter school board is given this authority by the district Board as established by Board policy.

accounts and annual site visit and review as required by ORS 338.095 and any other information mutually agreed upon by the public charter school board and the Board.

For purposes of this section, the phrase “good faith evaluation” means an evaluation of all criteria required by ORS 338.065 resulting in a conclusion that a reasonable person would come to who is informed of the law and the facts before that person.

## 11. Charter School Termination

- a. The public charter school may be terminated by the Board for any of the following reasons:
  - (1) Failure to meet the terms of an approved charter agreement or any requirement of ORS Chapter 338 unless waived by the State Board of Education.
  - (2) Failure to meet the requirements for student performance as outlined in the charter agreement.
  - (3) Failure to correct a violation of federal or state law that is described in ORS 338.115.
  - (4) Failure to maintain insurance as described in the charter.
  - (5) Failure to maintain financial stability.
  - (6) Failure to maintain, for one or more consecutive years, a sound financial management system described in the proposal submitted under ORS 338.045 and incorporated into the written charter under ORS 338.065.
  - (7) Failure to maintain the health and safety of the students.
- b. If a public charter school is terminated by the Board for any reason listed in sections a.(1) through a.(6) above, the following shall occur:
  - (1) The Board shall give the public charter school board, at least 60 days prior to the proposed effective date of termination, written notification of its decision which shall state the grounds for termination.
  - (2) If the grounds for termination include failure to maintain financial stability or failure to maintain a sound financial management system, the Board and the public charter school may agree to develop a plan to correct deficiencies. The plan to correct deficiencies will follow a process outlined in ORS 338.105.
  - (3) The public charter school may request a hearing with the Board in relation to a termination or a plan to correct deficiencies. The request must be made in writing and delivered to the business address of the district.
  - (4) Following a hearing, a decision reached by the Board to terminate may be appealed by the public charter school to the State Board of Education.
- c. The Board may terminate a charter immediately and close the public charter school for endangering the health or safety of the students enrolled in the public charter school under ORS 338.105(4):
  - (1) A public charter school board may request, in writing and delivered to the business address of the district, a hearing with the Board.
  - (2) Within 10 days of receiving the request for a hearing, the Board must hold a hearing on the termination.
  - (3) If the Board acts to terminate the charter following the hearing, the public charter school may appeal the decision reached by the Board to the State Board of Education.



- (4) The public charter school will remain closed during the appeal process at the discretion of the Board unless the State Board of Education orders the Board not to terminate and to re-open the public charter school.
- d. If the charter agreement is terminated or a public charter school is closed or dissolved by the governing body of the public charter school, it shall be done only at the end of a semester and the public charter school board shall notify the district at least 180 days prior to the proposed effective date of the termination, closure or dissolution. Such notice must be made in writing and be delivered to the business address of the district.
- e. If a charter agreement is terminated or a public charter school is dissolved, assets that were obtained with grant funds will be dispersed according to the terms of the grant. If the grant is absent any reference to ownership or distribution of assets of a terminated, closed or dissolved public charter school, all assets will be given to the State Board of Education for disposal.

## **Instructional Resources/Instructional Materials** (Version 1)

The Board is responsible for the selection of instructional materials. The Board delegates to district professional personnel the authority for the selection of instructional and library media materials in accordance with the policy below.

### **Selection Objectives**

When reviewing and selecting instructional **resources and** materials, the objectives will be:

1. To select materials that will provide improvements in content, organization and teaching methods;
2. To ensure accurate and up-to-date content that includes new concepts, insights and facts;
3. To provide for sequential growth from level to level;
4. To provide a fair representation of the many religious, ethnic and cultural groups and their contributions to our American heritage;
5. To **provide resources and materials that are free of racial, color, national origin, religious, disability, age, marital status, gender identity, sexual orientation or sexual bias.** ~~recognition of minority groups and women by placing them frequently in positions of leadership and example. There will be no discrimination or bias or prejudice toward sex, sexual orientation, race, religion, national origin, marital status, disability or age.~~

The district will establish a process and timeline for regularly determining and considering whether the textbooks and other instructional materials are available through online resources that enable students with print disabilities to receive textbooks and instructional materials free of charge.

Textbooks and other instructional materials adopted by the Board shall be selected by the appropriate professional personnel in consultation with parents and citizens. The input of staff and students will be encouraged. Final decisions on purchase will rest with the superintendent or designee, subject to official adoption by the Board in the case of textbooks and other instructional materials.

### **Selection Criteria**

All materials selected will be consistent with the following principles:

6. Materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
7. Materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and

ethical standards;

8. A background of information which will enable students to make intelligent judgments in their daily lives;
9. Materials on opposing sides of controversial issues, so that young citizens may develop, under guidance, the practice of analytical reading and thinking;
10. Materials representative of the many religious, ethnic and cultural groups, showing their contributions to our heritage.

The above principles will serve as a guide in the selection of all instructional and library media materials.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

Any resident or employee may challenge the appropriateness of the district's instructional materials. The district will provide a procedure to process such challenges.

END OF POLICY

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**Legal Reference(s):**

[ORS 336.035](#)  
[ORS 336.840](#)  
[ORS 337.120](#)  
[ORS 337.141](#)  
[ORS 337.150](#)

[ORS 337.260](#)  
[ORS 337.511](#)  
[ORS 339.155](#)  
  
[OAR 581-011-0050 to -0117](#)  
[OAR 581-022-2310](#)  
[OAR 581-022-2340](#)

[OAR 581-021-0045](#)  
[OAR 581-021-0046](#)  
[OAR 581-022-1140](#)  
[OAR 581-022-1520](#)  
[OAR 581-022-1640](#)  
[OAR 581-022-2350](#)  
[OAR 581-022-2355](#)

~~No Child Left Behind Act of 2001, 20 U.S.C. §§ 6311-6322 (2006).~~

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).

# OSBA Model Sample Policy

Code: JECB  
Adopted:

## Admission of Nonresident Students

The district may enroll nonresident students as follows:

1. **Interdistrict Transfer Agreement.** By written consent of the affected school boards, the student becomes a resident student of the attending district thereby allowing the attending district to receive State School Fund moneys;
2. **Tuition Paying Student.** By admitting nonresident student with tuition, whereby neither affected districts are eligible for State School Fund moneys;
3. **Court Placement.** If a juvenile court determines it is in the student's best interest, a student placed in a substitute care program outside the district will continue to be considered a resident student and allowed to attend the school the student attended prior to placement. The public agency placing the student in a substitute care program will be responsible for the transportation of the student, if public agency funds are available.

The Board shall deny regular school admission to nonresident students who are under expulsion from another district for a weapons policy violation. The Board may, based on district criteria, deny admission to nonresident students who are under expulsion from another district for reasons other than a weapons policy violation.

### Consent for Admission of a Nonresident Student by Interdistrict Transfer or Consent for Admission of a Tuition Paying Student

The Board may not consider nor ask for any information from the student about race, religion, sex, sexual orientation, gender identity, ethnicity, national origin, disability, health, whether a student has an individualized education program (IEP) or the terms of that IEP, identified as talented and gifted, income level, residence, proficiency in English, athletic ability, or academic records. The Board may not request or require the student to participate in an interview, tour any of the schools or facilities, or otherwise meet with any representatives of the school or district prior to the district deciding whether to give consent.

The Board may **only** ask for the student's name, contact information, date of birth, grade level, whether the student may be given priority on consent for admission (see the following paragraph for priorities), information about which schools the student prefers to attend, and whether the student is currently expelled.

If the number of students seeking consent exceeds the number of spaces, the Board will use an equitable lottery selection process. The process may give priority to students who have siblings currently enrolled in the district; who previously received consent for admission because of a change in legal residence; or who attended a public charter school located in the same district in which the student seeks to attend, for three consecutive years, completed the highest grade offered by the public charter school, and did not enroll and attend school in another district following completion of that highest grade in the public charter school.

The Board may revise the maximum number of students to whom consent will be given at a time other than the annual date established by the Board if there are no pending applications for consent.

If the Board decides not to give consent to a student the Board must provide a written explanation to the student.

The district may require minimum standards of behavior and/or attendance once the student has been accepted. The minimum standards must be the same for all students that are given consent. The district is not allowed to establish minimum standards for academics as a criteria for the student to remain in the district. Students whose consent is revoked for violation of set attendance and/or behavior standards will not be allowed to apply for consent to return to this district in the same or the following school year.

The Board may determine the length of time the consent is given. Any limitations in length of time must be applied consistently among all students to whom consent is given.

The district is not required to provide transportation outside the boundaries of the district. The student will be allowed to use existing bus routes and transportation services of the district. Transportation will be provided if required by federal law.

The attending district is responsible for a free appropriate public education for those students on an IEP.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 327.006](#)  
[ORS 329.485](#)  
[ORS 335.090](#)

[ORS 339.115 - 339.133](#)  
[ORS 339.141](#)  
[ORS 339.250](#)  
[ORS 343.221](#)

[ORS 433.267](#)  
[OAR 581-021-0019](#)

# OSBA Model Sample Policy

Code: BBAA

Adopted:

## Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

~~A Board member has the right to express personal opinions.~~ When expressing ~~personal~~ such opinions in public, the Board member ~~should~~ must clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

### 1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

### 2. Requests for Legal Opinions

Requests for legal ~~advice or~~ opinions by a Board member must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal ~~advice or~~ opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. ~~If the legal opinion sought involves the superintendent's employment or performance, the request should be made to the board chair.~~ Legal counsel is responsible to the Board.

### 3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent.

4. Board Member’s Relationship to Administration

Individual Board members will be informed about the district’s educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.045](#)  
[ORS 332.055](#)

[ORS 332.057](#)  
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).



# OSBA Model Sample Policy

Code: IL  
Adopted:

## Assessment Program\*\*

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Each year the district shall determine each student's progress toward achieving federal, state and local achievement requirements.

Assessments shall be used to measure the academic content standards ~~and Essential Skills~~ and to identify students who meet or exceed the performance standards ~~and Essential Skills~~ adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
- ~~2. Assessment of Essential Skills;~~
- ~~3.2.~~ Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
- ~~4.3.~~ Assessments by individual teachers;
- ~~5.4.~~ ~~Optional~~ Other schoolwide and grade levelwide assessments, ~~as recommended by the superintendent and as approved by the Board.~~

It is the intent of the Board that progress be measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified by the Oregon Department of Education (ODE), will be provided supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, sexual orientation, ~~gender identity~~, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

A parent on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing and submitting ODE’s opt-out form<sup>1</sup> to the school. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices<sup>2</sup> and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student’s or parent’s right to request an exemption from taking the statewide summative assessments.

~~A student may opt out of the Smarter Balanced and/or alternate Oregon Extended Assessments in English language arts and mathematics as provided in state law. The district shall provide the required notice and necessary forms to the student. The district shall provide supervised study time for students who are excused from participating in the assessment. A student may be excused from the Oregon Statewide Assessment Program for disability or religious reasons. Parents and adult students will be provided the required notices<sup>3</sup> and access to forms by the district that include a time frame in which statewide assessments will take place, and an adult student’s or parent’s right to request an exemption from taking the statewide summative assessments.~~

~~The district shall establish conduct and discipline consequences for student-initiated test impropriety.~~ The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. “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.

The superintendent shall ensure a periodic review and evaluation of the district’s assessment program is conducted.

END OF POLICY

**Legal Reference(s):**

<a href="#">ORS 40.245</a>	<a href="#">ORS 659.870</a>	<a href="#">OAR 581-022-2110</a>
<a href="#">ORS 326.565</a>	<a href="#">OAR 581-021-0009</a>	<a href="#">OAR 581-022-2115</a>
<a href="#">ORS 326.575</a>	<a href="#">OAR 581-021-0030</a>	<a href="#">OAR 581-022-2250</a>
<a href="#">ORS 329.479</a>	<a href="#">OAR 581-022-1910</a>	<a href="#">OAR 581-022-2270</a>
<a href="#">ORS 329.485</a>	<a href="#">OAR 581-022-2030</a>	<a href="#">OAR 581-022-2310</a>
<a href="#">ORS 336.187</a>	<a href="#">OAR 581-022-2060</a>	House Bill 3041 (2021)
<a href="#">ORS 659.850</a>	<a href="#">OAR 581-022-2100</a>	Senate Bill 602 (2021)

<sup>1</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)

<sup>2</sup> Districts are required to provide notice twice each year: once at the beginning of the year and second time at least 30 days prior to the administration of the test.

~~<sup>3</sup> Districts are required to provide notice twice each year: once at the beginning of the year; and second time at least 30 days prior to the administration of the test.~~

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2021).  
Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2012~~2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2017~~2021).  
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~2018).  
Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (~~2012~~2018).

# OSBA Model Sample Policy

Code: JBB  
Adopted:

## Educational Equity

The district is dedicated to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. Equity at Lebanon Community School District will not be confused with equality, where all students are treated the same. Equity will be an enduring commitment where race will no longer be a predictor of student achievement; where historically underserved groups<sup>1</sup> increase in capacity and power; and where barriers to student success have been mitigated or eliminated. Educational equity is based on the principles of fairness and justice in allocating resources, opportunity, treatment and creating success for each student.

Educational equity promotes the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are intentional, systemic and focused on the core of the teaching and learning process.

To achieve educational equity the district will commit to:

1. Systematically using districtwide and individual school level data, disaggregated by [<sup>1</sup>race/ethnicity, national origin, language, special education, sex, **non-binary**, socioeconomic status and mobility] to inform district decision making.
2. Raising the achievement of all students while narrowing the gap between the lowest and the highest performing students.
3. Eliminating the predictability and disparity in all aspects of education and its administration, including but not limited to, the disproportionate representation of students by race, poverty, sex, sexual orientation<sup>2</sup>, **gender identity**, and national origin in discipline, special education and in various advanced learning.
4. Graduating all students ready to succeed in a diverse local, national and global community.

In order to achieve educational equity for each and every student:

1. The district shall provide every student with equitable access to high quality curriculum, support, facilities and other educational resources, even when this means differentiating resource allocation.

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<sup>1</sup> These are data categories that the Oregon Department of Education collects. Districts may choose to add to this list from data the district collects.

~~<sup>2</sup> “Sexual orientation” is defined by Oregon Revised Statute (ORS) 174.100(7) to mean an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identify, regardless of whether the individual’s gender identity, appearance, expression or behavior differs from that traditionally associated with the individual’s sex at birth.~~

2. The district shall review existing policies, programs, professional development and procedures for the promotion of educational equity, and all applicable new policies, programs and procedures will be developed [using an educational equity analysis tool] [with educational equity as a priority].
3. The district shall actively work toward a balanced teacher and administrator workforce to reflect the diversity of the student body. The district seeks to recruit, employ, support and retain a workforce that includes racial, ~~sex~~ gender and linguistic diversity, as well as culturally and linguistically responsive administrative, instructional and support personnel.
4. The district shall provide professional development to strengthen employees' knowledge and skills for eliminating opportunity gaps and other disparities in achievement.
5. The district shall create schools with a welcoming, inclusive culture and environment that reflects and supports diversity of the student population, their families and their community.
6. The district shall include partners who have demonstrated culturally specific expertise, including but not limited to, families, government agencies, institutions of higher learning, early childhood education organizations, community-based organizations, local businesses and the community in general, in meeting our high goals for educational outcomes. The district shall seek to involve students, staff, families and community members that reflect district demographics to inform decisions regarding the narrowing of the achievement and other opportunity gaps.
7. The district shall provide multiple pathways to success in order to meet the needs of the diverse student body and shall actively encourage, support and expect high academic achievement for each student.
8. The district shall provide materials and assessments that reflect the diversity of students and staff and are geared toward the understanding and appreciation of culture, class, race, language, ethnicity, poverty, ability and other differences that contribute to the uniqueness of each student and staff member.

The superintendent shall include equity practices in the district's strategic plan to implement this policy. The superintendent will annually report to the Board the progress of the strategic plan.

END OF POLICY

**Legal Reference(s):**

[ORS 174.100](#) (↗)  
[ORS 332.075](#)

[ORS 332.107](#)  
[ORS 342.437 - 342.449](#)

House Bill 3041 (2021).

# OSBA Model Sample Policy

Code: IKFB  
Adopted:

## Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or an alternative certificate from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly, celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school on the date selected by the Board.

The district's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing who have successfully completed the requirements for a high school diploma, or ~~qualifies~~ qualify to receive or receives a modified diploma, an extended diploma or an alternative certificate, including a student participating in a district-sponsored alternative education program and a student with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

~~{Graduating students will be allowed to wear Native American or other items of cultural significance<sup>{1}</sup>; in accordance with consistently enforced rules established by the principal or designee.<sup>{2}</sup><sup>{3}</sup>}~~

END OF POLICY

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<sup>1</sup> {HB 2052 (2021) requires that districts allow students to wear Native American items of cultural significance to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.} "Native American items of cultural significance" means items or objects that are traditionally associated with Native American or that have religious or cultural significance to a Native American.

<sup>2</sup> The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

<sup>3</sup> ~~{See letter from ODE regarding Graduation Ceremonies (click on [Year] Graduation Ceremonies).} {This could cause some controversy. OSBA recommends communicating with community cultural leaders and high school administration prior to adopting this language. If one group of students is allowed to wear an item of cultural significance, the same rule must be applied to other students in a non-discriminatory manner.}~~

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**Legal Reference(s):**

[ORS 329.451](#)  
[ORS 332.107](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0050](#)  
[OAR 581-021-0055](#)  
[OAR 581-021-0060](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2010](#)

[OAR 581-022-2015](#)  
[OAR 581-022-2020](#)  
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

# OSBA Model Sample Policy

Code: IKF  
Adopted:

## Graduation Requirements\*\*

~~(This version does not require an administrative regulation.)~~ If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in the following lists.)

~~(Version 1)~~

The Board ~~will~~ establishes graduation requirements for ~~the~~ awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

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

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

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

### Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits<sup>{2}</sup> which include at least:

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<sup>1</sup> As defined in ORS 30.297.

<sup>2</sup> {If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists.}



1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in ~~English~~-language arts (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (including history, civics<sup>3</sup>, geography and economics (including personal finance));
5. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must<sup>4</sup>:

- ~~1. Demonstrate proficiency in the Essential Skills of reading, writing, and applying mathematics in a variety of settings;~~
1. Develop an education plan and build an education profile;
2. Demonstrate extended application through a collection of evidence; and
3. Participate in career-related learning experiences.

### **Essential Skills**

~~The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in all required Essential Skills in the student's language of origin.~~

~~{<sup>5</sup>The district will develop procedures to provide assessment options as described in the *Test Administration Manual*, in the ELL student's language of origin, 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.}~~

<sup>3</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (Senate Bill 513, 2021).

<sup>4</sup> The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023 or 2023-2024 school year (Senate Bill 744, 2021).

~~{<sup>5</sup>This paragraph is required if the district allows ELL students to demonstrate proficiency in Essential Skills in their language of origin.}~~

## ~~[Essential Skills Appeal~~

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

## **Modified Diploma**

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below **and other criteria, if applicable, outlined in OAR 581-022-2010(3):**

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

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

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

**Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.**

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

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

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

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

~~CR 7/18/19~~ 10/05/21 | RSLF

Graduation Requirements\*\* – IKF  
3-7

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student’s assessment may adjust the administration of the assessment and/or the assessment’s achievement standard;
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during 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 Smarter Balanced assessment.

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

A student’s school team may decide that a student who was not previously working toward a modified diploma should work toward 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 or beginning after a documented history to qualify for a modified diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma.

### **Extended Diploma**

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

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

- b. A medical condition that creates a barrier to achievement; or
- c. 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 beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

### **Alternative Certificates**

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

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

### **Other District Responsibilities**

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

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

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

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in ~~either~~ the later of 4 years after starting the ninth grade, or until the student reaches the age of 21 if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. 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 receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall 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 and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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 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 the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>6</sup> and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

~~The district shall establish conduct and discipline consequences for student-initiated test impropriety.~~ The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "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 329.007](#)

[ORS 329.045](#)

[ORS 329.451](#)

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<sup>6</sup> [www.ode.state.or.us: Educator Resources > Student Assessment > Test Administration > Forms > 2018-2019 30-day notice and opt-out form](http://www.ode.state.or.us: Educator Resources > Student Assessment > Test Administration > Forms > 2018-2019 30-day notice and opt-out form) Oregon Department of Education page for: [30-day notice and opt-out form](#)

[ORS 329.479](#)  
[ORS 332.107](#)  
[ORS 332.114](#)  
[ORS 339.115](#)  
[ORS 339.505](#)  
[ORS 343.295](#)

[OAR 581-021-0009](#)  
[OAR 581-022-2000](#)  
[OAR 581-022-2005](#)  
[OAR 581-022-2010](#)  
[OAR 581-022-2015](#)

[OAR 581-022-2020](#)  
[OAR 581-022-2025](#)  
[OAR 581-022-2030](#)  
[OAR 581-022-2115](#)  
[OAR 581-022-2120](#)  
[OAR 581-022-2505](#)

*Test Administration Manual*, published by the OREGON DEPARTMENT OF EDUCATION.  
House Bill 2056 (2021).  
Senate Bill 744 (2021).

## GRADING AND REPORTING: GRADES 6 – 12

### I. Grading Guidelines

- A. Grades will reflect student achievement toward mastery of course content standards, which shall be based on applicable state and national standards.
- B. Grades shall be reported each grading period.
- C. District/school content area/grade level teams will have agreed upon weighting and categories for determining student grades. Content areas will determine course-specific guidelines for weighting summative standards-based assessments and formative standards-based assignments.
- D. Clear learning objectives for each content unit and general grading criteria shall be explicitly communicated to students and parents at the beginning of the course. Course-alike teachers will have common syllabus expectations.
- E. To ensure consistency, content area teams will establish a common standards-based curriculum to include required common formative and summative assessments, as well as similar gradebook practices.
- F. Grades shall be available and kept current (~~every two weeks~~) (**weekly**) for parent and student monitoring through the district-approved electronic grading system.
- G. Buildings will set the deadlines for when final grades are posted to the gradebook.
- H. Teachers will provide feedback to students prior to the summative assessment.

### II. Types of Assessments

- A. Teachers shall classify all assignments that affect a student's course grade into one of two categories: 1) **summative assessments/assignments** or 2) **formative assessments/assignments**. They should do so in accordance with district, building, and departmental guidelines.
  - 1. **Summative assessments/assignments** are those that reflect a student's completed learning toward a learning target or performance standard.
    - a. The frequency of summative assessments will depend on the nature of the curriculum that has been adopted by each content area professional learning community (PLC). Summative assessments are typically end-of-unit assessments.
    - b. Summative assignments should be individual in nature to discern what each student has achieved. If students have worked together on a project, the teacher shall have a method to fairly assign individual grades for each student's contribution.
    - c. Summative assessments are designed to assess a student's overall grasp of

essential questions, learning targets, and standards. Summative assessments may include: state or district level assessments, comprehensive assessments (tests), written papers, performance-based work samples, projects, tests, or demonstrations of a student’s overall knowledge/mastery of the learning target(s).

2. **Formative assessments/assignments** are those that reflect a student’s progress with respect to a learning target or performance standard.

- a. Formative assessments should be administered at frequent intervals in a student’s learning so the teacher, student, and parents have feedback about the student’s progress in learning the standard(s).
- b. The number of formative assessment scores will depend on the class and teacher, but it should exceed the number of summative assessmentscores.
- c. Formative assessments may include both scores based on the accuracy of a student’s learning and participation scores. Participation scores include those based on a student’s demonstrated skills, such as homework completion, class discussions, note taking, goal setting, quizzes, and classwork that is assessed on completeness rather than accuracy, and periodic teacher assessments, such as exit or entrance slips. The teacher shall clearly define, in advance, academic criteria for scores based on accuracy and performance indicators for scores based on participation.

B. The relative weight of summative assessment and formative assessment scores in the calculation of a student’s grade shall be decided by grade level or content area teams. This information shall be made publicly available and shall be provided to students and parents.

### III. Definitions

A. Based on school or department guidelines, the teacher will provide a summative grade upon the conclusion of the course. Definitions/descriptors of letter grades and level of performance are listed below.

#### 1. Regular Grading Codes

<b>Letter Grade</b>	<b>%</b>	<b>Descriptor</b>
A	90-100	An “A” means mastery through extensive evidence. The student consistently surpasses the proficient level and demonstrates an <b>in-depth understanding</b> of the standard.
B	80-89	A “B” means proficient. The student regularly meets the standard and demonstrates a <b>working knowledge</b> of essential skills. While there are still some weaknesses or inconsistencies, the strengths are dominant.



C	70-79	A “C” means approaching proficiency. Though the student is <b>sometimes demonstrating a working knowledge</b> of the essential skills that encompass the standard, there are still inconsistencies.
D	60-69	A “D” means the student is showing partial understanding and some skill demonstrated with <b>significant omissions or errors</b> evident. A grade of D may not be sufficient for a pre-requisite course.
F	Below 60	An “F” means the student shows <b>insufficient understanding</b> or that insufficient skill has been demonstrated. No credit is earned for an F.

## 2. Special Grading Codes

Code	Descriptor
G	A “G” means “No Grade.” This is assigned to a student when a student leaves a class so early or joins a class so late that no grade can be assigned. The grade does not count toward the grade point average (GPA).
P	A “P” means “Pass.” A student is given a Passing grade when they complete the minimum expectations for a course. This grade counts for course credit but does not count toward the GPA.
N	An “N” means “No Pass.” A student is given a No Pass grade when they do not complete the minimum expectation for a course. This grade does not count for course credit and does not count toward the GPA.
I	An “I” means “Incomplete.” A student can be given an Incomplete grade when a teacher feels the student needs additional time to complete required coursework and administrative approval is granted. After two weeks, any unresolved Incomplete grades will revert to an F.

### B. Reporting Modified Grades

Students pursuing a modified diploma may receive modified grades against identified learning targets for each unit of study. The district will develop an identified process for a student to pursue a modified diploma.

### C. Special Education Students

Grading for special education students is determined by the student’s performance in the core curriculum. Grades are driven by the student’s level of proficiency for each subject based on the academic standards and the district adopted curriculum. Grades should take into account accommodations and modifications as they relate to the components of the grading policies.

Each student’s accommodations and modifications are identified in the student’s Individualized Education Program (IEP).

Special Education students who are in general education classes will be graded using the adopted district grading policy weights and percentages, with appropriate accommodations and modifications per their IEP.

At the same time the site report cards are distributed, the special education case manager is required to send a parent progress report or annotated goals based on the student's IEP.

The IEP team for a student meets to determine accommodations that allow the student to access the content, curriculum, and the modifications needed to demonstrate their knowledge and skill at a level appropriate to their ability. An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, student response and/or other attribute that provides access for a student with a disability to participate in the course, standard, or test, which **does not fundamentally alter or lower** the standard or expectation of the course, standard, or test. A modification is a change in the course, standard, or test preparation, location, timing, scheduling, expectations, student response, and/or attribute that provides access for a student with a disability to participate in a course, standard, or test, **and which does fundamentally alter or lower** the standard or expectation of the course, standard, or test.

The accommodations/modifications outlined in a student's IEP must be provided in order to ensure appropriate access to the curriculum.

#### **IV. Work Completion (Missing Work, Retakes, Makeup, and Extra Credit)**

- A. End of course assessments are not included in retakes, since they coincide with the end of the grading period.
- B. Teachers may assign an Incomplete grade for students who are unable to complete end of grading term assignments or assessments. Teacher, student, and, if necessary, counselor will work together to develop a plan to complete end of term work within two weeks of the end of the grading period. Ultimately, the student is responsible for ensuring this gets completed. Unresolved Incomplete grades will revert to an F at the end of the two-week period.
- C. Content area teams will decide whether students will be allowed to retake assessments, and this expectation will be clear in course syllabi.
- D. Students with excused absences are given the same number of days as their absence and an additional day to make up their missing work without penalty.
- E. Teachers will assign makeup work as necessary to ensure academic progress.
- F. Students who habitually do not turn in work on time should be referred to possible interventions through the Response to Intervention (RTI) process.
- G. Extra credit may be awarded for students who go above and beyond expectations according to course standards and should be limited to no more than 3% of a student's grade.

#### **V. Employability Score (Attendance, Behavior, Effort, and Cooperation)**

An employability score is given on a scale of 1 to 5 once each semester to all students in grades 6 through

The employability score is based on a combination of a student’s attendance, behavior, effort, and cooperation according to the percentages shown in the tables below.

Attendance, behavior, and timeliness account for 70% of the employability score and are all taken directly from the Student Information System. The balance of the score (30% for professional skills of **cooperation** and **work ethic**) is based on input from each of the student’s teachers on a scale of 1 to 5. The professional skills rubrics are to be included in the student handbook.

<b>Percentage of All School Days Attended (40% of total score)<sup>1</sup></b>	<b>Score</b>	<b>Days Absent Per Year</b>
97% to 100% of all school days	5	5
93% to 96.99%	4	12
90% to 92.99%	3	17
85% to 89.99%	2	25
84.99% and below		26

<sup>1</sup> Includes all absences other than school-related events.

<b>Timeliness (Tardies Per Semester) (20% of total score)</b>	<b>Score</b>
0 to 4	5
5 to 8	4
9 to 12	3
13 to 16	2
17 or more	1

<b>Behavior (Number of Major Referrals Per Semester) (10% of Total Score)</b>	<b>Score</b>
0	5
1	4
2-3	3
4	2
5 or more	1

Though the employability score does not appear on a student’s transcript, parents and students will receive an employability score report twice a year. Staff can use these scores as a tool in the RTI process to assist with providing interventions, goal setting, motivation, and helping prepare students for college and career. Major employers in our region are using these scores in their hiring process.

END OF POLICY

# *Agenda Item 12*

*Finance Reports*

# BOARD MEMORANDUM



**To:** The Honorable Chair and Members  
Lebanon Community School District Board of Directors

**From:** William H. Lewis III, Business Director

**Date:** January 5, 2021 **Meeting Date:** January 13, 2021

**Re:** Financial Report and Fiscal Updates

## **Financial Report**

The 2021-2022 Financial Board Report included in this packet reflects all revenues and expenditures for 2015-2021 and the budgeted YTD expenditures, plus encumbered amounts for 2021-2022 as of 1/05/21.

**OSCIM Grant Approval**-The Oregon Department of Education announced that Lebanon was selected for the Oregon School Capital Improvement Matching grant program. The district will receive a matching grant in the amount of **\$4,368,209** from the State of Oregon upon successfully passing a general obligation bond with at least equal funding as the grant.

**Design Services RFP Seven Oak Middle School**- HMK Company published an RFP for design services for the Seven Oak classroom expansion project. The district will have a mandatory pre-bid meeting on January 11.

	<b>18/19</b>	<b>19/20</b>	<b>20-21</b>	<b>21-22</b>	<b>1-05-21</b>	<b>1-05-21</b>
	<b>Actual</b>	<b>Actual</b>	<b>Budget</b>	<b>Budget</b>	<b>YTD &amp; Enc</b>	<b>Balance</b>
<b>General Fund - Revenue</b>						
SSF Formula	39,748,844	42,038,081	43,560,057	44,440,549	29,801,462	14,639,087
SSF Adjustment	-	-	-	-	-	-
State Fiscal Stabilization Fund		-	-	-	-	-
Federal Ed Jobs		-	-	-	-	-
School Year SubAccount		-	-	-	-	-
Loan Receipts		-	-	-	-	-
Interest	385,564	320,317	250,000	150,000	30,208	119,792
Third Party Billing	72,372	-	-	-	-	-
TMR	180,556	212,376	210,000	210,000	-	210,000
JROTC	35,236	77,982	65,000	65,000	28,885	36,115
Other	374,395	325,816	387,500	368,266	130,024	238,242
Interfund Transfer	8,029	850,000	-	-	-	-
BFB	5,263,314	2,126,603	3,784,307	5,065,000	6,205,654	(1,140,654)
<b>Total</b>	<b>46,068,310</b>	<b>45,951,175</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>36,196,233</b>	<b>14,102,583</b>
	=====	=====	=====	=====	=====	=====
<b>General Fund - Expenses</b>						
Salaries	21,069,833	21,896,193	21,680,883	22,526,487	21,856,243	670,244
Benefits	13,157,764	14,481,355	15,086,873	14,597,973	13,557,126	1,040,847
P. Services	5,396,276	5,349,577	5,299,827	5,686,551	4,193,451	1,493,100
Supplies	1,269,608	1,569,846	1,530,133	1,606,583	953,799	652,784
Capital Outlay	76,554	54,500	90,000	100,000	148,947	(48,947)
Other Objects	350,672	441,468	469,147	501,776	425,796	75,980
Transfers	2,621,000	1,185,000	2,100,000	2,279,446	2,055,000	224,446
Contingency	-	1,750,000	2,000,000	3,000,000	-	3,000,000
<b>Total</b>	<b>43,941,707</b>	<b>46,727,940</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>43,190,362</b>	<b>7,108,454</b>
	=====	=====	=====	=====	=====	=====

## 2021-22 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	1-05-21 YTD	1-05-21 Encumb	1-05-21 Balance
Certified salaries	12,295,790	12,665,056	12,540,564	12,871,079	4,297,303	8,359,655	214,121
Classified salaries	5,554,869	6,227,931	6,008,791	6,250,523	2,228,685	3,534,382	487,456
Administrative salaries	1,782,092	1,873,807	1,863,955	2,059,820	1,038,310	1,034,269	(12,759)
Managerial - classified	249,120	154,577	289,051	299,689	152,902	157,246	(10,459)
Retirement stipends	19,904	91,904	133,413	120,000	40,000	80,000	0
Confidential salaries	159,789	162,808	284,898	343,800	185,988	185,988	(28,176)
Certified subs	43,660	2,000	0	14,294	0	0	14,294
Classified subs	43,138	1,500	23,975	0	0	0	0
Temp certified	162,287	82,264	45,425	0	39,866	129,791	(169,657)
Temp classified	23,111	8,000	21,658	481	10,532	0	(10,051)
Student helpers salaries	4,413	21,000	16,654	5,748	7,608	0	(1,860)
Overtime	50,768	0	91,513	57,127	27,911	636	28,580
Compensation time	77,738	52,300	44,207	71,883	29,650	0	42,233
Extra duty	350,933	279,579	128,295	230,761	94,476	0	136,285
Classified extra hrs	200,393	208,000	0	0	0	0	0
Vacation Payoff	14,017	29,817	24,292	28,240	14,261	0	13,979
Mentor teacher pay	0	0	0	0	985	50	(1,035)
Personal Leave Payout	0	0	0	0	0	0	0
Department Head Extra Duty	788	6,000	30,000	0	0	0	0
Taxable Meal Reimbursement	2,073	0	809	2,000	352	0	1,648
Cell Phone Stipend	0	0	1,080	1,080	450	0	630
Travel Stipend	0	0	11,400	0	13,450	13,450	(26,900)
Club Advisor	34,950	29,650	120,904	169,964	78,085	99,962	(8,083)
<b>Total Salaries</b>	<b>21,069,833</b>	<b>21,896,193</b>	<b>21,680,883</b>	<b>22,526,487</b>	<b>8,260,814</b>	<b>13,595,429</b>	<b>670,244</b>
PERS	5,753,639	7,398,130	7,286,664	6,797,646	2,367,862	3,780,930	648,854
Social Security	1,544,838	1,655,388	1,642,024	1,627,475	606,717	993,584	27,174
Worker's Comp	210,272	293,025	275,747	189,328	49,701	69,825	69,802
Employee Ins - Admin	239,427	215,642	275,263	283,669	139,507	163,098	(18,936)
Employee Ins - Certified	2,829,522	2,449,421	2,756,998	2,840,563	960,049	1,898,748	(18,234)
Employee Ins - Classified	2,408,513	2,327,520	2,596,579	2,598,694	898,015	1,498,249	202,430
Employee Ins - Other	36,487	33,429	65,298	92,498	36,428	36,424	19,646
Employee Ins - Retired	120,255	83,600	52,700	120,000	12,389	0	107,611
TSA	24,336	25,200	45,600	45,600	22,800	22,800	0
<b>Total Benefits</b>	<b>13,157,764</b>	<b>14,481,355</b>	<b>15,086,873</b>	<b>14,597,973</b>	<b>5,093,468</b>	<b>8,463,658</b>	<b>1,040,847</b>

## 2021-22 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	1-05-21 YTD	1-05-21 Encumb	1-05-21 Balance
Instructional Services	125,368	103,800	76,375	66,000	64,938	22,712	(21,650)
Instr Prog Improve Service	33,042	53,000	67,750	87,750	30,563	0	57,187
Other Instr-Prof-Tech SVCS	11,205	20,000	10,000	11,500	14,885	46,720	(50,105)
Repairs & Maintenance	206,884	190,300	227,612	258,500	133,399	17,011	108,090
Radio Service	12,455	11,100	11,100	15,000	0	0	15,000
Rentals	121,067	129,400	88,286	86,300	35,727	30,083	20,490
Electricity	453,206	502,620	465,700	451,500	160,764	210,673	80,063
Fuel	181,534	223,135	217,800	208,100	44,980	87,041	76,079
Water & Sewer	138,029	153,520	142,500	146,700	74,768	0	71,932
Garbage	112,864	102,400	87,000	106,500	44,257	0	62,243
Other Property Services	3,500	20,000	0	0	0	0	0
Reimb. Student Transportation	4,658	10,200	29,900	34,500	96,191	0	(61,691)
Reimb. Student Transportation	(79,915)				9,177	513	(9,690)
Travel	163,937	158,263	150,513	153,011	0	0	153,011
Travel - Student - Out of Dist.	1,140	5,300	4,500	3,500	0	0	3,500
Meals/Transportation	153	200	350	350	0	0	350
Mileage/Transportation	0	0	0		34,539	0	(34,539)
Staff Tuition	92,746	47,000	2,000	72,000	0	0	72,000
	0	0	0		0	22,574	(22,574)
Telephone	44,987	73,165	65,100	52,300	28,645	15,550	8,105
Postage	24,224	26,074	28,900	32,117	7,649	0	24,468
Advertising	2,761	4,300	2,650	3,500	6,221	0	(2,721)
Printing & Binding	13,712	29,400	30,950	31,700	3,501	29,712	(1,513)
Charter School Payments	2,159,564	2,195,000	2,300,000	2,400,000	1,429,459	0	970,541
Tuitions Payments to Other Dist.	0	0	0	0	0	0	0
Tuition Pay Private School	0	5,000	0	0	0	0	0
Other Tuition	240,090	92,500	90,000	115,000	3,759	0	111,241
Audit Services	29,150	30,000	39,000	36,000	0	0	36,000
Legal Services	33,971	35,000	35,000	35,000	5,105	0	29,895
Negotiation Services	0	10,000	5,000	1,000	0	0	1,000
Data Processing SVCS	65,278	89,600	65,000	57,500	0	0	57,500
Election Services	4,632	5,000	5,000	18,000	0	0	18,000
Other Non_instr Pro/Tech	447,701	363,700	351,450	402,650	96,306	26,751	279,593
Physical Exams - Drivers	4,072	4,400	5,750	5,500	4,036	2,250	(786)
Drug Tests Drivers	1,670	3,000	2,250	3,000	385	1,615	1,000
Child Care Services	0	15,000	0	0	0	0	0
Sub calling service	14,113	15,000	12,000	7,500	0	0	7,500
Classified subs	226,030	194,000	228,600	251,500	21,622	0	229,878
Criminal History checks	3,394	3,200	3,500	3,500	381	75	3,044
	0	0	0	0	0	0	0
Fingerprinting	626	1,000	2,500	1,000	374	0	626
Classified subs	499,112	425,000	445,791	510,573	128,729	0	381,844
<b>Total P. Services</b>	<b>5,396,276</b>	<b>5,349,577</b>	<b>5,299,827</b>	<b>5,686,551</b>	<b>2,509,630</b>	<b>1,683,821</b>	<b>1,493,100</b>



## 2021-22 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	1-05-21 YTD	1-05-21 Encumb	1-05-21 Balance
Gas Oil & Lubricants	185,324	190,500	189,100	192,000	64,389	98,192	29,419
Vehicle Fuel/Transportation		0	0	0	0	0	0
		0	0	0	0	0	0
		0	0	0	0	0	0
Supplies & Materials	457,850	648,024	651,837	698,023	343,029	24,284	330,710
		0	0	0	0	0	0
		0	0	0	0	0	0
Vehicle repair parts	27,649	52,800	50,500	50,500	12,984	29,390	8,126
Transportation operations	30,665	15,000	25,000	25,000	9,948	8,555	6,497
		0	0	0	0	0	0
		0	0	0	0	0	0
Office Supplies/Transportation		0	0	0	0	0	0
Transportation - Tires		0	0	0	0	0	0
Textbooks	68,642	28,033	9,933	5,433	9,521	0	(4,088)
Library Books	5,914	15,694	8,200	11,700	3,883	0	7,817
Periodicals	6,511	6,000	10,800	12,100	10,440	0	1,660
Equipment under 5K	160,140	178,842	146,100	125,550	37,101	0	88,449
Computer software	184,472	264,360	257,398	323,918	228,948	10,296	84,674
Computer hardware	142,441	170,593	181,265	162,359	62,839	0	99,520
<b>Total Supplies &amp; Materials</b>	<b>1,269,608</b>	<b>1,569,846</b>	<b>1,530,133</b>	<b>1,606,583</b>	<b>783,082</b>	<b>170,717</b>	<b>652,784</b>
Buildings Acquisition		0	0	25,000	0.00	0.00	25,000
Improvements Other Than Buildings				0	13,665.00	0	(13,665)
Equipment	33,623	54,500	25,000	45,000	0.00	0.00	45,000
New Equipment over 5K	35,353	0	45,000	10,000	34,863.00	0	(24,863)
Replace of Equip over 5K		0	20,000	20,000	100,419	0	(80,419)
Depreciable Technology	7,579	0	0	0	0.00	0	0
Bus Replacement	0	0	0	0	0	0	0
		0	0	0	0	0	0
<b>Total Capital Outlay</b>	<b>76,554</b>	<b>54,500</b>	<b>90,000</b>	<b>100,000</b>	<b>148,947</b>	<b>0</b>	<b>(48,947)</b>
Regular Interest	0	500	0	0	0	99	(99)
		0	0	0	0	0	0
Dues & Fees	105,393	175,180	159,726	148,076	65,859	0	82,217
Insurance & Judgments	245,279	265,588	306,221	350,000	358,753	0	(8,753)
		0	0	0	0	0	0
Fidelity Bond Premiums		0	0	0	100	0	(100)
Property Insurance Premium		0	0	0	0	0	0
		0	0	0	0	0	0
Judgments & Settlements		0	2,500	3,000	0	0	3,000
Settlements		0	0	0	0	0	0
		0	0	0	0	0	0
Taxes & Licenses	0	200	700	700	985	0	(285)
		0	0	0	0	0	0
<b>Total Other Objects</b>	<b>350,672</b>	<b>441,468</b>	<b>469,147</b>	<b>501,776</b>	<b>425,697</b>	<b>99</b>	<b>75,980</b>

## 2021-22 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	1-05-21 YTD	1-05-21 Encumb	1-05-21 Balance
Transfer - Vocational House Fund	40,000	0	70,000	250,000	<b>250,000</b>	<b>0</b>	0
Transfer - Technology	100,000	0	80,000	100,000	<b>100,000</b>	<b>0</b>	0
Transfer - Classroom Furniture	50,000	0	10,000	35,000	<b>35,000</b>	<b>0</b>	0
Transfer - Textbook Adoption	400,000	400,000	200,000	350,000	<b>350,000</b>	<b>0</b>	0
Transfer - Capital Improvement	400,000		200,000	300,000	<b>300,000</b>	<b>0</b>	0
Transfer - Track and Turf Fund	85,000	10,000	0	0	<b>0</b>	<b>0</b>	0
Transfer - Athletic Fund	446,000	450,000	475,000	475,000	<b>475,000</b>	<b>0</b>	0
Transfer - Bus Replacement	300,000	150,000	225,000	225,000	<b>225,000</b>	0	0
Transfer - Unemploy Ins	25,000	25,000	250,000	0	<b>0</b>	<b>0</b>	0
PERS Reserve	525,000	0	450,000	300,000	<b>300,000</b>	<b>0</b>	0
Transfer - Food Service	100,000	100,000	120,000	224,446	<b>0</b>	<b>0</b>	224,446
Transfer - Music/Band Replaceme	0	0	20,000	20,000	20,000	0	0
Transfer - Debt Service	150,000	50,000	0	0	0	0	0
Transfer - Academic Achievement	0	0	0	0	<b>0</b>	<b>0</b>	0
<b>Total Transfers</b>	<b>2,621,000</b>	<b>1,185,000</b>	<b>2,100,000</b>	<b>2,279,446</b>	<b>2,055,000</b>	<b>0</b>	224,446
Reserve/Contingency	0	1,750,000	2,000,000	3,000,000	0	0	3,000,000
<b>Grand Total</b>	<b>43,941,707</b>	<b>46,727,940</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>19,276,638</b>	<b>23,913,724</b>	<b>7,108,454</b>
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## 2021-22 General Fund Revenue Report

		18/19 Actual	19/20 Actual	20-21 Budget	21-22 Budget	1-05-21 YTD	1-05-21 Balance
SSF Formula							
1111,	Taxes	10,179,205	10,509,179	10,938,094	11,873,719	10,871,783	1,001,936
4801,4899	Federal Forest Fees	179,478	157,804	130,000	125,000	-	125,000
3103	Common School	437,082	196,120	400,000	444,819	211,309	233,510
2101	County School		209,250	200,000	195,000	24,447	170,553
3104	State Timber	167,048	23,587	100,000	100,000	67,704	32,296
3101/3199	School Support Fund	29,101,930	30,942,140	31,791,963	31,702,011	18,626,219	13,075,792
	Adjustments to SSF Payments						-
	Adj for Prior Year payments	(755,646)		-	-	-	-
	Adj for HC Disability Grant	439,748	-	-	-	-	-
	<b>Total SSF Formula</b>	<b>39,748,844</b>	<b>42,038,081</b>	<b>43,560,057</b>	<b>44,440,549</b>	<b>29,801,462</b>	<b>14,639,087</b>
1510	Interest on Investments	385,564	320,317	250,000	150,000	30,208	119,792
4200	Third Party billing	72,372	-	-	-	-	-
2210	TMR	180,556	212,376	210,000	210,000	-	210,000
4300	JROTC reimbursement	35,236	77,982	65,000	65,000	28,885	36,115
	Other						-
1741	Outdoor School		-	-	-	-	-
1910	Rental Fees	3,926	1,582	7,500	5,000	-	5,000
1980	Fees Charged to Grants	-	14,915	50,000	108,266	54,798	53,468
1312, 1960, 1990,							
5300	Miscellaneous	370,469	304,781	250,000	255,000	75,226	179,774
1760	Club Fundraising		-	-	-	-	-
1411, 1993	Transportation Fees		4,538	-	-	-	-
1994	E-Rate reimbursement	-	-	80,000	-	-	-
5200	Interfund Transfer - Athletics	8,029	850,000	-	-	-	-
5400	Beginning Fund Balance	5,263,314	2,126,603	3,784,307	5,065,000	6,205,654	(1,140,654)
	<b>Total</b>	<b>46,068,310</b>	<b>45,951,175</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>36,196,233</b>	<b>14,102,583</b>