



**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING  
OCTOBER 13, 2022, 6:00 PM**

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.

**3. FALL STAR DATA**

**Action: Informational**

**4. SEVEN OAK PROJECT, pg. 4**

**Action: Informational**

**5. DIVISION 22, pg. 21**

**Action: Informational**

**6. CONSENT AGENDA**

**Action: Approval Requested**

- A. OSAA Sponsorship Approval, pg. 35
- B. September 8, 2022 Board Meeting Minutes, pg. 39
- C. Policy Updates – First, pg. 44 and Second, pg. 80 Readings

CODE	TITLE
<b>FIRST READING</b>	<b>CONDITIONALLY REQUIRED</b>
IKF	Graduation Requirements**
	<b>HIGHLY RECOMMENDED</b>
IGAI	Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**
JHC	Student Health Services and Requirements**
KBA	Public Records Request**
KBA-AR	Public Records Request
JHCD/JHCDA	Medications
JHCD/JHCDA-AR	Medications
<b>SECOND READING</b>	
GBEA	Workplace Harassment *
IGDJ	Interscholastic Activities**
IGBAF-AR	Special Education – Individualized Education Program (IEP)**
IK	Academic Achievement**

JGAB	Use of Restraint or Seclusion**
GCDA/GDDA-AR	Criminal Records Checks and Fingerprinting
IGBBA	Talented and Gifted Students – Identification**
IGBB	Talented and Gifted Program and/or Services**

D. Hiring:

NAME	POSITION	FTE	START DATE	END DATE
<b>NEW HIRES 2022-23</b>				
Bryan Anderson	Music Teacher – Hamilton Creek and Lacombe Schools	1.0	10/10/2022	6/15/2023
Jacob Ford	Roving Teacher – Lebanon High School	1.0	10/6/2022	6/15/2023
Janet Kelly	Roving Teacher – Pioneer School	1.0	10/3/2022	6/15/2023
Michael Shafer	Roving Teacher – Hamilton Creek School	1.0	9/23/2022	6/15/2023
Pamela Triplett	Roving Teacher – Green Acres School	1.0	9/22/2022	6/15/2023
Kyra Wafford	Science Teacher – Lebanon High School	1.0	9/26/2022	6/15/2023

**7. DEPARTMENT REPORTS**

**Action: Informational**

- A. Operations
- B. Human Resources
- C. Finance
  - 1. Financial Report, pg. 110

**8. COMMUNICATION**

**Action: Informational**

- A. Board
- B. Superintendent
  - 1. Jen Zen

**9. 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.**

## **10. ADJOURNMENT**

Upcoming meeting dates:

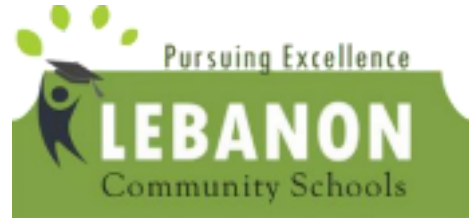
November 10<sup>th</sup>, 2022 – Board Meeting at 6:00 PM

December 8<sup>th</sup>, 2022 – Board Meeting at 6:00 PM

# *Agenda Item 4*

*Seven Oak Project*

# BOARD MEMORANDUM



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

**From:** Superintendent, Bo Yates & Business Director, William Lewis

**Date:** October 11, 2022    **Meeting Date:** October 13, 2022

**Re:** Seven Oak Project

Apologies for the late addition to the board packet; we worked with HMK to get the most realistic numbers for you. Unfortunately, the cost has continued to escalate, but our project manager has shared that the most recent projects are coming at or below budget.

Here is where we are at:

Our priority is getting all of our elementary and sixth-grade students to Seven Oak. Doing this will improve student outcomes while freeing up additional classrooms in our elementary schools for pre-k programs.

- Project Manager, HMK
- Project Architect, Soderstrom Architects
- 4M allocation approved by LCSD School Board
- We have an 8.1 M balance of federal relief funds

Next steps:

- We are asking for an increase in funding (from 4 to 5.2M) to cover the updated cost of the project.
- Hire a Construction Manager General Contractor
- Move forward with the project



**Schematic Design**

09/16/2022

- SD-00 Schematic Design Cover Page
- SD-01 Code Analysis + Outline Specification
- SD-02 Zoning Diagram
- SD-03 Schematic Site Plan
- SD-04 Schematic Floor Plan
- SD-05 Typical Classroom
- SD-06 Schematic Ceiling Plan
- SD-07 Schematic Roof Plan
- SD-08 Schematic Exterior Elevations
- SD-09 Schematic Building Sections
- SD-10 Civil Narrative
- SD-11 Mechanical Narrative
- SD-12 Electrical Narrative

Seven Oak Middle School Classroom Addition

LEBANON COMMUNITY SCHOOLS



project information

**Project Name:**  
SEVEN OAK MIDDLE SCHOOL CLASSROOM ADDITION

**PROJECT ADDRESS :**  
550 CASCADE DR, LEBANON, OR 97355

**JURISDICTION:**  
CITY OF LEBANON, LEBANON, OR

**TYPE CLASSIFICATION:**

CONSTRUCTION TYPE:

FIRE PROTECTION:

SCHEMATIC DESIGN CODE ANALYSIS

**APPLICABLE CODES AND STANDARDS:**

OREGON STRUCTURAL SPECIALTY CODE (OSSC), EDITION 2019

OREGON MECHANICAL SPECIALTY CODE (OMSC), EDITION 2019

OREGON PLUMBING SPECIALTY CODE (OPSC), EDITION 2021

OREGON ELECTRICAL SPECIALTY CODE AMENDMENTS, EDITION 2021

OREGON ENERGY EFFICIENCY SPECIALTY CODE (OEESC), EDITION 2021

OREGON FIRE CODE (OFC), EDITION 2019

ICC A117.12009 ACCESSIBLE AND USABLE BUILDING AND FACILITIES

PROJECT SUMMARY

NEW ELEMENTARY SCHOOL BUILDING OF APPROXIMATELY 8,690 SF. BUILDING IS A PRE-ENGINEERED METAL BUILDING ON A CONCRETE SLAB ON GRADE.

STRUCTURAL DESIGN CRITERIA

BUILDING RISK CATEGORY: III

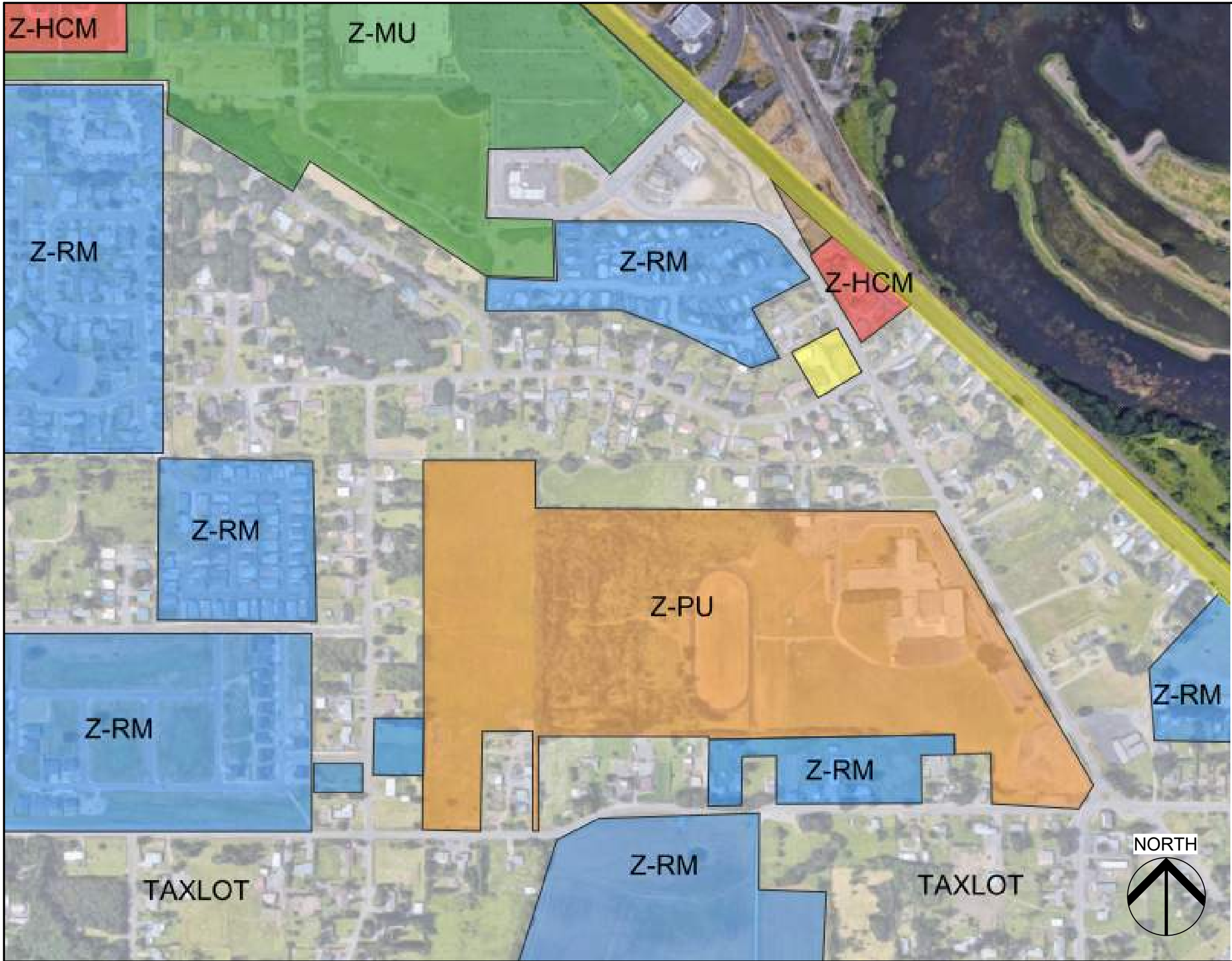
MINIMUM ROOF SNOW LOAD: (20 PSF) X (1.1 SNOW IMPORTANCE FACTOR) = 22 PSF  
NO RAIN ON SNOW SURCHARGE REQUIRED DUE TO ROOF SLOPE.

BASIC WIND SPEED: 97 MPH (3-SECOND GUST, ULTIMATE 1.0W)  
WIND EXPOSURE: C

SEISMIC DESIGN CATEGORY: D  
SITE CLASS: D ASSUMED (GEOTECH REPORT WILL CLARIFY)  
IMPORTANCE FACTOR 1.25

September 2022





ZONING DESIGNATION

SEVEN OAK MIDDLE SCHOOL SITE:

ZONING: PUB  
ZONE CATEGORY: 107  
ZONE DESCRIPTION: Z-PU : PUBLIC USE

ZONING INFORMATION RETRIEVED FROM CITY OF  
LEBANON ZONING MAP,  
EFFECTIVE: JANUARY 12,2009  
REVISED: MAY 8, 2019  
<https://www.lebanonoregon.gov>

AREAL OVERLAY RETRIEVED FROM GOOGLE MAPS

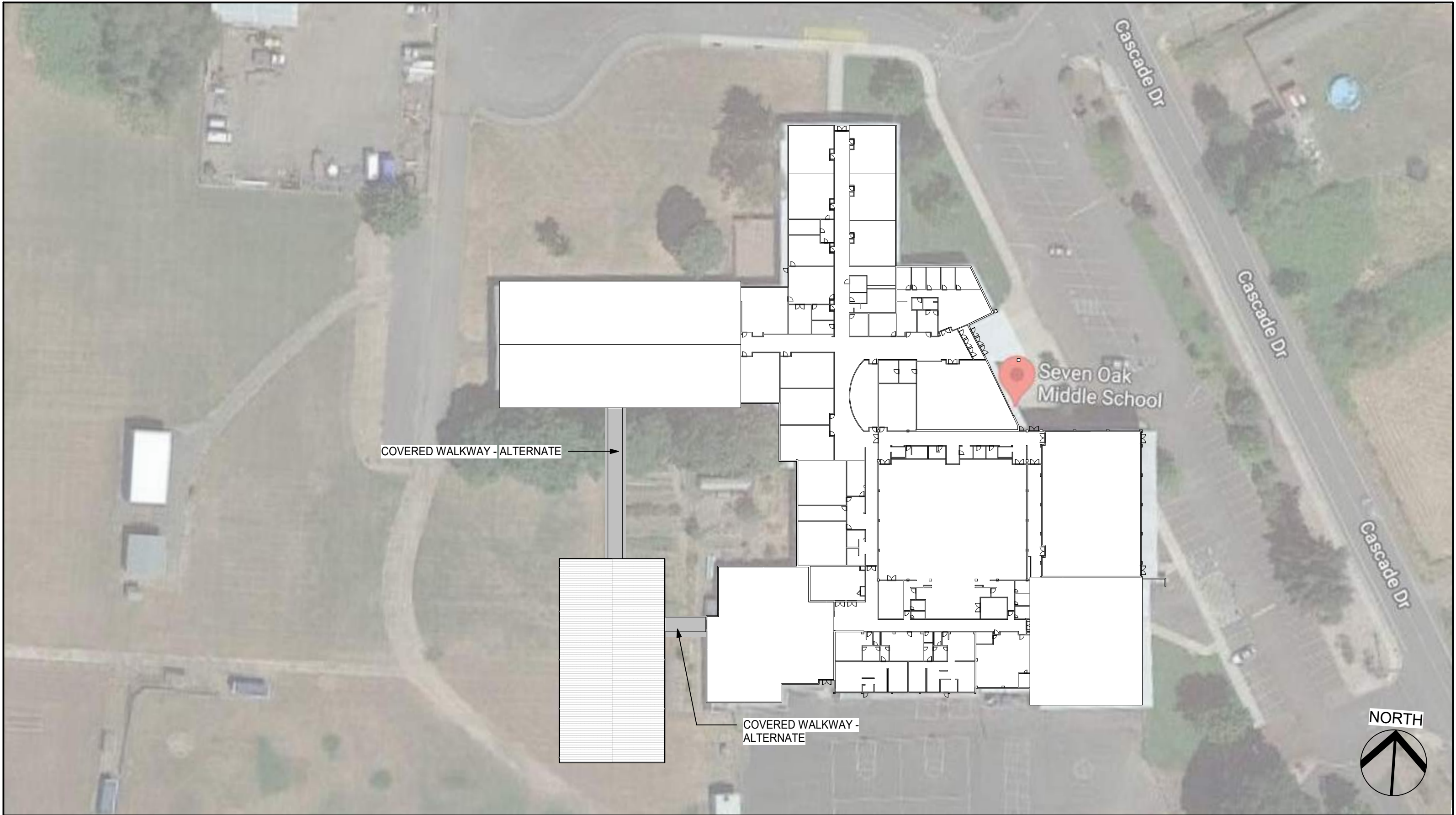


Seven Oak Middle School Classroom Addition  
LEBANON COMMUNITY SCHOOLS  
Schematic Design  
09/16/2022

Zoning Diagram | SD-02

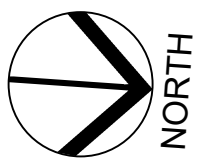
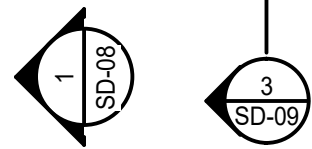
Soderstrom Architects



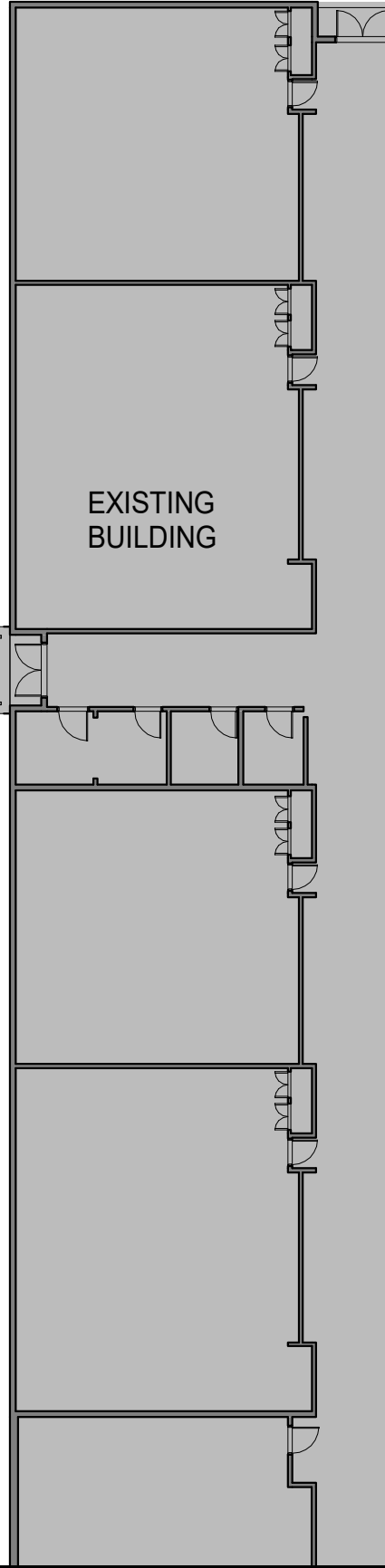


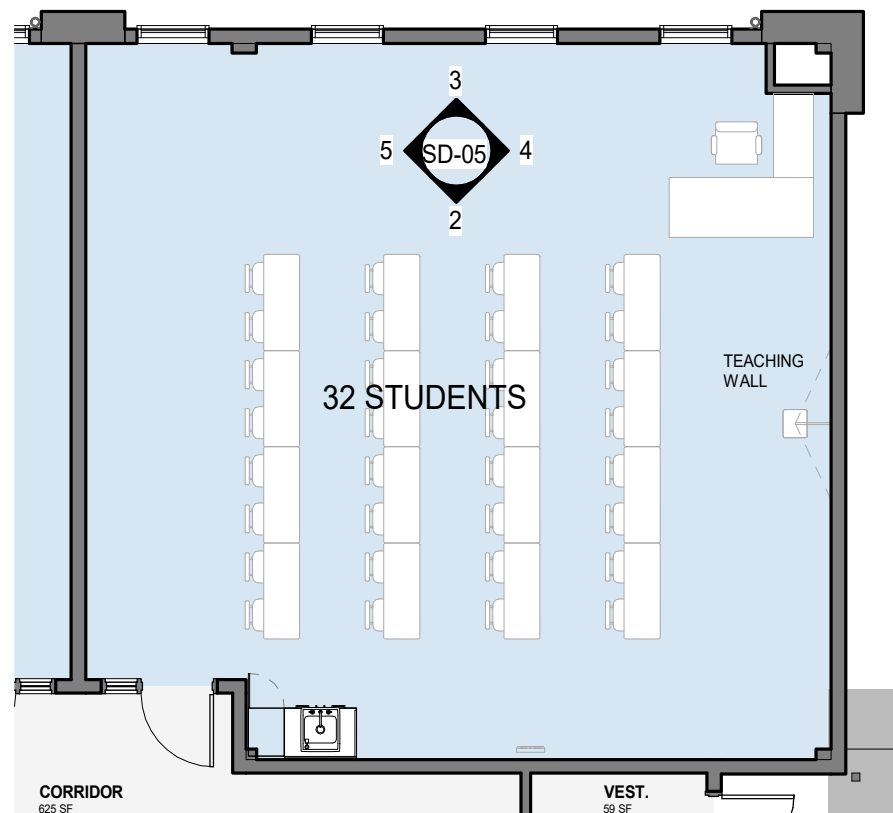


- PROJECT NOTES:
1. INTERIOR DOORS TO BE WOOD DOORS WITH HOLLOW METAL FRAMES.
  2. CLASSROOM DOORS TO HAVE A CLASSROOM LOCKSET
  3. TOILET ROOMS TO HAVE A PRIVACY LOCKSET WITH OCCUPANCY INDICATOR
  4. EXTERIOR DOORS TO BE ALUMINUM STOREFRONT WITH A HALF LITE AND ELECTRONIC ACCESS
  5. INTERIOR WALLS TO BE 2X4 STUD WALLS WITH 5/8" GYPSUM AND ACOUSTIC INSULATION EXTENDING TO BOTTOM OF ROOF TRUSS
  6. CLASSROOMS TO HAVE LVT FLOORING
  7. CORRIDOR AND FITNESS TO BE POLISHED CONCRETE.
  8. TOILET ROOMS TO BE EPOXY FLOORS WITH INTEGRAL BASE AND PORCELAIN TILE TO 5'-0"
  9. PROVIDE SINK IN 3'-0" BASE CABINET AND 2'-0" WARDROBE CABINET IN EACH CLASSROOM
  10. PROVIDE (2) 8'X4' MARKER BOARDS AND (1) 6'X4' TACK BOARD IN EACH CLASSROOM
  11. PROVIDE 70" WALL MOUNTED DISPLAY IN EACH CLASSROOM.
  12. PROVIDE ROLLER SHADE AT EACH WINDOW IN EACH CLASSROOM.
  13. PROVIDE SHIPS LADDER AT CUSTODIAL TO ACCESS MECHANICAL MEZZANINE.



- |                  |           |
|------------------|-----------|
| ATHLETIC         | CLASSROOM |
| BUILDING SUPPORT | RESTROOM  |
| CIRCULATION      | STORAGE   |



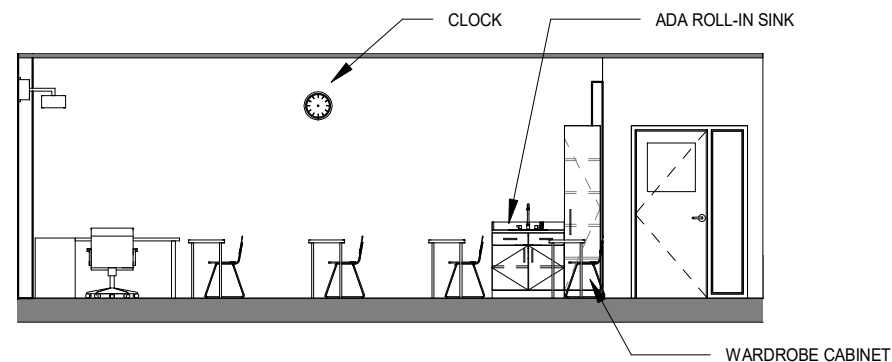


## PROGRAM LEGEND

- CIRCULATION
- CLASSROOM

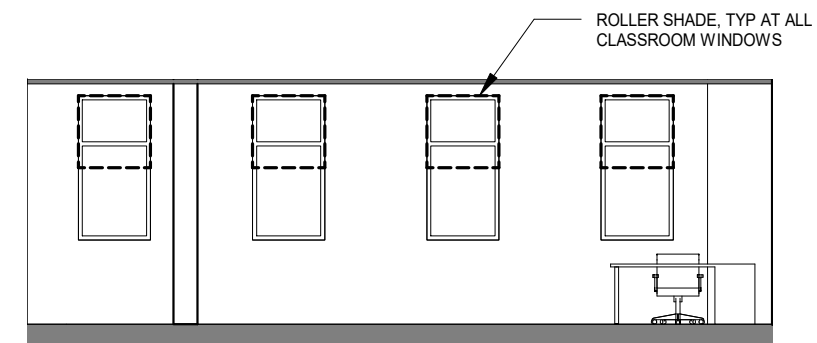
# 1 TYPICAL CLASSROOM FLOOR PLAN

SD-05 ( 1/8" = 1'-0" )



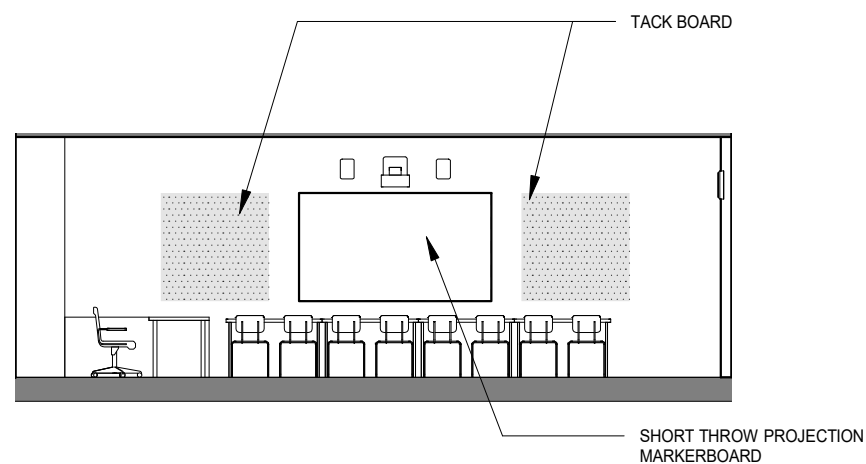
## 2 CLASSROOM ENTRY WALL

SD-05 ( 1/8" = 1'-0" )



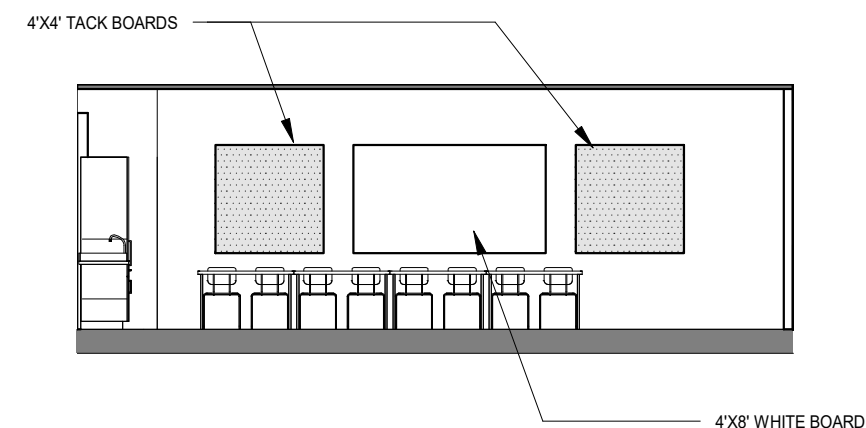
## 3 CLASSROOM DAYLIGHT WALL

SD-05 ( 1/8" = 1'-0" )



## 4 CLASSROOM TEACHING WALL

SD-05 ( 1/8" = 1'-0" )

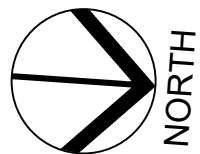
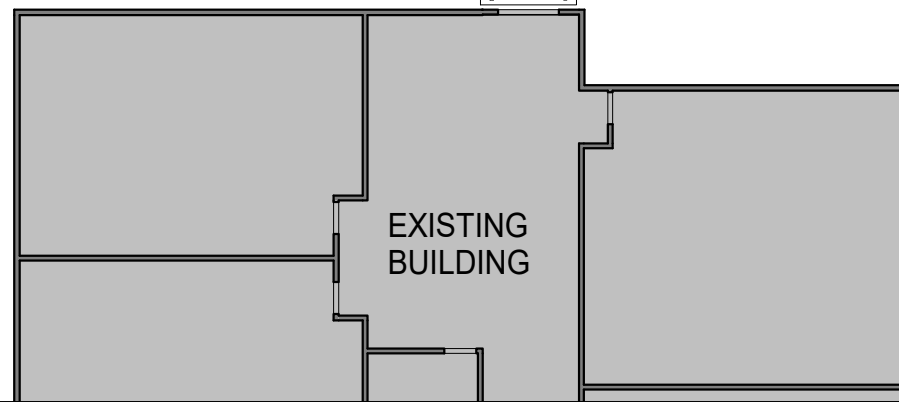
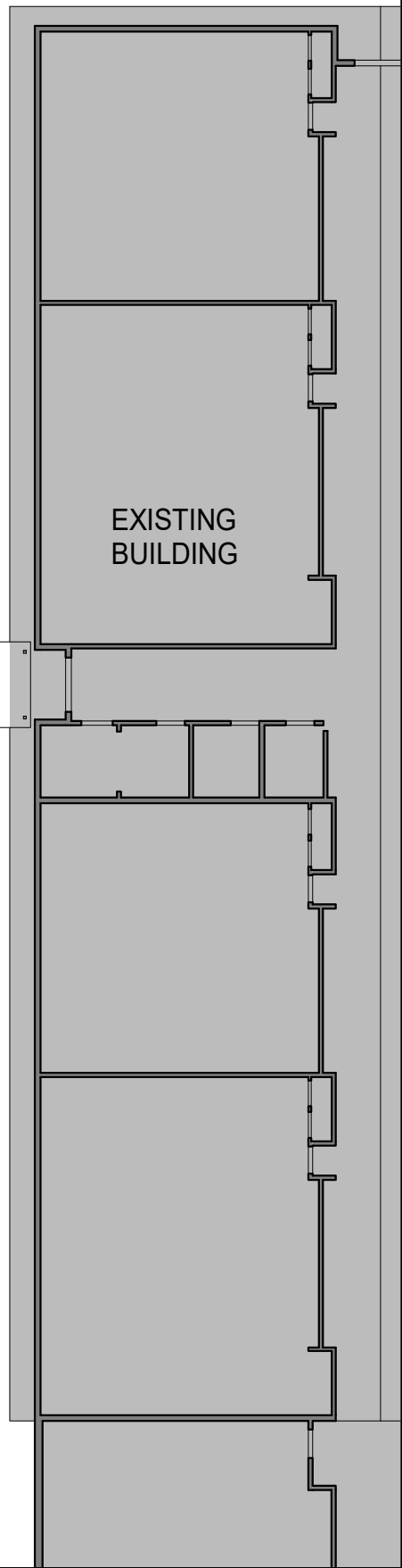
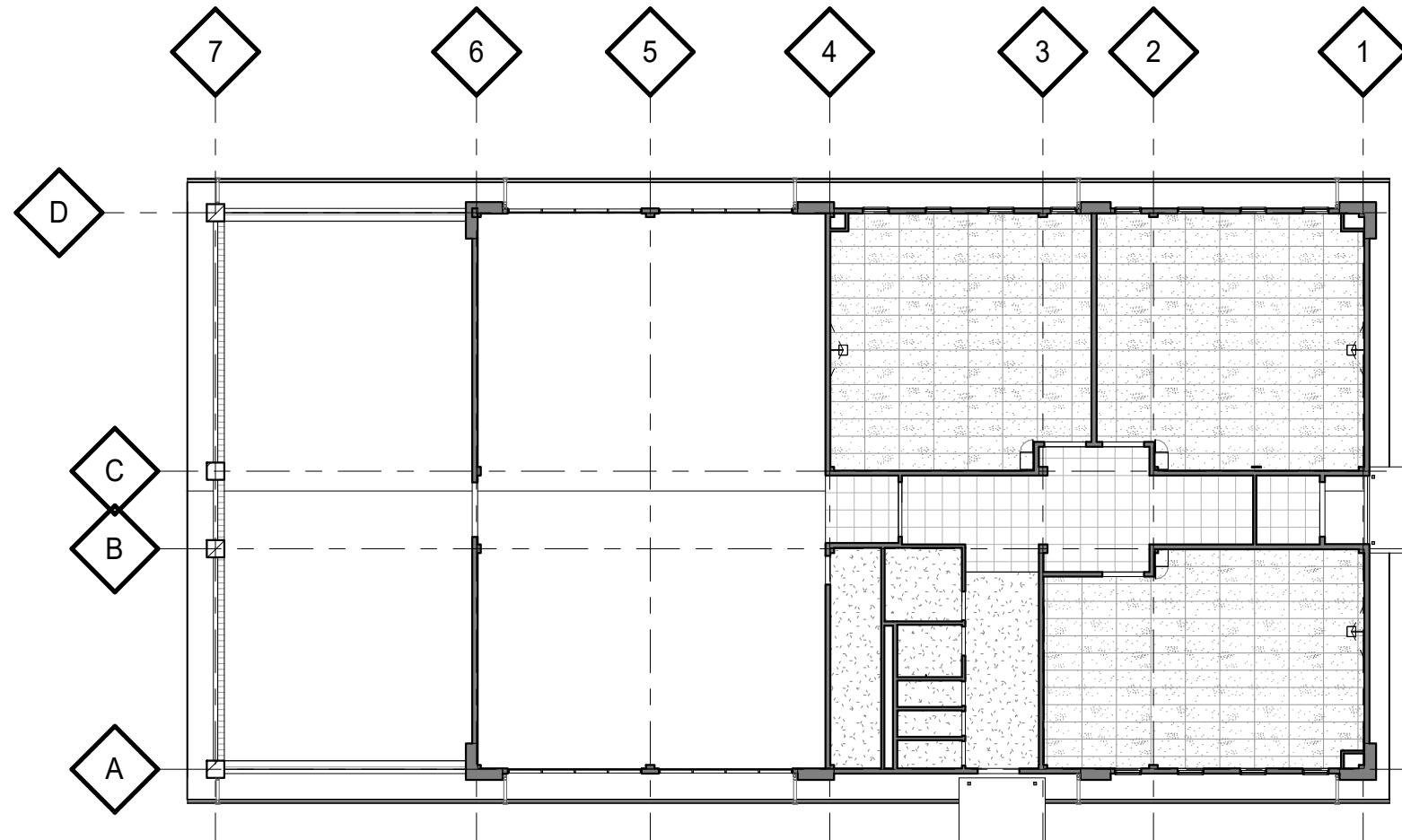


## 5 CLASSROOM BACK WALL

SD-05 ( 1/8" = 1'-0" )

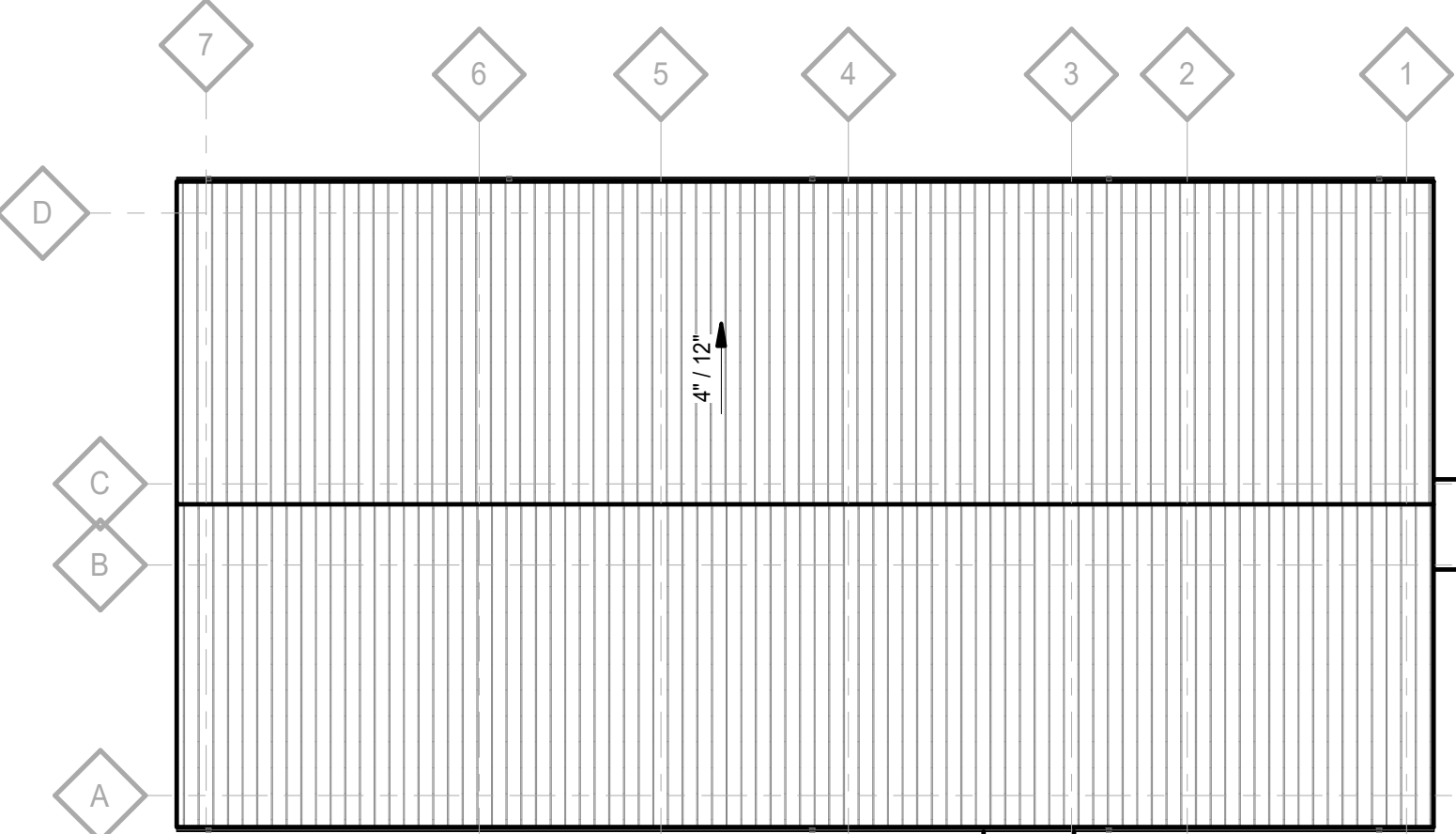


CEILING NOTES:  
 1. PROVIDE 2X4 HIGH NRC CEILING PANELS AT 10'-0" AFF IN CLASSROOMS  
 2. PROVIDE 2X4 CEILING AT 9'-0" AT CORRIDORS



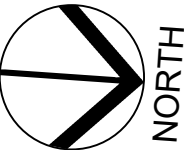


ROOFING ASSEMBLY NOTES:  
1. STANDING SEAM METAL ROOFING ON SELF-ADHERED MEMBRANE ON  
PLYWOOD ROOF SHEATHING WITH RIDGE VENT.  
2. PROVIDE R-48 ATTIC INSULATION

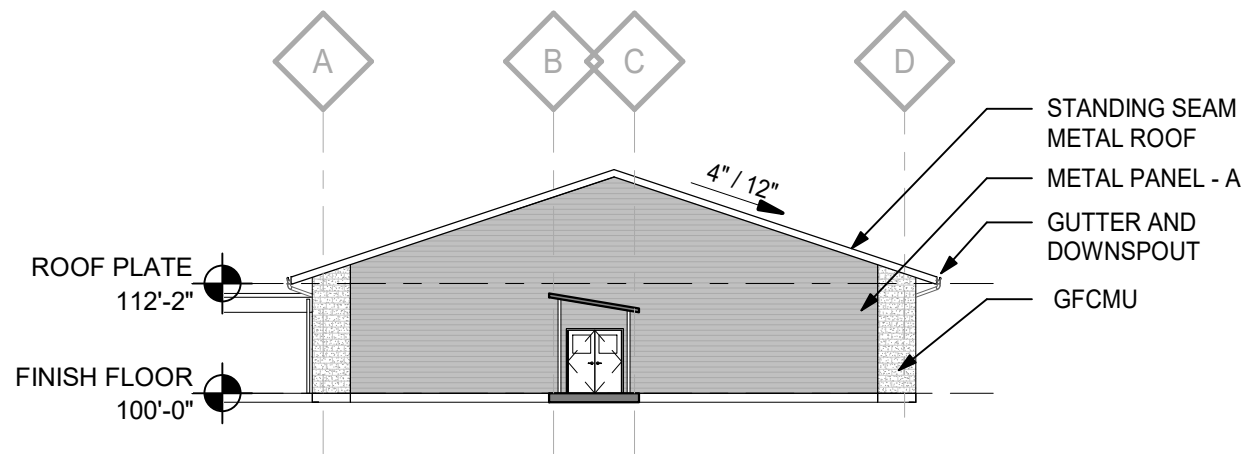


EXISTING  
BUILDING

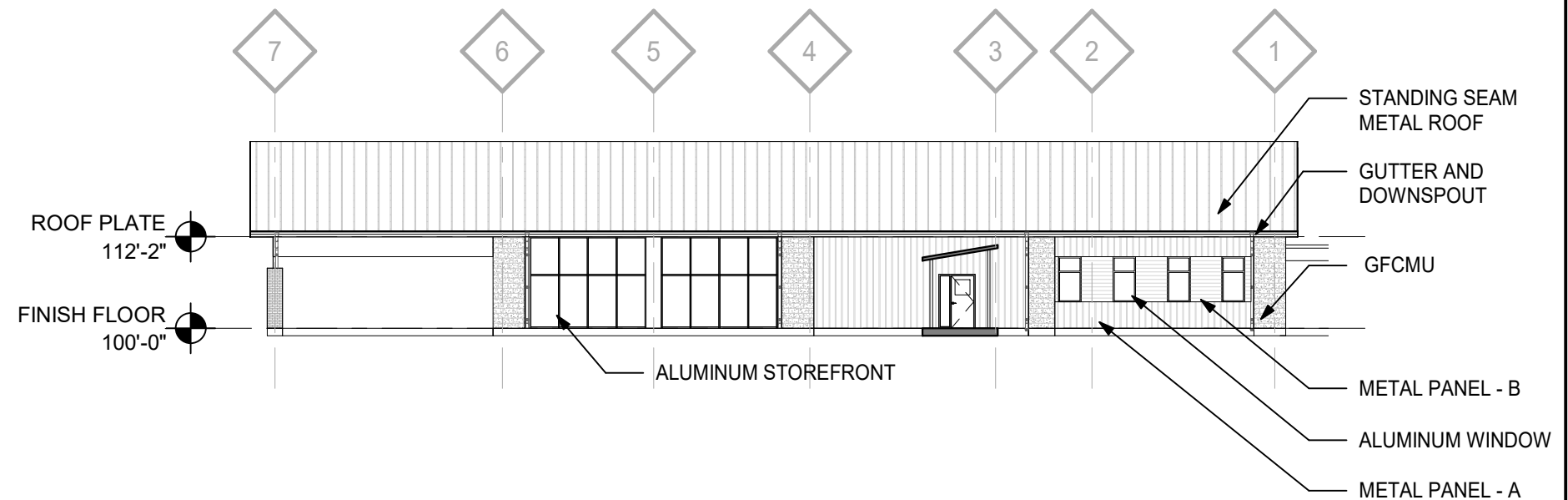
EXISTING  
BUILDING



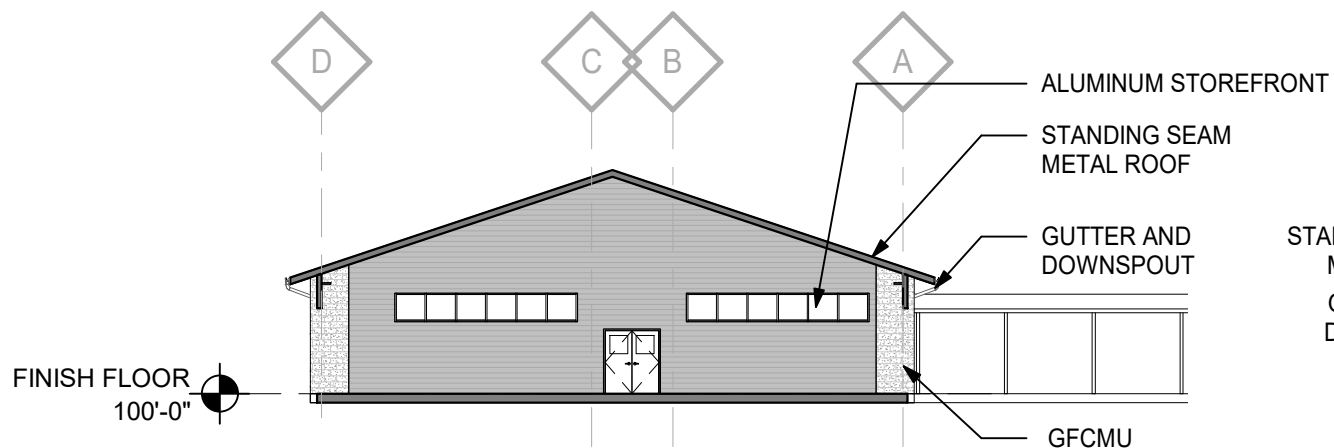




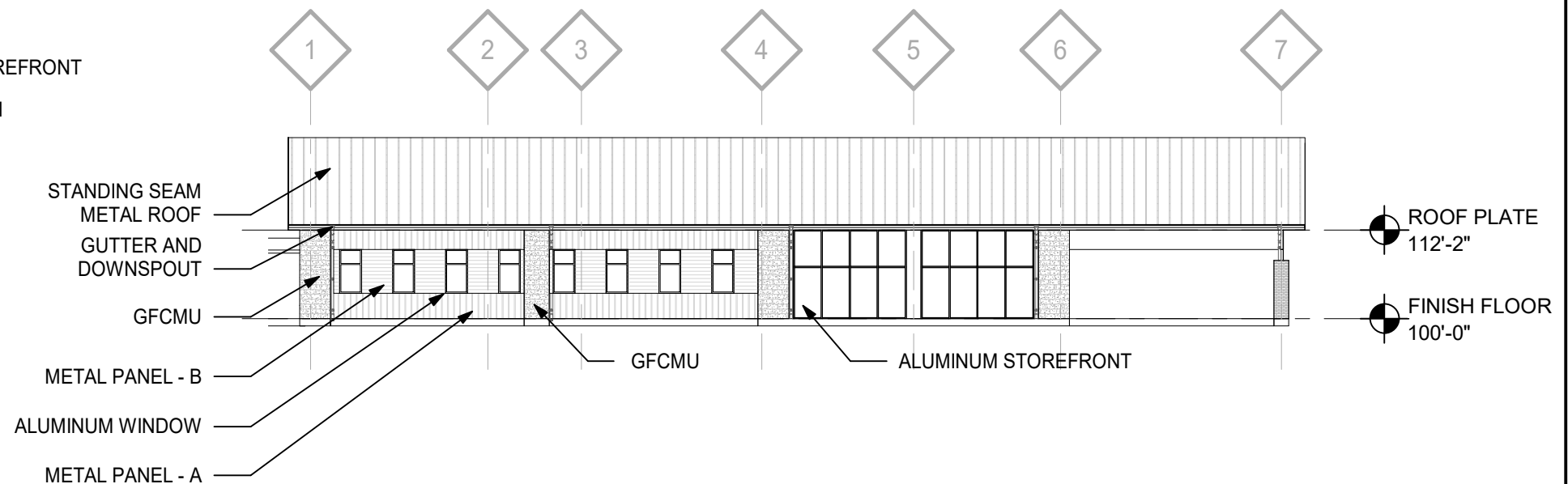
**1** EXTERIOR ELEVATION - NORTH  
SD-08 ( 3/64" = 1'-0" )



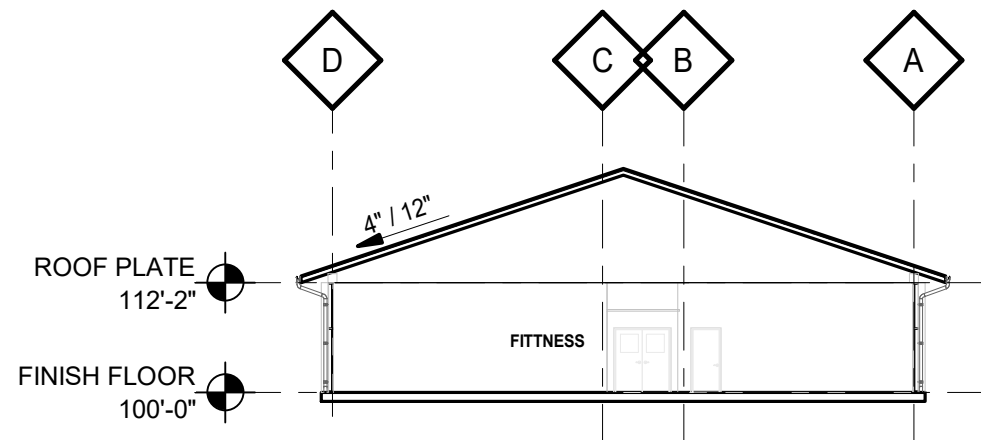
**3** EXTERIOR ELEVATION - EAST  
SD-08 ( 3/64" = 1'-0" )



**2** EXTERIOR ELEVATION - SOUTH  
SD-08 ( 3/64" = 1'-0" )

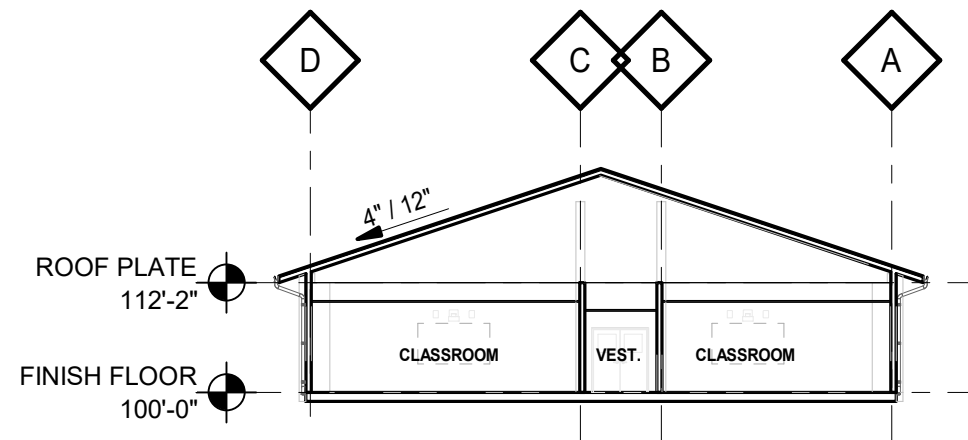


**4** EXTERIOR ELEVATION - WEST  
SD-08 ( 3/64" = 1'-0" )



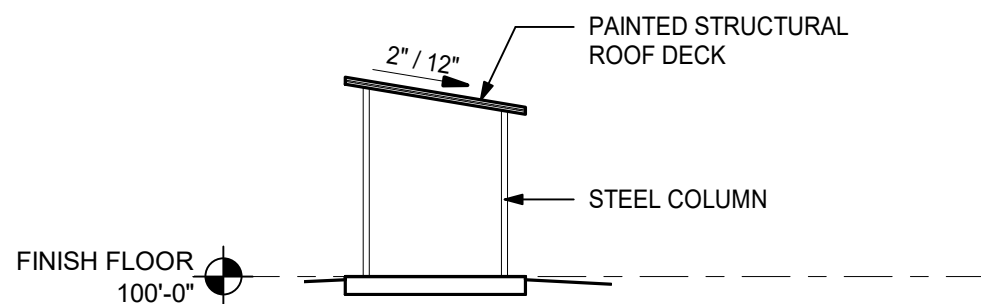
# 1 Section A

SD-09 ( 3/64" = 1'-0" )



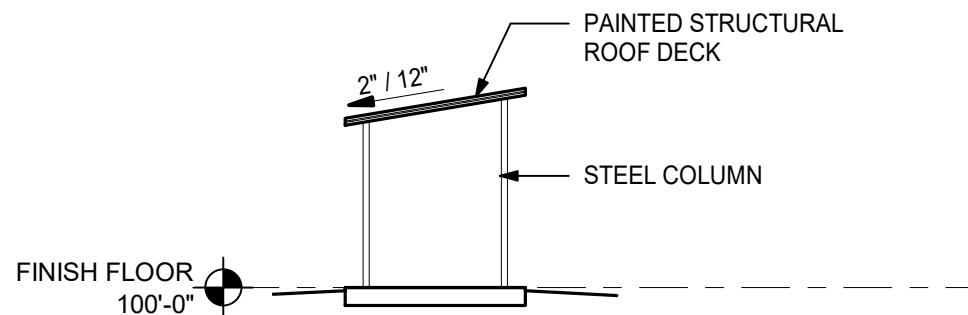
# 2 Section B

SD-09 ( 3/64" = 1'-0" )



# 3 CANOPY SECTION

SD-09 ( 3/32" = 1'-0" )



# 4 CANOPY SECTION

SD-09 ( 3/32" = 1'-0" )

#### Excavation and Site Grading:

The new classroom building is located in a relatively flat area with a mildly sloping surface. Therefore, it is expected that excavation and grading be minimal. The majority of the excavation work will be related to preparation of the building pad, building footings and site utilities such as sanitary sewer, water, storm drainage and dry utilities such as power, communications and natural gas.

Surface grading and landscape restoration will occur around the perimeter of the new building.

#### Sanitary Sewer:

It is anticipated that sanitary sewer for the new classroom building will drain to an existing private sanitary sewer pipe north of the existing school building. The size and length of new sanitary sewer is estimated at 4-inch diameter and 400 linear feet.

See the attached sketch for illustration.

#### Domestic Water:

It is anticipated that the domestic water for the new classroom building will be provided from the existing onsite well that is located in the building to the east of the proposed classroom.

#### Fire Water Supply:

It is anticipated that the fire water supply for the new classroom building will be provided by a public waterline extension along the north campus access where a new public fire hydrant will be installed within 400 feet of the proposed building. This work will include associated pavement patch, curb replacement, sidewalk replacement and landscape restoration. The public waterline will be 8-inch diameter class 52 ductile iron for a length of 450 linear feet ±.

See the attached sketch for illustration.

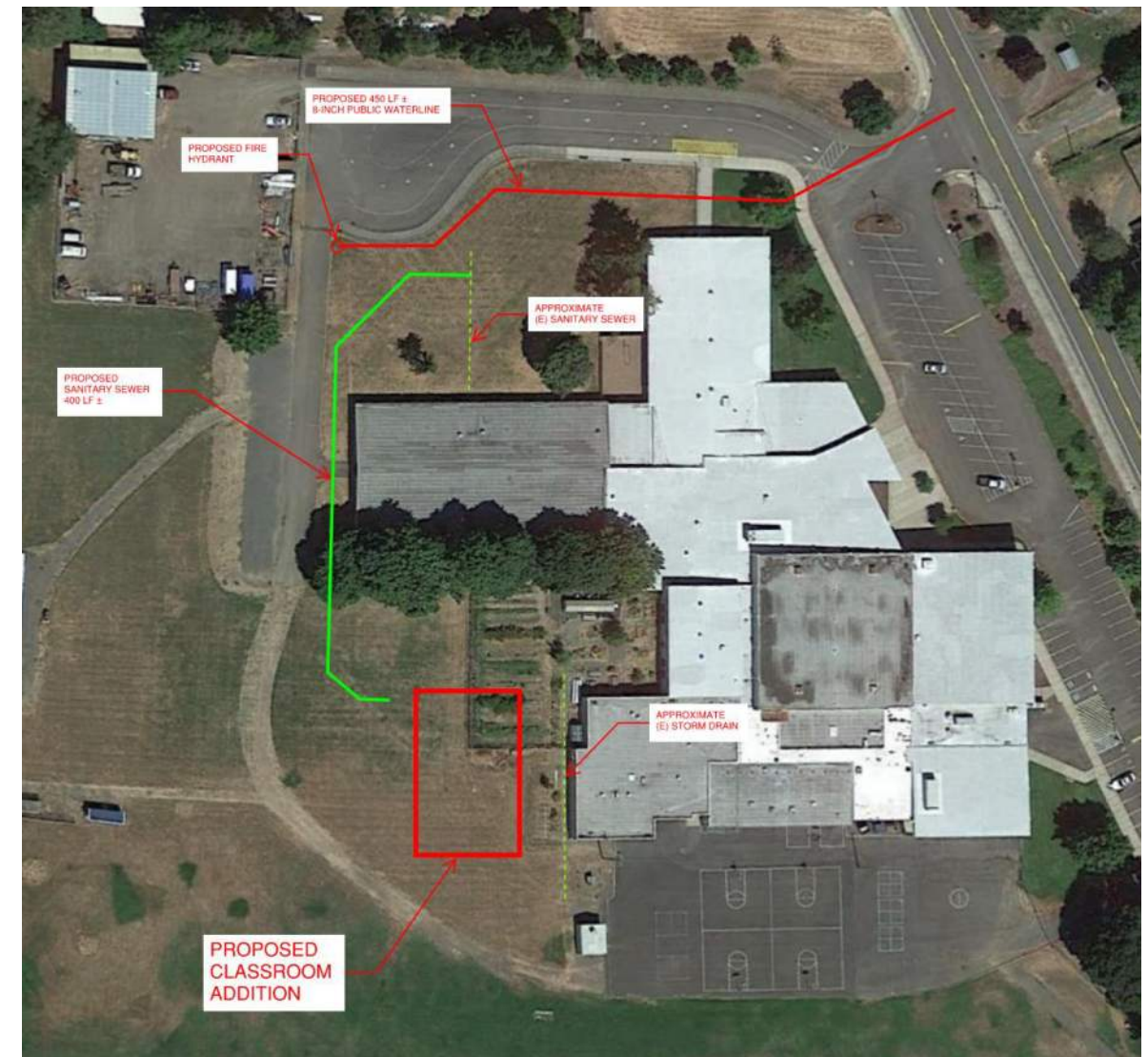
#### Storm Drainage:

It is anticipated that the storm drainage from the new classroom building will be provided by an existing private storm drain pipe along the east side of the proposed building.

#### Landscape Narrative

The landscape scope of work at Seven Oak will be focused on restoration of the disturbed construction areas. There appears to be some type of vegetative feature where the new building will be located, possibly a vegetable garden, and it is not known at this time how the School District will want to approach the landscaping in this area. We typically show grass seeding for the majority of the restoration areas, however we will design new shrub and tree plantings if this is what the School District prefers. There are existing trees in the vicinity of the new building and it is not known if any will need to be removed. The City of Lebanon regulates existing trees over 12" in trunk diameter, but the development code is not specific about the requirement for mitigation.

It is not known at this time if there is an existing irrigation system on the site. The development code requires an irrigation system for new plantings. If the extent of new landscaping is fairly minimal, we may be able to arrange a manual watering program.





**MECHANICAL**

**HVAC Systems:**

Each classroom will be conditioned with a 2-stage horizontal condensing gas furnace with a minimum efficiency of 94%. Each will be equipped with a full air-side economizer and packaged Jade economizer controls for free cooling as outdoor conditions allow. Furnace operation will be controlled by the Building Automation System. Furnaces will be located in the unconditioned attic space over the corridor within the service area of the gang nail trusses making up the roof.

Cooling will be provided by a single-stage 2.5-ton pad mounted condensing unit.

Supply ducts will be routed from the attic space down into the interstitial space between the lay-in ceiling and modular roof structure, and will discharge into the space with ceiling supply diffusers. Return ducts will be routed down inside chases to a low return grille in the classroom. Additionally, each classroom will have a ceiling mounted relief grille with motorized damper, damper being operated by the Jade economizer controller. Relief will be open to the attic space. Relief louvers will ventilate the attic space. Outside air intake louvers will be connected to a centralized duct with a connection to each furnace.

The fitness room will have a similar HVAC system to the classrooms, except will consist of two furnaces twinned together, with two 3-ton condensing units.

Restrooms, custodial closets, and other spaces requiring exhaust will be served by inline exhaust fans located in the attic space and will discharge through the roof.

**PLUMBING**

**Piping:**

Waste, vent, and storm drain piping below grade will be allowed as solid core PVC or Cast Iron. Where waste and storm drain piping slopes are 2%, PVC and Cast Iron will be allowed. Where

slopes are less than 1.5% only Cast Iron will be allowed. Waste and storm drain lines above the slab will be Cast Iron. Vent piping throughout is allowed as PVC or Cast Iron.

Domestic water distribution piping will all be above grade. Piping will be copper with brazed / soldered joints, press fittings or PEX with manufactures support channel.

**Domestic Hot Water:**

The domestic water heating system will be located in the custodian closet of each factory built building. It will consist of a single electric tank style water heater. The hot water system will have a recirculation loop. This allows faucets to have hot water within a few seconds of being turned on regardless of how far they are located from the water heater. Tank temperature will be set at 120 degs. F.

**Fixtures:**

Flush valve water closets will be 1.6 GPF units with manual flush valves. Water closets will be wall hung.

Student restrooms will have a solid surface lavatory system type fixture. Basis of design is the Sloan Designer Series Weir Deck DSWD series. The faucets will be ASSE 1070 listed Chicago or Watts single handle mixing type device without metering.

Classroom sinks will be self-rimming stainless steel 18 GA units. Faucets will be dual handle ADA type. Basis of design for faucets is Chicago.

A hose bibbs will be provided at student restrooms to aid housekeeping. Hose bibbs will also be provided about every 100 feet around the building exterior. All hose bibbs will be key operated.

A dual height water cooler with bottle fillers will be provided.

Custodial closets will have a floor mount molded stone mop sink with Chicago or equal faucet.

**FIRE PROTECTION**

The factory built buildings will have a wet fire sprinkler system. There will be three levels of coverage. One for the occupied spaces, one for the interstitial spaces between the factory built ceiling and roof assembly and one for the site constructed attic. A dry riser will provide protection under the covered canopy.



**Power System**

The existing PP&L transformer has the capacity for this new classroom building. A new 400-amp circuit breaker will be installed in existing 1,200-amp, 208/120-volt, 3-phase Main Distribution Switchboard (MDS). This will feed a new 2-section 400-amp panelboard located in the new classroom building.

A short circuit and arc flash study will be provided by the contractor.

**Wiring Methods**

The wiring methods permitted will have a significant impact on cost and have been selected to meet Code, ensure a quality installation, and reduce the required labor hours by an electrician. Wiring methods will consist of EMT conduit, PVC schedule 40 conduit, and MC-type cable. Feeders will consist of EMT conduit. Lighting branch circuits will consist of EMT conduit homeruns with MC-type cable to each luminaire. Receptacle branch circuits will consist of EMT conduit homeruns with MC-cable continuing to each receptacle. All new conduits will be concealed in walls and above ceilings if possible.

Aluminum conductors shall be acceptable for electrical feeders 100-amps or more.

All branch circuit conduit and wiring that is exposed or above inaccessible ceilings shall be in EMT conduit.

Low voltage workstation outlets will utilize a wall box and conduit to accessible ceiling space. Cables for workstation outlets between conduit and electrical/IDF room will be installed using j-hooks.

Boxes will be provided for all fire alarm devices. All fire alarm cabling will be plenum rated. Conduit will not be provided between devices.

**Lighting System**

Classroom lighting will consist of linear, 2' x 4' recessed LED lighting fixtures with a center basket to match the look of the existing classroom fixtures. Corridors will consist of 2' x 4' recessed LED troffer lighting fixtures to match the existing corridors. All luminaires, to the extent possible, will be controlled by a wireless lighting system with integral motion sensors and photocells.

Exterior lighting will consist of quarter sphere wall packs and will be compatible with a wireless lighting control system.

Interior color kelvin temperature will be 4000 kelvin. Exterior color temperature will be 5000 kelvin.

**Emergency Lighting**

Emergency lighting will consist of integral emergency battery drivers within luminaires located in the Means of Egress or Exits.

**Low Voltage**

Fiber optic cable will be installed between the existing building (IDF room 209) and new classroom building. A new 2" conduit for fiber optic cable and a new 2" conduit for fire alarm cable will be routed above the ceiling in hallway 162, transition to below grade, and enter the new classroom building in the new electrical/IDF room.

A new wall mounted swing rack will be installed in the electrical/IDF room of the new classroom building.

Horizontal cabling will be CAT6. New data outlets and cables will be provided as shown. Wi-Fi will be provided in each classroom. Each data outlet will have two (2) jacks and cables installed. Each Wi-Fi will have two (2) jacks and cables installed.

**Power System**

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**Wiring Methods**

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**Paging System**

The paging system is currently done through the phone system. A CAT6 horizontal cable will be installed at each phone location. Each classroom will have an analog clock connected to the existing clock system. Paging speakers will be provided in corridors. Exterior horns will be provided as directed by District.

**Audio / Visual and Audio Enhancement**

An audio/visual system will consist of a ceiling mounted projector and connections at the teaching station.

**Electronic Access Control**

Electronic access control cabling will be extended from the main building to the electrical/IDF room in the new classroom building. Access control components will consist of electric strikes, card readers or FOBs, door contacts, and request-to-exit devices.

**Security Surveillance**

Cameras will be Owner Furnished Contractor Installed. CAT6 cabling will be provided to each camera. Cameras will be provided at all four corners of the exterior of the building, and 360-degree in the interior main corridor.

**Fire Alarm System**

The existing Safetech series 3000 fire alarm system will be extended to the classroom building via underground conduit. A voice-evacuation system will be provided to meet Code. The system will generally consist of pull stations at exits, interior audio (voice) and visual notification throughout, HVAC interconnection, and a new NAC and intelligent voice amplifier panel.

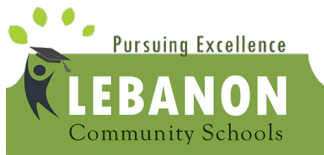




Seven Oak Middle School Classroom Addition  
PRELIMINARY ESTIMATE

8,712 SF

					Wood Framed	PEMB	NOTES
DIVISION 1	GENERAL	QUANTITY	UNIT	RATE	TOTAL	TOTAL	
	General Conditions				235,000	235,000	
				DIVISION SUBTOTAL	235,000	235,000	
DIVISION 2	EXISTING CONDITIONS & DEMOLITION						
021000	FIELD ENGINEERING	1	LS	15,400.00	15,400	15,400	
021999	FINAL CLEANING	1	LS	14,000.00	14,000	14,000	
022000	DEFERRED SUBMITTALS	1	LS	1,000.00	1,000	1,000	
				DIVISION SUBTOTAL	30,400	30,400	
DIVISION 3	CONCRETE						
032000	CONCRETE REINFORCING	1	LS	24,867.00	24,867	24,867	
033000	CONCRETE - BUILDING	1	LS	201,548.00	201,548	201,548	
	CONCRETE - SITE	1	LS	22,056.00	22,056	22,056	
				DIVISION SUBTOTAL	248,471	248,471	
DIVISION 4	MASONRY						
041000	BRICK VENEER	1	LS	44.00	48,361	48,361	
DIVISION 5	METALS						
05211	STEEL CANOPY	1	SF	84,900.00	84,900	84,900	
05750	PEMB					485,000	
	SHIPS LADDER	1	LS	6,000.00	6,000	6,000	
				DIVISION SUBTOTAL	90,900	575,900	
DIVISION 6	WOODS/PLASTICS/COMPOSITES						
060000	CARPENTRY	1	LS	340,363.00	340,363	63,000	
060002	WOOD TRUSSES	1	LS	65,000.00	65,000		
062000	FINISH CARPENTRY - WAINSCOT	1	LS	10,000.00	10,000	10,000	
064100	CASEWORK						
	LOWERS/UPPERS/CUBBIES	1	LF	20,000.00	20,000	20,000	
066720	FRP	1	LS	1,000.00	1,000	1,000	
				DIVISION SUBTOTAL	436,363	94,000	
DIVISION 7	THERMAL & MOISTURE PROTECTION						
072110	THERMAL INSULATION	9,000	LS	1.50	13,500	13,500	
072111	SOUND INSULATION	1	LS	7,500.00	7,500	7,500	
072410	DAMPPROOFING	1	LS	6,000.00	6,000	6,000	
072500	WEATHER BARRIER	4,000	SF	11.00	44,000	44,000	
074640	Metal Siding	3,500	LS	30.00	105,000	0	
075410	ROOFING	1	LS	127,200.00	127,200	0	
076200	SHEETMETAL/FLASHINGS	1	LS		In Roofing		
077200	ROOF HATCH/LADDER	1	LS		In Structural Steel	0	
079200	JOINT SEALANTS	1	LS	2,000.00	2,000	2,000	
				DIVISION SUBTOTAL	305,200	73,000	
DIVISION 8	OPENINGS						
080000	DOORS / FRAMES / HARDWARE INSTALL	10	EA	500.00	7,500	7,500	
081000	DOORS / FRAMES / HARDWARE	10	EA	3,000.00	30,000	30,000	
083300	ACCESS DOORS	1	EA	750.00	750	750	
084100	STOREFRONT & INTERIOR GLAZING	1	EA	98,300.00	98,300	98,300	
085100	METAL CLAD WOOD WINDOWS	12	EA	1,950.00	23,400	23,400	
				DIVISION SUBTOTAL	159,950	159,950	
DIVISION 9	FINISHES						
092115	DRYWALL & GYP CEILINGS	1	LS	125,000.00	125,000	160,000	
093000	CERAMIC TILE FLOORS	1	LS		None	0	
093100	CERAMIC TILE WALLS	1	LS	10,500.00	10,500	10,500	
095100	ACOUSTICAL CEILINGS	1	LS		In Drywall	0	
096500	FLOORING - LVT	1	LS	24,940.00	24,940	24,940	
096519	FLOORING - Polished	1	LS	32,000.00	32,000	32,000	
096520	FLOORING - Epoxy	1	LS	9,000.00	9,000	9,000	
099001	PAINTING	1	LS	20,656.00	20,656	20,656	
				DIVISION SUBTOTAL	222,096	257,096	
DIVISION 10	SPECIALTIES						
101400	SIGNAGE - CODE REQUIRED	1	LS	5,000.00	5,000	5,000	
	TACK/WHITE BOARDS	12	LS	600.00	7,200	7,200	
102113	TOILET PARTITIONS	-	LS	0.00	0	0	
102600	CORNER GUARDS	7	LS	145.00	1,015	1,015	
102800	TOILET & BATH ACCESSORIES - SUPPLY & INSTALLED	1	LS	3,773.00	3,773	3,773	
104110	KNOX BOX	1	LS	600.00	600	600	
104400	FIRE EXTINGUISHERS/CABINETS	2	EA	400.00	800	800	
				DIVISION SUBTOTAL	18,388	18,388	
DIVISION 11	EQUIPMENT						
114000	RESIDENTIAL APPLIANCES - FRIDGE/DISHWASHER/MICROWAVE	1	LS	0.00	0	0	
DIVISION 12	FURNISHINGS						
124000	WINDOW COVERINGS	1	LS	11,500.00	11,500	11,500	
129301	BIKE RACKS	2	EA	500.00	1,000	1,000	
				DIVISION SUBTOTAL	12,500	12,500	
DIVISION 21	FIRE SUPPRESSION						
210500	FIRE SPRINKLERS	-	EA	N/A	0	0	
DIVISION 22	PLUMBING						
220100	PLUMBING - WASTE/WATER/VENTING/FIXTURES/HOSE BIBS (2) / ROOF DRAINS	1	LS	51,000.00	51,000	51,000	
	PERMITS / TAXES / SUPERVISION	1	LS	INCLUDED	INCLUDED	0	
DIVISION 23	HVAC						
230500	HVAC - 2 RTUs/EXHAUST FANS/GAS PIPING/AIR DISTRIBUTION/ENG./BALANCE	1	LS	150,000.00	150,000	150,000	
	HVAC PERMITS	1	LS	INCLUDED	INCLUDED	0	
DIVISION 26,27,28	ELECTRICAL, COMMUNICATIONS, ELECTRONIC SAFETY & SECURITY						
26000	ELECTRICAL	1	LS	369,759.00	369,759	369,759	
27000	COMMUNICATIONS	1	LS	in 26000	0	0	
28000	ELECTRONIC SAFETY & SECURITY	1	LS	in 26000	0	0	
				DIVISION SUBTOTAL	369,759	369,759	
DIVISION 31	EARTHWORK/UTILITIES/PAVING						
	EARTHWORK	1	LS	290,000.00	290,000	290,000	
DIVISION 32	EXTERIOR IMPROVEMENTS						
320000	CHAIN LINK FENCING - GATES @ TRASH ENCLOSURE	1	LS	0.00	0	0	
321210	PAVING	2,250	SF	0.00	0	0	
321720	PAVEMENT MARKINGS	1	LS	0.00	0	0	
328400	LANDSCAPING/DRIP IRRIGATION	1	LS	95,000.00	95,000	95,000	
				DIVISION SUBTOTAL	95,000	95,000	
	Seven Oaks Middle School Classroom Addition				\$2,763,388	\$2,708,825	
	INSURANCE - 1%				\$27,634	\$27,088	
	BONND - 1%				\$27,634	\$27,088	
	FEE & CAT TAX- 6.5%				\$181,416	\$177,834	
	CONTRACTOR CONTINGENCY - 3%				\$90,002	\$88,225	
	TOTAL				\$3,090,074	\$3,029,061	
	RECOMMENDED ESTIMATING CONTINGENCY - 15%				\$463,511	\$454,359	
	TOTAL WITH ESTIMATING CONTINGENCY				\$3,553,585	\$3,483,420	



# LEBANON COMMUNITY SCHOOL DISTRICT

## SEVEN OAK MIDDLE SCHOOL BUDGET

October 6, 2022

	Original Budget	Paid to Date	Remaining Balance	Revised Budget
<b>Project Expense</b>				
<b>Hard Cost</b>				
Maximum Allowable Construction Cost (MACC)	\$ 3,500,000	\$ -	\$ 3,500,000	\$ 3,500,000
	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -
Construction Contingency	\$ 175,000	\$ -	\$ 175,000	\$ 175,000
<b>Construction Sub Total</b>	<b>\$ 3,675,000</b>	<b>\$ -</b>	<b>\$ 3,675,000</b>	<b>\$ 3,675,000</b>
<b>Soft Cost</b>				
<b>Administrative Cost</b>				
Legal Fees	\$ 10,000	\$ -	\$ 10,000	\$ 10,000
Bond Counsel	\$ -	\$ -	\$ -	\$ -
Bond Issuance Cost	\$ -	\$ -	\$ -	\$ -
Builders Risk Insurance	\$ -	\$ -	\$ -	\$ -
Project Management	\$ 122,000	\$ -	\$ 122,000	\$ 122,000
Reimbursable Expenses	\$ 5,200	\$ -	\$ 5,200	\$ 5,200
Other Administrative Charges	\$ -	\$ -	\$ -	\$ -
<b>Site Cost</b>				
Site Survey	\$ 20,500	\$ -	\$ 20,500	\$ 20,500
Geo-Tech Report	\$ 20,500	\$ -	\$ 20,500	\$ 20,500
<b>Planning Cost</b>				
Design Fees	\$ 247,000	\$ -	\$ 247,000	\$ 247,000
A & E Reimbursable Expenses	\$ -	\$ -	\$ -	\$ -
Commissioning	\$ 30,500	\$ -	\$ 30,500	\$ 30,500
Hazardous Materials Consultant	\$ -	\$ -	\$ -	\$ -
Building Envelope Consultant	\$ 20,000	\$ -	\$ 20,000	\$ 20,000
Constructability Review	\$ -	\$ -	\$ -	\$ -
Special Inspection and Testing	\$ 30,500	\$ -	\$ 30,500	\$ 30,500
Plan Review & Building Permits	\$ 73,200	\$ -	\$ 73,200	\$ 73,200
Printing & Plan Distribution	\$ 500	\$ -	\$ 500	\$ 500
Miscellaneous Consultants	\$ -	\$ -	\$ -	\$ -
<b>Miscellaneous</b>				
Legal Advertisements	\$ 1,220	\$ -	\$ 1,220	\$ 1,220
Furniture, Fixtures, and Equipment (FF&E)	\$ 325,000	\$ -	\$ 325,000	\$ 325,000
Technology	\$ 61,000	\$ -	\$ 61,000	\$ 61,000
Technology (Design)	\$ -	\$ -	\$ -	\$ -
Acoustics	\$ -	\$ -	\$ -	\$ -
Criminal Background Checks	\$ 1,220	\$ -	\$ 1,220	\$ 1,220
System Development Charges	\$ -	\$ -	\$ -	\$ -
Value Engineering	\$ -	\$ -	\$ -	\$ -
Utility Connection Fee	\$ 73,200	\$ -	\$ 73,200	\$ 73,200
Unallocated Owner Contingency	\$ 357,500	\$ -	\$ 357,500	\$ 357,500
Inflation	\$ 120,000	\$ -	\$ 120,000	\$ 120,000
<b>Sub Total Soft Cost</b>	<b>\$ 1,519,040</b>	<b>\$ -</b>	<b>\$ 1,519,040</b>	<b>\$ 1,519,040</b>
<b>Total Project Cost</b>	<b>\$ 5,194,040</b>	<b>\$ -</b>	<b>\$ 5,194,040</b>	<b>\$ 5,194,040</b>

# *Agenda Item 5*

*Division 22*



# Division 22 Standards Assurances for the 2021-22 School Year

October 13, 2022

Jennifer Meckley

# Overview



# What are the Division 22 Standards?



- All Oregon administrative rules (OARs) set out in Chapter 581, Division 22, Standards for Public Elementary and Secondary Schools.

Example: 581 - 022 - 0102 Definitions  
Ch. Div. Rule Title

- The standards that the Oregon legislature or the State Board has determined must be met in order to be a standard school district.
- Compliance with these rules ensures a baseline level of service across the state.

# Division 22 Standards & Assurances of Compliance

## “Our Why”

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- Signals our commitment to providing a high quality educational experience and equitable opportunities for all students.
- Division 22 standards articulate the floor of the education to be provided to students, not the ceiling.
- Assurances process offers an opportunity for districts not in compliance to reflect on areas in need of attention and receive technical assistance.



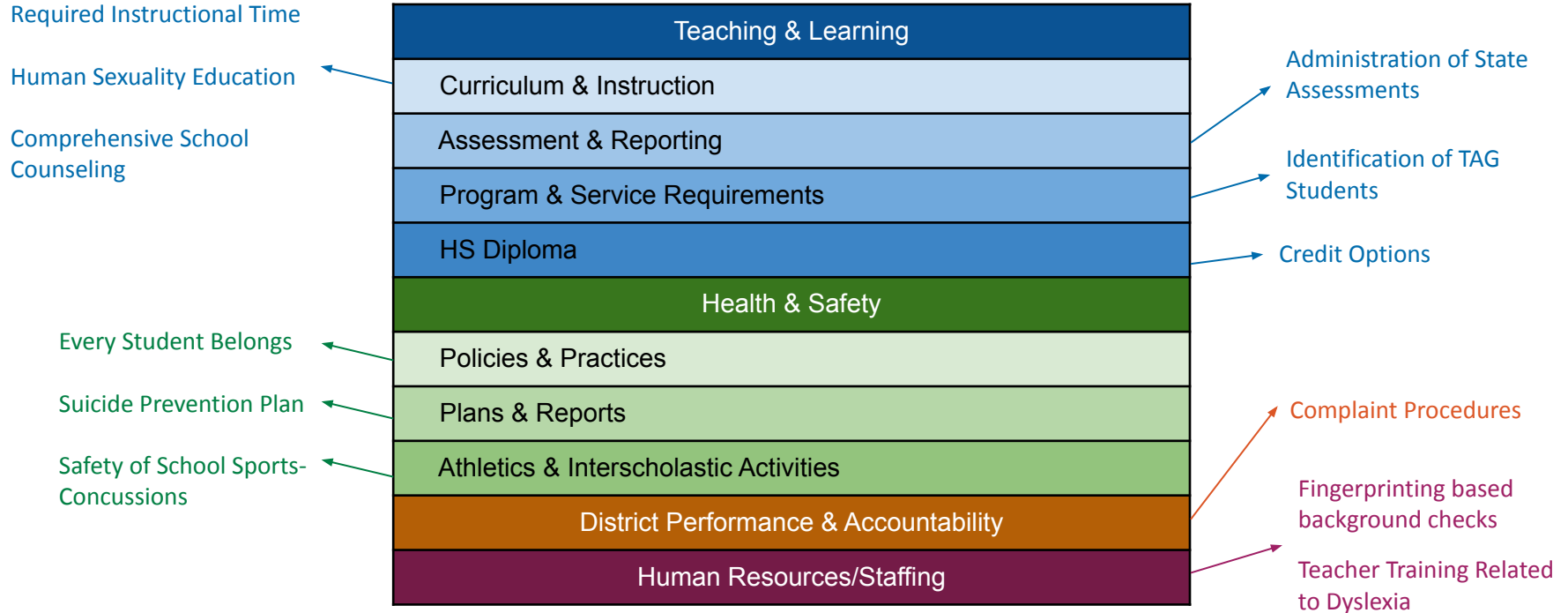
# Division 22 Rule Categories

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**Division 22  
standards  
include over  
50 rules.**

Teaching & Learning
Curriculum & Instruction
Assessment & Reporting
Program & Service Requirements
HS Diploma
Health & Safety
Policies & Practices
Plans & Reports
Athletics & Interscholastic Activities
District Performance & Accountability
Human Resources/Staffing

# Snapshot: Division 22 Rules



# Reporting on the 2021-22 School Year



# Changes to the Division 22 Standards for 2021-22

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## Waivers:

- [581-022-2115\(4\) Assessment of Essential Skills:](#)  
Graduation Requirements
  - Note: Local Performance Assessment remains in effect
- [581-022-2130 Kindergarten Assessment](#)

## Addition: Operational Plans

School districts and public charter schools must periodically submit to the Department a plan for operation during the 2021-22 school year. The plan must be submitted on a timeline to be determined by the Department and on a form provided by the Department. This addition is set out in [OAR 581-022-0106: State Standards for the 2021-22 School Year](#).



# Three Steps in the Division 22 Assurances Process

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- School district superintendents report to their local School Board the district's compliance with all Division 22 Standards for the 2021-22 school year by November 1, 2022.
- School districts post the Community Report on Compliance with Public School Standards to their websites by November 1, 2022.
- School districts complete and submit the annual Division 22 Standards Assurances Form to ODE by November 15, 2022.



# District Report on Division 22 Standards Compliance

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LCSD was in compliance with all Division 22 rules during the 21-22 school year with the exception of :

[581-022-2263 Physical Education Requirements](#) \*Elementary Grades

## **Out of compliance**

We provided an average of 90 minutes of physical education with a certified teacher.

## **Corrective Action Plan**

We will ask classroom teachers to add physical education into their schedules.

# Looking Ahead: Compliance for the 2022-23 SY

# New/Revised Rules & Requirements

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## **OAR 581-022-2263 Physical Education Requirements**

Instructional time requirements for middle school increased to 225 (or 180 for a 4 day week)

## **OAR 581-022-0107 Operational Plans for the 2022-23 School Year**

School districts and public charter schools must periodically submit to the Department a plan for operation during the 2022-23 school year. The plan must be submitted on a form and on a timeline to be determined by the Department.

## **581-022-2308 Agreements Entered Into with Voluntary Organizations**

Requires adoption of a policy governing participation in a voluntary organization that administers interscholastic activities. Voluntary organization must adopt and implement policies prohibiting discrimination, maintain a complaint process with sanctions, and administer an annual survey.

# New/Revised Rules & Requirements

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## **OAR 581-022-2500 Programs and Services for TAG Students**

Districts shall post current TAG plan on the district website and have it available on request. Districts shall update ODE annually with district TAG contact information. Parents and students have the right to discuss the TAG plan. Updated TAG plans are due to ODE by May 1, 2023.

## **OAR 581-022-2325 Identification of Academically Talented and Intellectually Gifted Students**

Person who is responsible for identification must be trained.



# *Agenda Item 6*

*Consent Agenda*

*A. OSAA Sponsorship*





# Oregon School Activities Association

## Cooperative Sponsorship Application Form

[? Help](#)[✕ Close](#)

Form Actions

Coop Application Form Status and Progression

[? Help](#)**You Have Already Digitally Signed This Form**

WORK ▶ ▶ ▶ SUBT ▶ ▶ ▶ DONE

**You have already signed this coop application.**

### Instructions

You've been given access to this online Cooperative Sponsorship Application form in order to indicate your approval by adding your digital signature. If you have any questions, please reach out to your school administrator who sent you the link to this form or contact OSAA Associate Director Kelly Foster, [kellyf@osaa.org](mailto:kellyf@osaa.org) or (503) 682-6722 x233.

### Next Steps

1. Review the information on this form.
2. Input your digital signature near the bottom of the page.

### Coop Information - Lebanon / Central Linn

**Activity:** Boys Swimming**Duration:** 1 years**School Years:** 2022-23 through 2022-23**Reason:** *This is the reason for creating this cooperative sponsorship.*

We have a boy at Central Linn that has competed in swimming all the way up to High School and Central Linn does not offer swimming.

**Practice Location:** Lebanon*This is where practices will be held.***Contest Location:** Lebanon*This is where home contests will be held.*

### Placement

**Combined ADM:** 963*Sum of both school's ADM numbers from the selected starting school year.***Coop Classification:** 5A*Based on the combined ADM, this coop would compete in this classification.***Coop League:** 5A-3 (2022-2025) Mid-Willamette Conference*The selected league in which this coop will join and compete.*

### Host School

**Lebanon**

Classification: 5A, ADM: 824

League: 5A-3 Mid-Willamette Conference

### School 2

**Central Linn**


Classification: 2A, ADM: 139

League: 2A-3 Valley Coast Conference

## League Approval

Cooperative sponsorship applications must obtain approval from the regular league or special district in which the proposed cooperative team will participate.

### League/Special District Representative for 5A-3 Mid-Willamette Conference

**Name:** Bob Daugherty  
**School:** South Albany High School  
**Email:** bob.daugherty@albany.k12.or.us  
**Role:** Athletic Director  
**Signature:** /Bob Daugherty/  
**Date Decided:** 10/3/2022  
**Approved?:**  **Approved**  
**Comments:** This a great opportunity for the athlete.

## Host School Information - Lebanon

### Activity Participation - Boys Swimming - Lebanon

Lebanon Boys Swimming participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	NA	NA	NA	NA
Current Year	NA	NA	NA	NA
Next Year	NA	NA	NA	NA

### Superintendent Approval

**Superintendent Name:**  \*

Please type in your name.

**Signature:** /s/  \*

Indicate your approval and digitally sign this form by typing in your full legal name.  
Confirm your signature by clicking outside of the text box.

**Date Signed:** 10/4/2022

### School Enrollment - Lebanon

Students enrolled at Lebanon, by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	NA	NA	NA	NA
Current Year	NA	NA	NA	NA
Next Year	NA	NA	NA	NA

### School Board Approval - Lebanon Community School District 9

**Date School Board Approved:**  \*

This is the date that the school board for Lebanon approved this cooperative sponsorship.  
A copy of your school board's approval must be available at the request of the OSAA.

The school can input this date or you as Superintendent can enter this date.

## School 2 Information - Central Linn

### Activity Participation - Boys Swimming - Central Linn

Central Linn Boys Swimming participants, by school year and grade

Participation	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	na	na	na	na
Current Year	na	na	na	na
Next Year	na	na	na	na

### Superintendent Approval

Superintendent Name:

Candace Pelt \*

Please type in your name.

Signature:

/s/ Candace Pelt \*

Indicate your approval and digitally sign this form by typing in your full legal name.

Confirm your signature by clicking outside of the text box.

Date Signed:

10/3/2022

### School Enrollment - Central Linn

Students enrolled at Central Linn, by school year and grade

Enrollment	12th Grade	11th Grade	10th Grade	9th Grade
Last Year	48	51	49	47
Current Year	56	52	53	50
Next Year	52	53	50	43

### School Board Approval - Central Linn School District 552

Date School Board Approved:

\*

This is the date that the school board for Central Linn approved this cooperative sponsorship. A copy of your school board's approval must be available at the request of the OSAA.

The school can input this date or you as Superintendent can enter this date.

# *Agenda Item 6*

*Consent Agenda*

*B. September 8, 2022 Board Meeting Minutes*



**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING  
SEPTEMBER 8, 2022, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

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## **MEETING MINUTES**

<b><u>BOARD MEMBERS PRESENT:</u></b>	<b><u>EXECUTIVE STAFF PRESENT:</u></b>
Tom Oliver, Chair, via zoom Richard Borden, Vice Chair Nichole Piland, Member Tammy Schilling, Member	Bo Yates, Superintendent Jennifer Meckley, Assistant Superintendent, via zoom William Lewis, Business Director Kim Grousbeck, Human Resources Director

The meeting minutes were recorded by Executive Secretary Jessica Woody.

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

Board Vice Chair Richard Borden called the meeting to order at 6:04 PM and led the flag salute.

### **2. PUBLIC COMMENTS**

No public comments were made.

### **3. STUDENT AND COMMUNITY ENGAGEMENT**

Jordon Ford, Community Engagement and Inclusion Coordinator, speaks to the board about the overall goals from his presentation referred to in the board packet. Jordon's main roles with the district is to support family engagement and resources, relational trust, identifying existing barriers to stakeholder engagement, and supporting the equity plans of the district.

Jordon reviews the Family Engagement and Inclusion slides found in the board packet. He also reviews what he has been working on with our staff, which includes running sessions for families and the community about school safety with our SRP (safety response protocol), MTSS, SEL, Character Strong and Purposeful People, along with monthly newsletters going out to families. Among this, continuing with Latino family night, and work with the welcome center. Jordon also speaks about our community partnership with the ODE and what our goals are and how we can bridge the gaps.

He also reviews the student voice project that took place In the spring of last year, students finish a sentence with a statement of, "I wish my teacher knew...". The district received several responses with some funny, and inspiring messages from students. He explains how great it was to start the year off that way, with student voice and listening to the students advocate for themselves.

Bo Yates adds that Jordon has done a great job and has been aggressive with having purposeful meetings and getting our parents and families involved, and how the parents can work with our schools and the best practices the district can follow to do so. Bo also explains that our partnership with our community and families is what the district needed help with, with great programs for students to access, the district wants parents to be able to be involved in those as well.

Richard Borden inquires about the power hour that the district is newly providing. Jordon explains that it is open to all community members in person at the LHS auditorium or via zoom, and a digital newsletter is sent to families to notify them of these via parent square.

#### **4. LCSD GOAL REVIEW FOR 22-23**

Bo Yates speaks to the board and assures that the district is still in alignment with our focus, of increasing the education of each of the students, increase test scores, achieve a years' worth of growth, assess and support, and make sure all students are reading at grade level by grade 3. This is shown to pay off because it will increase graduation rates. He explains that it is also important for freshman to be in good standing by the end of the year so that they are on track to graduate. He also assures that the district is using recipes and resources that we know are going to work, some students struggle and we will offer more intensive support if needed.

Bo also refers to the districts strategic plan that is updated on the district website, and listed for elementary, middle, and high school, and what we are committed to doing. Bo explains that this resource portrays what we do instructionally, our student support assessment, and curriculum, with a simple way for parents and the community to see what we are doing. Bo recommends checking this out on the website if you have not already. Bo also tells the board that as school returns his biggest concern is to benchmark where the students are at, using star assessments. Bo will bring back some data in relation to this at the upcoming meeting. He also is interested to review the data for students who participated in summer school to see if there is indeed an educational impact there. Bo adds that at the high school specifically the staff has felt so positive about the kids that are there this year and are so happy to be in school and engaging, when they maybe weren't before.

Lastly, Bo adds that the district is continuing to update our website and making it much simpler for families to access this information as well, the district wants to provide something usable and easy to work through for the website.

#### **5. PROJECTED ENROLLMENT NUMBERS**

Bo Yates explains that as we have students coming back, the high school enrollment numbers are as high as they have been, also that there were some slight concerns with adjusting classes at the elementary level, but more scalable at LHS. He adds that we are showing some solid numbers and are happy to have kids coming back.

Richard Borden asks if the district has any classes over 30 students, and Bo adds that we do at Seven Oak, the district did a schedule change so that students would be spending more time in ELA and math so because of that classes are varying from 15-32 because of the new schedule change. Bo also adds that the school will continue to hand schedule and adjust as much as possible.



It is agreed that the hope is to maintain and continue to build on the enrollment numbers.

In question, Bo explains that whether the extended time in ELA and math classes becomes permanent for Seven Oak will be determined depending on the progress that is made. COVID came between the progress that was being made prior to it, so now there is need for more core instruction. This takes some extra options away from the students earlier, in hopes that they will then have more options in the future. Bo also adds he thinks we will follow this for at least a couple years until the district works its way out of it.

## **6. CONSENT AGENDA**

Nichole Piland motions to approve and Tammy Schilling seconds the motion. All in favor with a unanimous vote, the consent agenda made up of August 11, 2022 Board Meeting Minutes, LCSD Organization Chart, first reading policy update GBEA, IGDJ, IGBAF-AR, IK, JGAB, GCDA/GDDA-AR, IGBBA, and IGBB, and second reading policy update JGEA, and new hires Frances Bonner, Nicole Chancellor, Fay Jaramillo, Jessica Quetschke, Lindsay Raybould, Amealia Schreiter, Janet Fery (temp), and Jake Schlechter (temp) is approved in its entirety.

## **7. DEPARTMENT REPORTS**

### **A. Operations**

Bo explains that the district had to shut down operations at Lacombe school the following day due to the power situation, and this could pose some issues with food storage and food in freezers, though it looks like all other schools will be able to function as normal. He also adds that bus drivers are in routes, it hasn't been without some challenges but everyone has done a good job.

### **B. Human Resources**

Kim Grousbeck gladly reports that the district only has 2 licensed teacher positions open at this time, which is an elective teacher at Hamilton Creek and a music teacher that was shared with Lacombe and Hamilton Creek. As well as only a handful of classified positions that still need hired. She also explains that the human resources department did a last-minute job fair and hired 12 employees from that.

Human resources also led a new licensed academy with 36 new teachers that attended and were given tools to be successful, and get attached to a mentor and instructional coach. While new classified staff also met with their mentors that will be working with them and supplying topics to meet about throughout the year.

### **C. Finance**

William Lewis provides information about the fiscal realities that the district is faced with currently. The district is working diligently on the Seven Oak project and has signed a contract with someone to over see the documents with the architect. The goal is to have the 3<sup>rd</sup> party look over it and over see the budget, and use the bottom line during the bidding process.

He also explains that the business office is on track for wrapping up the 21/22 school year. Staff insurance open enrollment is open for all employees to access, and closes on September 15. He adds that this is a holding period for the district at this time.

## **8. COMMUNICATION**

### **A. Board**

Tom Oliver thanks Richard for running the meeting tonight, and for Alisha working through the technical difficulties. He states it was a good discussion and he looks forward to seeing everyone next meeting.

### **B. Superintendent**

Bo Yates also adds a thank you to Alisha for hustling through the technical difficulties.

Jessica Woody provided information to the board about the OSBA elections which are open through September 30, they are looking for nominations for a Linn/Benton/Lincoln Region member. No board members were interested at this time.

### **AUDIENCE COMMENTS**

No audience comments were made.

## **9. MEETING ADJOURNED**

There being no further business before the Board, the meeting was adjourned at 6:40 PM.

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Tom Oliver, Board Chair

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Bo Yates, Superintendent

# *Agenda Item 6*

*Consent Agenda*

*C. Policy Updates – First Reading*

## October 2022 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommended Adoption? (Yes/No)
IKF	Graduation Requirements	Conditionally Required	Jen Meckley	Changes in language due to SB 1522 - it modifies what credits the district shall accept from other educational programs and modifies the definition of “world language”.	Yes
IGAI	Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education	Highly Recommended	Jen Meckley	Language added to reflect OAR 581-021-0593 which requires public education providers to provide information on menstrual health and must include this information in their health and sexuality education.	Yes
JHC	Student Health Services and Requirements	Highly Recommended	Jen Meckley	New proposed language added refers to existing rules related to school nursing services and responsibilities.	Yes
KBA KBA-AR	Public Records Request	Highly Recommended	Jen Meckley	Updated to better align policy language with statute .	Yes
JHCD/JHCDA JHCD/JHCDA-AR	Medications	Required	Jen and Steve	In consultation with school nurses and the School Resource Officer, we recommend adding language allowing schools to have Narcan/Naloxone on campus to use by	Yes

			trained personnel in the event of a suspected opioid overdose.

# Lebanon Community Schools

Code: **IKF**

Adopted: 5/20/10

Readopted: 12/16/10, 5/19/11, 12/5/13,  
3/10/16, 6/9/16, 10/12/17,  
1/11/18, 4/26/18, 8/8/19,  
1/9/20, 4/14/22

## Graduation Requirements\*\*

(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.)

The Board establishes graduation requirements for 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~~ **an educational program<sup>2</sup> in the state**, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that ~~other district or public charter school~~ **educational program in this state**.

## Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits<sup>3</sup>

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

<sup>2</sup> "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

<sup>3</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. **However, if the district provides an education as described in ORS 336.585 or**  
R10/05/21 | LF



1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are a level higher than Algebra I);
2. Four credits in 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>4</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<sup>5</sup> (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>6</sup>:

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.

### **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.

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336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.

<sup>4</sup> Civics becomes a half-credit requirement beginning on January 1, 2026 (~~Senate Bill 513, 2021~~ ORS 329.451).

<sup>5</sup> "World Language" includes sign language, heritage language and languages other than a student's primary language.

<sup>6</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).

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 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;
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.

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

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 the parents and 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 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 psychical education; and
- g. One credit in the arts or a world language.

2. Have a documented history of:

- a. An inability to maintain grade bevel achievements 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, or 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 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 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. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or 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, 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 unique needs of the student and when added together provide a total number of hours of instruction or services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

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, an extended diploma or an 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 may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. 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>7</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 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 329.045](#)

[ORS 329.451](#)

[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 581-022-2010](#)

[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);~~

Senate Bill 1522 (2022)

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<sup>7</sup> Oregon Department of Education page for: [30-day notice and opt-out form](#)  
R10/05/21 | LF

## **Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education\*\***

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health department's staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that his/her child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;
7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;
8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;
9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;
10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;
11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;
12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;
13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;
14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;
15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;
16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;
17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;
18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and
19. Is culturally inclusive.



The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;
3. Enhances students' ability to access valid health information and resources related to their sexual health;
4. Teaches how to develop and communicate sexual and reproductive boundaries;
5. Is research based, evidence based or best practice; and
6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

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**Legal Reference(s):**

[ORS 336.035](#)  
[ORS 336.059](#)  
[ORS 336.107](#)  
[ORS 336.455 to -336.475](#)~~4~~

[ORS 339](#).370 to -339.400

[OAR 581-022](#)-0009

[OAR 581-022](#)-0593

[OAR 581-022](#)-2030

[OAR 581-022](#)-2050

[OAR 581-022](#)-2220

## Student Health Services and Requirements

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an **major important Board concern-responsibility**. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

**The district shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220.**

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements.

**The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.**

**Any nurse(s) providing services on behalf of the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of the patient prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee<sup>1</sup>.**

The district shall maintain a prevention oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems;
3. Health counseling for students and parents when appropriate;

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<sup>1</sup> For additional delegation requirements, see [OAR 851-047-0030](#)

4. Health care and first-aid assistance that are appropriately supervised and isolates the sick or injured child from the student body;
5. Control and prevention of communicable diseases as required by Oregon Department of Human Services, Health Services and the county health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;
7. Services for students who are medically fragile or have special health care needs;
8. Screening for scoliosis upon request of parent.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of the Every Student Succeeds Act of 2015 (ESSA), the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination<sup>2</sup> or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be appraised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in vision or hearing screening. The district will abide by those requests.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.025](#)  
[ORS 336.201](#)  
[ORS 336.211](#)  
[OAR 581-022-2050](#)  
[OAR 581-022-2220](#)  
[OAR 581-022-2225](#)

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<sup>2</sup>The term “invasive physical examination” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2015~~ 2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2015~~ 2022).  
Every Student Succeeds Act of 2015, 20 U.S.C. § ~~8548~~ 7928 (2018).  
Family Education Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

HR6/27/17 | PH

# Lebanon Community Schools

Code: **KBA**  
Adopted: 8/4/03  
Readopted: 1/20/11, 12/15/11, 12/5/13,  
1/11/18

## Public Records **Request\*\***

~~“Public record” means any information that:~~

- ~~1. Is prepared, owned, used or retained by the district;~~
- ~~2. Is related to an activity, transaction or function of the district; and~~
- ~~3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.~~

~~A request to inspect or receive a copy of a public record shall be in writing and will be presented to the district office.~~

~~A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.<sup>1</sup> “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately-owned computer.<sup>2</sup>~~

~~Public record does not include messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.~~

~~A request to inspect or receive a copy of a public record shall be in writing and will be presented to the superintendent’s office.~~

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

~~The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen desiring to examine them during hours when the superintendent’s office is open.~~ All such information will be made available to individuals with disabilities in ~~any appropriate~~ an accessible format upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with

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<sup>1</sup> There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

<sup>2</sup> In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

The Board supports the right of the people to know about programs and services of their schools and will make ~~reasonable every~~ efforts to disseminate information. Each principal is authorized to use ~~all~~ available means ~~available~~ to keep parents and others ~~of his/her in the~~ particular school's community informed about the school's program and activities.

~~No records will be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for district records—if such disclosure would be contrary to the public interest, as described in state law.~~

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for ~~qualified~~ persons with disabilities.

Employee and volunteer ~~personal residential~~ addresses, ~~personal~~ electronic mail addresses (~~other than district electronic mail addresses assigned by the district to district employees~~), social security numbers, dates of birth and ~~personal telephone or cellular numbers, and other information listed in Oregon Revised Statue (ORS) 192.355 as exempt,~~ contained in personnel records maintained by the district are exempt from public disclosure pursuant to ~~Oregon Revised Statute (ORS)~~ 192.445 363-368 and ORS 192.502 355(3). ~~District electronic mail addresses assigned by the district to district employees are not exempt. Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law.~~ This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. ~~District electronic mail addresses assigned by the district to district employees are not exempt.~~

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

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**Legal Reference(s):**

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-400](#)

[ORS 180.805](#)

[OAR 166-005-0010](#)



HB 3464 (2017)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (201~~7~~8); 29 C.F.R. Part 1630 (~~2017~~2021); 28 C.F.R. Part 35 (~~2017~~2021).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual* (2017).

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

*Bialostosky v. Cummings*, 319 Or. App. 352 (2022).

# Lebanon Community Schools

Code: **KBA-AR (1)**  
Revised/Reviewed: 6/20/05; 1/20/11, 1/11/18;  
03/08/18  
Orig. Code(s): KBA-AR

## Public Records **Request**

In compliance with Oregon Law the following guidelines apply to the dissemination and inspection of the public records of the district.

1. A public records request shall be submitted in writing through the superintendent's office at 485 S. Fifth Street, Lebanon, Oregon 97355. The district's Request for Inspection or Copy of Public Records form is available on the district website.
2. Upon receipt of a written request, the district shall respond within five business days<sup>1</sup> acknowledging receipt of the request or completing<sup>2</sup> the district's response to the request. If the district provides an acknowledgment of the request, it must:
  - a. Confirm that the district is the custodian of the requested record;
  - b. Inform the requester that the district is not the custodian of the requested record; or
  - c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.
3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:
  - a. Complete its response to the public records request **in accordance with ORS 192.329(2)**. If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
  - b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.
4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:
  - a. The staff or volunteers<sup>3</sup> necessary to complete a response to the public records request are unavailable;
  - b. Compliance would demonstrably impede the district's ability to perform other necessary services; or

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<sup>1</sup>"Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

<sup>2</sup>The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.410-192.505).

<sup>3</sup>Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

- c. Of the volume of the public records request being simultaneously processed by the district.

~~The~~ In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.
6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be ~~provided~~ made available in the form the record is maintained. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.
7. Information will be made available to individuals with disabilities in an ~~appropriate~~ accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.
8. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of \$0.25 per page. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date ~~he/she was~~ they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

9. ~~The district reserves the right to restrict the inspection of some public records to the district's facilities.~~

# Lebanon Community Schools

Code: **JHCD/JHCDA**  
Adopted: 12/14/17  
Readopted: 4/23/20

## Medications\*\*/\*

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication himself/herself, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis<sup>1</sup>, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer to himself/herself prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school.

The district shall designate personnel authorized to administer medications to students. Annual training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE). When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

Current first-aid and CPR cards are strongly encouraged for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The superintendent and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy or a need to manage asthma, and an individualized health care plan for every student for whom the district has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer a medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

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<sup>1</sup>Under proper notice given to the district by a student or student's parent or guardian.

A request to the district to administer or allow a student to self-administer prescription medication shall include a signed prescription and treatment plan from a prescriber<sup>2</sup>.

A request to the district to administer or allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law<sup>3</sup>, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the district, the district may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a back-up prescribed autoinjectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration, in good faith and pursuant to state law, of prescription and/or nonprescription medication.

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-

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<sup>2</sup>A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

<sup>3</sup>Subject to ORS 109.610, 109.640 and 109.675.

administration of medication, as described in Oregon Revised Statute (ORS) 339.866, if that person in good faith and pursuant to state law, assisted the student in self-administration of the medication.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages, as a result of the use of medication if that person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine.

The district and the members of the Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith, on school premises, including at a school, on school property under the jurisdiction of the district or at any activity under the jurisdiction of the district, administers autoinjectable epinephrine to a student or other individual, with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine.

The superintendent shall develop administrative regulations as needed to meet the requirements of law, and the implementation of this policy.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 109.610</a>	<a href="#">ORS 475.005 to -475.285</a>	<a href="#">OAR 581-022-2220</a>
<a href="#">ORS 109.640</a>		<a href="#">OAR 851-047-0030</a>
<a href="#">ORS 109.675</a>	<a href="#">OAR 166-400-0010(17)</a>	<a href="#">OAR 851-047-0040</a>
<a href="#">ORS 332.107</a>	<a href="#">OAR 166-400-0060(29)</a>	
<a href="#">ORS 339.866 to -339.871</a>	<a href="#">OAR 333-055-0000 to -0115</a>	Senate Bill 665 (2019)
<a href="#">ORS 433.800 to -433.830</a>	<a href="#">OAR 581-021-0037</a>	

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).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

## Medications\*\*/\*

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated personnel, or may be permitted to administer prescription or nonprescription medication to himself.

### 1. Definitions

- a. “Medication” means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student’s Oregon licensed health care professional for asthma or severe allergies.
- b. “Prescription medication” means any medication that under federal law requires a prescription by a prescriber.
- c. “Nonprescription medication” means medication that under federal law does not require a prescription from a prescriber.
- d. “Adrenal crisis” means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- e. “Adrenal insufficiency” means adrenal insufficiency as defined in ORS 433.800.
- f. “Notice of a diagnosis of adrenal insufficiency” means written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student’s primary care provider that includes the student’s diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
- g. “Prescriber<sup>1</sup>” means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed, advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- h. “Qualified trainer” means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon, or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.

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<sup>1</sup>A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days

- i. “Severe allergy” means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.
- j. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- k. “Designated personnel” means the school personnel designated to administer medication pursuant to district policy and procedure.

## 2. Designated Staff/Training

- a. The principal will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care programs on school-owned property and in transit to or from school or a school-sponsored activity, as required by Oregon law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.
- b. The principal will ensure the training required by Oregon law is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency, and student confidentiality. Materials as recommended and/or approved by the ODE will be used.
- d. A copy of the district’s policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.
- e. A statement that the designated personnel has received the required training will be signed by the staff member and filed in the district office.

## 3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

## 4. Administering Naloxone or Other Similar Medication to a Student or Other Individual

A premeasured dose of Naloxone or any other similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an opioid overdose.



## 5. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from a school or a school-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal will designate one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;
- b. The designated personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health authority;
- c. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian.

## 6. Administering Medications to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
  - (1) A written request for t designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
    - (a) The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
    - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:
      - (i) Name of the student;
      - (ii) Name of the medication;
      - (iii) Method of administration;
      - (iv) Dosage;
      - (v) Frequency of administration;
      - (vi) Other special instructions from the prescriber, if any; and
      - (vii) Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)-(vi) above.

- (2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:
- (a) The nonprescription medication is necessary for the student to remain in school;
  - (b) The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
  - (c) The written instruction from the student's parent or guardian for the administration of the nonprescription medication includes:
    - (i) Name of the student;
    - (ii) Name of the medication;
    - (iii) Method of administration;
    - (iv) Dosage;
    - (v) Frequency of administration;
    - (vi) Other special instructions, if any; and
    - (vii) Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

- (d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
    - (i) Name of the student;
    - (ii) Name of the medication;
    - (iii) Dosage;
    - (iv) Method of administration;
    - (v) Frequency of administration;
    - (vi) A statement that the medication must be administered while the student is in school;
    - (vii) Other special instructions, if any; and
    - (viii) Signature of the prescriber.
- b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;

- c. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- d. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- e. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication;
- f. Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent and documentation will be made on the district's Accident/Incident Report form. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- g. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.

#### 7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
  - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
    - (a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;
    - (b) If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care programs on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
    - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a school setting.
  - (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
    - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;

- (b) The student's name affixed to the manufacturer's original container; and
    - (c) The permission to self-administer medication from a building administrator.
  - (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
    - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
    - (b) A written order from the student's prescriber that includes:
      - (i) Name of the student;
      - (ii) Name of the medication;
      - (iii) Dosage;
      - (iv) Method of administration;
      - (v) Frequency of administration;
      - (vi) A statement that the medication must be administered while the student is in school;
      - (vii) Other special instructions, if any; and
      - (viii) Signature of the prescriber.
  - b. The student may have in their possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
  - c. Sharing and/or borrowing of any medication with another student is strictly prohibited;
  - d. For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
  - e. Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup autoinjectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup autoinjectable epinephrine to be kept in a reasonably secure location in the student's classroom;
  - f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
  - g. Permission for a student to administer medication to themselves may be revoked if the student violates the Board policy and/or this regulation.
  - h. A student may be subject to discipline, up to and including expulsion, as appropriate;
  - i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.
8. Handling, Monitoring, and Safe Storage of Medication Supplies for Administering Medication to Students

- a. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school in its original container, accompanied by the permission form and written instructions, as required above.
- b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another district employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.
- c. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
- d. Medication will be secured as follows:
  - (1) Non-refrigerated medications will be stored in a locked cabinet, drawer or box used solely for the storage of medication;
  - (2) Medications requiring refrigeration will be stored in a separate refrigerator used solely for the storage of medication;
  - (3) Access to medication storage keys will be limited to the principal and designated personnel.
- e. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
- f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

## 9. Emergency Response

- a. Designated personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from district-administered medication or from student self-medication or allergic reactions. The parent or guardian, school nurse, and principal will be notified immediately.
- b. Minor adverse reactions that result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

## 10. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within five

school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a nonrecoverable fashion as follows:

- (1) Medication will be removed from its original container and personal information will be destroyed;
- (2) Solid medications will be crushed, mixed or dissolved in water, liquid medications will be mixed or dissolved in water;
- (3) Mixed with an undesirable substance, such as coffee grounds, kitty litter, flour; and
- (4) Placed in impermeable non-descriptive containers, e.g. empty cans or sealable bags, and placed in the trash.

Prescriptions will be flushed down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so.

Other medication will be disposed of in accordance with established training procedures including sharps and glass.

- b. All medication will be disposed of by designated personnel in the presence of another school employee and documented as described in Section 10, below.

## 11. Transcribing, Recording, and Record Keeping

- a. A medication log will be maintained for each student administered medication by the district. The medication log will include, but not be limited to:
  - (1) The name of the student, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
  - (2) Student refusals of medication;
  - (3) Errors in administration of medication;
  - (4) Incidents of emergency and minor adverse reaction by a student to medication;
  - (5) Discrepancies in medication supply;
  - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.
- b. All records relating to administration of medications, including permissions and written instructions, will be maintained in a separate medical file apart from the student's education records file unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- c. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

# BOARD MEMORANDUM



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

**From:** Assistant Superintendent, Jennifer Meckley

**Date:** October 7, 2022 **Meeting Date:** October 13, 2022

**Re:** Medication Policy, Naloxone Addition

The Naloxone procedures and OHA toolkit included in this packet reflect and support the policy change - Medications\*\*/\* JHCD/JHCDA and JHCD/JHCDA-AR.

**Lebanon Community Schools  
Naloxone Procedures**

1. **District Policy ( JHCD/JHCDA) :** Adopt October 2022
2. **Training:**
  - a. School nurses will train the following employees:
    - i. Staff who are designated to respond to other medical emergencies
  - b. Trainers are:
    - i. Blaine Conley, School Nurse
    - ii. Teresa Saling, School Nurse
  - c. Training will be conducted annually using the Oregon Health Authority protocol.
3. **Storage:**
  - a. Naloxone will be stored near the AED kit in each district building.
4. **Staff Access:**
  - a. Will we send Naloxone on field trips?
    - i. Case by case decision. Confer with the school nurse.
  - b. Who will verify Naloxone is in place? How often?
    - i. Health Secretary - Monthly (along with AED/Epi Pen checklists)
5. **Maintaining School Stock**
  - a. Who will order the Naloxone?
    - i. Jessica Woody, Executive Secretary
6. **Record Keeping and information sharing.**
  - a. Will we use a form to record each use of Naloxone?
    - i. Yes, the nurse will be notified of use via incident report.
    - ii. Nurses will maintain the form.
7. **Action Steps:**
  - a. Designated staff should be prepared to take action, including:
    - i. Recognize signs of opioid overdose
    - ii. Respond to emergency; call 911; initiate site-specific emergency response
    - iii. Reverse an opioid overdose; administer naloxone/Narcan



# Oregon Health Authority | Oregon Department of Education

## Fentanyl & Opioid Response Toolkit for Schools

May 2022

Dear Education Leaders and Partners,

The Oregon Health Authority (OHA) and the Oregon Department of Education (ODE) co-developed this **Fentanyl & Opioid Response Toolkit for Schools** to support educators, administrators, school nurses, students and families in response to the public health crisis related to rising youth and adult opioid overdoses and deaths in Oregon.

Schools are the heart of Oregon communities. This toolkit provides information about how schools may create an emergency protocol to administer Naloxone, also known as Narcan. The toolkit includes information on how to access, administer and store this life-saving opioid overdose prevention medication. In addition, this toolkit has resources to support staff training, prevention education, and other resources essential to developing and implementing school emergency response procedures.

Rising opioid overdose deaths are a public health crisis. According to the Centers for Disease Control and Prevention (CDC), from May 2020 - April 2021, deaths due to accidental overdose surpassed 100,000 for the first time on record. Sixty-four percent of those deaths were attributed to illicitly manufactured fentanyl, which often comes in the form of pills that closely resemble prescription oxycodone or benzodiazepines such as Xanax. In Oregon, fentanyl-related overdose deaths increased by 74% from 2019 – 2020, for a total of 298 fentanyl-related deaths in 2020. Unfortunately, this trend is expected to continue, as Oregon has continued to see an increase in accidental overdose deaths due to fentanyl.

Naloxone is an opioid antagonist that will temporarily reverse deadly respiratory depression experienced during an opioid overdose. It is available as intramuscular or subcutaneous injection and nasal spray. When administered quickly and effectively, naloxone can immediately restore breathing to a victim experiencing an opioid overdose. It is important to note that if naloxone is mistakenly given to someone not actually experiencing an opioid overdose, it will not harm them. There is no potential for addiction or other misuse of naloxone. With naloxone as part of an emergency protocol, school staff can quickly administer and prevent opioid overdose deaths.

OHA and ODE strongly encourage schools to adopt policies and practices for safe and effective management and prevention of opioid-related overdoses in schools. When drug-related emergencies occur in or around schools, proper response is critical to save lives.

Naloxone administration is one part of a coordinated community prevention strategy to address the public health crisis of opioid-related overdoses. Schools are encouraged to partner with community [Alcohol and Drug Prevention Education Program Coordinators](#) and Regional Overdose Prevention Coordinators which can be found under 'Partners' [here](#). School and community partnerships to implement research-based, culturally responsive, primary prevention strategies are key to protecting and supporting youth and family wellness.

If you have any questions about this toolkit or would like additional ideas and thoughts in using some of the recommendations and resources provided in this document, please contact Bernadino De La Torre, OHA Youth SUD Program & Policy Coordinator at [bernardino.delatorre@dhsosha.state.or.us](mailto:bernardino.delatorre@dhsosha.state.or.us).

## Key Messages for Prevention Education and Awareness

**Youth need to know about the dangers of fentanyl. Schools, youth-serving organizations, and families should share the following messages with youth:**

1. Counterfeit pills laced with fentanyl are flooding the Pacific Northwest. In just one year (2019-2020), Oregon saw a 74% increase in fentanyl-related deaths.
2. Do not take any pill that you do not directly get from your doctor or a pharmacist. Pills received from friends or purchased online or from social media are not safe.
3. Fentanyl is tasteless, odorless, and too small to see with the naked eye. It's extremely potent. An amount the size of two grains of sand is enough to cause a deadly overdose.
4. Fentanyl-laced pills appear identical to those prescribed by doctors. In Oregon, fentanyl is most commonly seen in blue, greenish, or pale colored counterfeit pills. There may be other colors. These pills may be marked as "M30." Unless a pharmacist directly hands you a prescription pill, assume it is counterfeit and contains fentanyl.
5. There is no such thing as a "safe" source: pills are often laced with fentanyl long before they reach a direct supplier. Assume any pills obtained from social media, the internet, or a friend are counterfeit and contain fentanyl.
6. The blending of fentanyl in counterfeit pills is inconsistent and completely random, making every single dose a risk. One dose may not contain fentanyl, while another does—even though both come from the same supply.
7. Naloxone is the only medication that can reverse an opioid overdose.
8. If someone is going to use, the best way to prevent a fatal overdose is to avoid using alone and to always have naloxone on hand. If using alone and you overdose, you can't call for help or administer naloxone to yourself.
9. The clearest sign of an overdose is if someone is unresponsive (won't wake up). Other signs include:
  - Slow, shallow or no breathing
  - Pinpoint pupils
  - Heavy gurgling or snoring sounds
  - Cold or clammy skin
  - Difficult to wake, or can't wake
  - Blue or gray skin, lips, or nails
10. An overdose is always a medical emergency. Call 911 immediately. Remember that the Good Samaritan Law protects witnesses and victims from being prosecuted for drug possession. If you seek medical assistance in a drug-related overdose, you and the victim cannot be prosecuted for drug possession.

# *Agenda Item 6*

*Consent Agenda*

*C. Policy Updates – Second Reading*

## Workplace Harassment\*

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault<sup>1</sup> or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The district may not require or coerce a district employee to enter into a nondisclosure<sup>2</sup> or nondisparagement<sup>3</sup> agreement.

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<sup>1</sup> “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

<sup>2</sup> A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

<sup>3</sup> A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other par

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work- related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) 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.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 243.317 - 243.323](#)  
[ORS 659A.001](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)

[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.082](#)  
[ORS 659A.112](#)  
[ORS 659A.370](#)

[ORS 659A.820](#)  
[ORS 659A.875](#)  
[ORS 659A.885](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).  
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).  
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).  
~~House Bill 3041(2021)~~

# Lebanon Community Schools

Code: **IGDJ**  
Adopted: 8/2/04  
Readopted: 12/16/10, 8/8/19, 4/14/22  
Orig. Code(s): IGDJ

## Interscholastic Athletics

The Board recognizes the integral role interscholastic activities<sup>1</sup> play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events 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~~ any associated voluntary organization<sup>2</sup>. Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
  - a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
  - b. Prohibit discrimination;
  - c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
  - d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis;
2. Maintains a transparent complaint process that:
  - a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
  - b. Responds to a complaint made within 48 hours of the complaint being received; and
  - c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint;
3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

<sup>1</sup> Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

<sup>2</sup> Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

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) high school equivalency~~ program<sup>3</sup> that reside in the district, and students attending a public charter school ~~that does not provide interscholastic activities~~ that reside in the district, ~~the opportunity~~ 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 ~~of participation and those of the associated voluntary organization~~. 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 the~~ rules and regulations ~~of the associated voluntary organization~~. The principal shall notify the superintendent of conduct that violates the terms of this policy and report to the ~~associated voluntary organization OSAA as if~~ required.

An employee determined to have violated ~~Board policies and/or~~ rules and regulations of the ~~associated voluntary organization OSAA~~ may be subject to discipline, up to and including dismissal. A student in violation of ~~Board policies and/or the OSAA~~ rules and regulations ~~of the associated voluntary organization~~ 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 ~~Board policies and/or OSAA~~ rules and regulations ~~of the associated voluntary organization~~ 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.

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

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<sup>3</sup> “High school equivalency program” means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.



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 332.107](#)  
[ORS 339.450-339.460](#)  
[OAR 581-015-2255](#)  
[OAR 581-021-0045 – 0049](#)  
[OAR 581-022-2308\(2\)](#)  
[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 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

~~OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.~~

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

[Senate Bill 1522 \(2022\)](#)

## **Special Education - Individualized Education Program (IEP)\*\***

### **1. General IEP Information**

- a. The district ensures that an IEP is in effect for each eligible student:
  - (1) Before special education and related services are provided to a student;
  - (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
  - (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.
- b. The district uses:
  - (1) The Oregon standard IEP; or
  - (2) An IEP form that has been approved by the Oregon Department of Education.
- c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
- d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
- e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
- f. The district ensures that each teacher and service provider is informed of:
  - (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
  - (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

- g. The district provides a copy of the IEP to the parents at no cost.

## 2. IEP Meetings

- a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
- b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
- c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
- d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
- e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
- f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

## 3. IEP Team Members

- a. The district's IEP team members include the following:
  - (1) The student's parent(s);
  - (2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
  - (3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
  - (4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
  - (5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
  - (6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
  - (7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.
- b. Student participation:
  - (1) Whenever appropriate, the student with a disability is a member of the team.

- (2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.
  - (3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.
- c. Participation by other agencies:
- (1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
  - (2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

#### 4. Agreement for Nonattendance and Excusal

- a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
- b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:
  - (1) The parent and the district consent in writing to the excusal;
  - (2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
  - (3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

#### 5. IEP Content

- a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
- b. The district ensures that IEPs for each eligible student includes:
  - (1) A statement of the student's present levels of academic achievement and functional performance that:
    - (a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
    - (b) Describes the results of any evaluations conducted, including functional and developmental information;

- (c) Is written in language that is understood by all IEP team members, including parents;
  - (d) Is clearly linked to each annual goal statement;
  - (e) Includes a description of benchmarks or short term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.
- (2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short term objectives. The goals and, if appropriate, objectives:
- (a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
  - (b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
  - (c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.
- (3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:
- (a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
  - (b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.
- (4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
- (5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.
- (a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
  - (b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.
- (6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

## 6. Individualized COVID-19 Recovery Services<sup>1</sup>

Individualized COVID-10 Recovery Services, PER OAR 581-015-2229, are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

- a. Special education and related services;
- b. Supplementary aides and services;
- c. Additional or intensified instruction;
- d. Social emotional learning support; and
- e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

## 7. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

- a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
- b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
- c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

## 8. IEP Team Considerations and Special Factors

- a. In developing, reviewing and revising the IEP, the IEP team considers:
  - (1) The strengths of the student and concerns of the parent for enhancing the education of the student;
  - (2) The results of the initial or most recent evaluation of the student;
  - (3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
  - (4) The academic, developmental and functional needs of the child.
- b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:
  - (1) The communication needs of the student; and
  - (2) The need for assistive technology services and/or devices.

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<sup>1</sup> The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

- c. As appropriate, the IEP team also considers the following special factors:
- (1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
  - (2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
  - (3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
  - (4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
  - (5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
  - (6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).
- d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:
- (1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:
    - (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and
    - (b) The transition services (including courses of study) needed to assist the student in reaching those goals.
      - (i) Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule 441-345-0020. Information about these services shall also be provided to the parent by the district at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).
  - (2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and

- (3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.
- e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide the information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

## 9. Incarcerated Youth

- a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:
  - (1) Participation of students with disabilities in state and districtwide assessment; and
  - (2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.
- b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

## 10. Extended School Year Services

- a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
- b. ESY services are:
  - (1) Provided to a student with a disability in addition to the services provided during the typical school year;
  - (2) Identified in the student's IEP; and
  - (3) Provided at no cost to the parent.
- c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
- d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
- e. The district's criteria for determining the need for extended school year services include:
  - (1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
  - (2) If no documented evidence, on predictions according to the professional judgment of the team.



- f. “Regression” means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
- g. “Recoupment” means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

#### 11. Assistive Technology

- a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student’s IEP. These services and/or devices may be part of the student’s special education, related services or supplementary aids and services.
- b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student’s home or in other settings if the student’s IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

#### 12. Transfer Students

- a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student’s parents) provides a free appropriate public education to the student (including services comparable to those described in the student’s IEP from the previous district), until the district either:

- (1) Adopts the student’s IEP from the previous district; or
- (2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

- b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student’s parents, will provide a free appropriate public education to the student, including services comparable to those described in the student’s IEP from the previous district, until the district:

- (1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in Oregon Administrative Rules.
- (2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.
- (3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

## **Academic Achievement\*\***

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options. The goal of the district is for each student to gain a minimum of a years academic growth in a years time

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students will be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:
  - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
  - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
  - c. Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;
  - d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
  - e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade. Behavior performance shall be reported separately;

4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
- ~~5.~~ When no grades are given but the student is evaluated in terms of progress, the school staff will ~~also provide a realistic appraisal of the student's standing in relation to his/her peers;~~ show whether the student is achieving course requirements at the student's current grade level;
6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

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**Legal Reference(s):**

[ORS 107.154](#)  
[ORS 329.485](#)  
[ORS 343.295](#)  
[OAR 581-021-0022](#)  
[OAR 581-022-1660](#)  
[OAR 581-022-1670](#)

## Use of Restraint or Seclusion\*\*

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board to establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object<sup>1</sup>, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

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<sup>1</sup> The use of solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

### **The use of a seclusion cell is prohibited.**

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent or substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator or volunteer, it will be used only for as long as the student's behavior poses a reasonable risk of imminent or substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

### **Definitions**

1. "Restraint" means the restriction of a student's actions or movement by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
  - (1) Break up a physical fight;
  - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
  - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. “Seclusion” means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control, if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

3. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

4. “Serious bodily injury” means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical restraint” does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
  - b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice for standard treatment of the student’s medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional’s scope of practice.
  8. “Prone restraint” means a restraint in which a student is held face down on the floor.
  9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall utilize the Intervention System training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon

Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

An annual review of the use of restraint and seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
10. The demographic characteristics<sup>2</sup> of all students upon whom restraint or seclusion was imposed;
11. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KL – Complaints and KL-AR - Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

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<sup>2</sup> Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-001 – 581-002-0023. This appeal process is identified in administrative regulation KL-AR (2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

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**Legal Reference(s):**

<a href="#">ORS 161.205</a>	ORS 339.300	<a href="#">OAR 581-021-0563</a>
<a href="#">ORS 339.250</a>		<a href="#">OAR 581-021-0566</a>
<a href="#">ORS 339.285</a>	<a href="#">OAR 581-021-0061</a>	<a href="#">OAR 581-021-0568</a>
<a href="#">ORS 339.288</a>	<a href="#">OAR 581-021-0550</a>	<a href="#">OAR 581-021-0569</a>
<a href="#">ORS 339.291</a>	<a href="#">OAR 581-021-0553</a>	<a href="#">OAR 581-021-0570</a>
<a href="#">ORS 339.294</a>	<a href="#">OAR 581-021-0556</a>	<a href="#">OAR 581-022-2370</a>
<a href="#">ORS 339.303</a>	<a href="#">OAR 581-021-0559</a>	
<a href="#">ORS 339.297</a>		



## Criminal Records Checks/Fingerprinting

### Requirements

1. Any individual newly hired employee<sup>1</sup>, whether full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223, such as a teacher, administrator, personnel specialist or school nurse, shall submit to a criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a nationwide criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to undergo a nationwide criminal records check and fingerprinting with TSPC.
4. Any district contractor and its employees<sup>2</sup>, whether part-time or full-time, hired into a position having direct, unsupervised contact with students shall be required to undergo a nationwide criminal records check and fingerprinting.

The superintendent will identify district contractors who are present on district property and regularly interact with students and are subject to such requirements.

5. Any contractor or an employee of the contractor who provides early childhood special education or early intervention services shall be required to undergo a nationwide criminal records check and fingerprinting with the Oregon Department of Education (ODE), Child Care Division.
6. Any community college faculty member providing instruction at the site of an early childhood education program or a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day, shall be required to undergo a nationwide criminal records check and fingerprinting.
7. <sup>3</sup>Any individual who is an employee of a public charter school not requiring licensure shall be required to undergo a nationwide criminal records check and fingerprinting.

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<sup>1</sup> Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

<sup>2</sup> A person hired as or by a contractor and their employee may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

<sup>3</sup> If the district allows volunteers to have direct, unsupervised contact with students, districts are required to conduct criminal background checks on these volunteers.

## Exceptions

A newly hired employee<sup>4</sup> is not subject to fingerprinting if:

- ~~1. The district has evidence on file that the newly hired employee was previously checked through an Oregon and a FBI criminal records check by a previous employer that was a school district.~~

~~Evidence of the prior check will be either a copy of the criminal records check or a written statement of verification from a supervisor or officer of the previous employer.~~

1. district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment; or
2. {<sup>5</sup>} The Oregon Department of Education (ODE) determines the person:
  - a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
  - b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
  - c. Remained continuously licensed or registered with the TSPC.

Furthermore:

1. The ODE or TSPC verification of a previous check shall be acceptable only in the event the district can demonstrate records are not otherwise available; and
2. The district shall maintain evidence that the employee has not resided outside the state during the interval between the two periods of time working in the district.

## Notification

1. The district will provide the following notification to individuals subject to criminal records checks and/or fingerprinting:
  - a. Such criminal records checks and/or fingerprinting are required by law or Board policy;
  - b. Any action resulting from such checks **completed by the ODE** that may impact employment, contract or volunteer may be appealed as a contested case **to ODE**;
  - c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
  - d. A refusal to consent to a required criminal records checks and/or fingerprinting shall result in immediate termination from employment or contract status;
  - e. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
  - f. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, ODE forms or district volunteer

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<sup>4</sup> Any individual hired within the last three months.

<sup>5</sup> {This revision to TSPC rules sunsets July 1, 2024.}

forms (written or electronic) may result in immediate termination from employment, contract status or the ability to volunteer in the district.

2. The district will provide the written notice described above through such means as employment applications, contracts or volunteer forms.

### **Processing and Reporting Procedures**

1. Any individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms or requirements as approved by ODE (information available through the district).
2. All individuals subject to fingerprinting pursuant state law are required to report to an authorized fingerprinter for fingerprinting as directed by the district.

Fingerprints may be collected by one of the following:

- a. Employing district staff;
- b. Contracted agent of employing district; or
- c. Local or state law enforcement agency.

The individual subject to fingerprinting shall be subject only after acceptance of an offer of employment or contract.

3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.
4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment or contract.
5. A copy of the fingerprinting results will be kept by the district.

### **Fees**

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including contractors<sup>6</sup> and their employees, shall be paid by the individual.
2. Fees are payable prior to beginning employment, volunteer service or contract.
3. An individual offered employment in the district may request that the amount of the fee be withheld from the employee's paycheck, including a periodic payroll deduction rather than a lump sum payment, in accordance with Oregon law. The district may withhold such fees only upon the request of the individual.

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<sup>4</sup> A contractor's employee may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

4. Fees associated with required criminal records checks for volunteers shall be paid by the district.
5. Fees associated with a required fingerprinting for volunteers shall be paid by the district.

### **Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status**

1. Any individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the superintendent upon:
  - a. Refusal to consent to a criminal records check and/or fingerprinting; or
  - b. Notification<sup>7</sup> from the Superintendent of Public Instruction or designee that the employee has a conviction of a crime prohibiting employment with the district as specified by law.
2. Any individual required to submit to a criminal records check and/or fingerprinting in accordance with law may be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the superintendent upon notification from the Superintendent of Public Instruction or designee that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. Any volunteer who will be allowed to have direct, unsupervised contact with students that refuses to submit to a required, criminal records check to acquire or maintain such a volunteer status in the district in accordance with law and/or Board policy will be denied such ability to volunteer in the district.
5. If the district has been notified by the Superintendent of Public Instruction that an individual knowingly made a false statement or has a conviction of any crime listed in ORS 342.143 the individual will be denied the ability to volunteer.
6. Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

### **Appeals**

An individual may appeal a determination that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case and will be notified of such in writing by ODE.

A volunteer required to submit to a fingerprint-based criminal records check may appeal a determination that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case, if the results of the background check were provided by ODE or ODE.

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<sup>7</sup> Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

## Identification – Talented and Gifted Students\*\*

In order to serve ~~academically~~ talented and ~~intellectually~~ gifted (“TAG”) students in grades K-12, the district directs the superintendent to establish a ~~written~~ identification process.

This process of identification shall include ~~as~~ **at** a minimum:

1. Use of ~~research-based best~~ evidence-based practices ~~to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.~~
2. ~~Behavioral, learning and/or performance information.~~ Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student’s identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs, with no single test or piece of evidence eliminating a student from eligibility.
3. ~~A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.~~
- 4.3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
  - a. Students who are racially/ethnically diverse;
  - b. Students experiencing disability;
  - c. Students who are culturally and/or linguistically diverse;
  - d. Students experiencing poverty; and
  - e. Students experiencing high mobility.
5. ~~A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students.~~
4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tolls and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

~~Identified students shall score at or above the 97th percentile on one of these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.~~

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal ~~appeal the decision~~ through Board policy KL - Public Complaints and begin to [Step 2] with the superintendent.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the State Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581.002.0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

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**Legal Reference(s):**

[ORS 343.395](#)  
[ORS 343.407](#)  
[ORS 343.411](#)  
[OAR 581-021-0030](#)  
[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)  
[OAR 581-022-2370](#)  
[OAR 581-022-2500](#)

# Lebanon Community Schools

Code: IGBB  
Adopted: 6/15/98  
Readopted: 12/16/10; 4/14/22  
Orig. Code(s): IGBB

## Talented and Gifted Program **and/or Services**\*\*

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of ~~talented and gifted~~ students identified as talented and gifted. Talented and gifted students ~~are those who have been identified as academically talented and/or intellectually gifted~~ demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a ~~written identification~~ process for ~~identifying~~ identification of ~~academically~~ talented and ~~intellectually~~ gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification\*\*)

~~A written plan shall be developed that identifies programs or services needed to address the assessed levels of learning and accelerated rates of learning of identified students and provides an opportunity for the student's parents to discuss with the district the programs and services available to the student and to provide input on the programs and services to be made available to the student.~~

The district will develop a written plan of instruction for talented and gifted students that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
4. Describes how the district will evaluate progress of the plan; and
5. States the name and contact information for the district's talented and gifted coordinator.<sup>1</sup>

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office, when requested, and **will be published** on the district's website. The **district** website shall ~~also~~ provide the name and contact information of the district's coordinator of special education and programs for talented and gifted.

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<sup>1</sup> For the list of complete requirements of the plan, see ORS 343.397(1).

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at [Step 2]. The superintendent or designee may choose to convene a committee in making a decision.

END OF POLICY

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**Legal Reference(s):**

[ORS 343.391 - 343.401](#)  
[ORS 343.407 - 343.413](#)

[OAR 581-022-2325](#)  
[OAR 581-022-2330](#)

[OAR 581-022-2370](#)  
[OAR 581-022-2500](#)

~~Senate Bill 486 (2021)~~



# *Agenda Item 7*

*C. Finance – Financial Reports*

# BOARD MEMORANDUM

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

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

**Date:** October 06, 2022

**Meeting Date:** October 14, 2022

**Re:** Financial Report and Fiscal Updates

## **Financial Report**

The 2022-2023 Financial Board Report included in this packet reflects all revenues and expenditures for 2018-2022, and the budgeted YTD expenditures, plus encumbered amounts for 2022-2023 as of 10/06/22.

Administration will provide a Seven Oak budget project update.

## 2022-23 General Fund Revenue Report

		18/19 Actual	19/20 Actual	20-21 Budget	21-22 Budget	22-23 Budget	10-06-22 YTD	10-06-22 Balance
	SSF Formula							
1111,	Taxes	10,179,205	10,509,179	10,938,094	11,873,719	12,150,243	30,211	12,120,032
4801,4899	Federal Forest Fees	179,478	157,804	130,000	125,000	120,000	-	120,000
3103	Common School	437,082	196,120	400,000	444,819	<b>226,677</b>	<b>226,677</b>	-
2101	County School		209,250	200,000	195,000	-	-	-
3104	State Timber	167,048	23,587	100,000	100,000	-	-	-
3101/3199	School Support Fund	29,101,930	30,942,140	31,791,963	31,702,011	32,604,755	10,968,480	21,636,275
	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>45,101,675</b>	<b>11,225,368</b>	<b>33,876,307</b>
1510	Interest on Investments	385,564	320,317	250,000	150,000	<b>31,627</b>	<b>31,627</b>	-
4200	Third Party billing	72,372	-	-	-	-	-	-
2210	TMR	180,556	212,376	210,000	210,000	-	-	-
4300	JROTC reimbursement	35,236	77,982	65,000	65,000	<b>2,682</b>	<b>2,682</b>	-
	Other							-
1741	Outdoor School		-	-	-	-	-	-
1910	Rental Fees	3,926	1,582	7,500	5,000	<b>320</b>	<b>320</b>	-
1980	Fees Charged to Grants	-	14,915	50,000	108,266	315,500	-	315,500
1312, 1960, 1990,								
5300	Miscellaneous	370,469	304,781	250,000	255,000	265,000	2,858	262,142
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	5,180,500		5,180,500
	<b>Total</b>	<b>46,068,310</b>	<b>45,951,175</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>50,897,304</b>	<b>11,262,855</b>	<b>39,634,449</b>
		=====	=====	=====	=====	=====	=====	=====

## 2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	10-06-22 YTD	10-06-22 Encumb	10-06-22 Balance
Certified salaries	12,295,790	12,665,056	12,540,564	12,871,079	13,169,912	1,138,485	11,994,319	37,108
Classified salaries	5,554,869	6,227,931	6,008,791	6,250,523	6,233,686	824,558	5,240,246	168,881
Administrative salaries	1,782,092	1,873,807	1,863,955	2,059,820	2,151,593	530,990	1,594,475	26,128
Managerial - classified	249,120	154,577	289,051	299,689	511,189	128,191	386,934	(3,936)
Retirement stipends	19,904	91,904	133,413	120,000	0	10,000	110,000	(120,000)
Confidential salaries	159,789	162,808	284,898	343,800	485,197	140,452	355,866	(11,121)
Certified subs	43,660	2,000	0	14,294	0	0	0	0
Classified subs	43,138	1,500	23,975	0	0	0	0	0
Temp certified	162,287	82,264	45,425	0	625	0	0	625
Temp classified	23,111	8,000	21,658	481	11,086	5,975	0	5,111
Student helpers salaries	4,413	21,000	16,654	5,748	9,173	3,639	0	5,534
Overtime	50,768	0	91,513	57,127	38,449	16,034	0	22,416
Compensation time	77,738	52,300	44,207	71,883	8,946	3,391	0	5,555
Extra duty	350,933	279,579	128,295	230,761	83,537	40,811	0	42,726
Classified extra hrs	200,393	208,000	0	0	0	0	0	0
Vacation Payoff	14,017	29,817	24,292	28,240	43,273	10,524	0	32,749
Mentor teacher pay	0	0	0	0	822	0	0	822
Personal Leave Payout	0	0	0	0	0	0	0	0
Department Head Extra Duty	788	6,000	30,000	0	0	0	0	0
Taxable Meal Reimbursement	2,073	0	809	2,000	396	94	0	301
Cell Phone Stipend		0	1,080	1,080	450	113	338	0
Travel Stipend		0	11,400	0	30,500	6,300	19,650	4,550
Club Advisor	34,950	29,650	120,904	169,964	257,438	44,799	122,848	89,792
<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>23,036,272</b>	<b>2,904,354</b>	<b>19,824,676</b>	<b>307,242</b>
PERS	5,753,639	7,398,130	7,286,664	6,797,646	6,994,709	843,865	5,585,584	565,261
Social Security	1,544,838	1,655,388	1,642,024	1,627,475	1,759,624	215,308	1,438,110	106,206
Worker's Comp	210,272	293,025	275,747	189,328	196,035	17,028	89,408	89,599
Employee Ins - Admin	239,427	215,642	275,263	283,669	325,403	80,084	248,412	(3,093)
Employee Ins - Certified	2,829,522	2,449,421	2,756,998	2,840,563	3,029,490	251,339	2,710,623	67,528
Employee Ins - Classified	2,408,513	2,327,520	2,596,579	2,598,694	2,651,363	295,614	2,145,791	209,958
Employee Ins - Other	36,487	33,429	65,298	92,498	110,502	28,669	78,361	3,471
Employee Ins - Retired	120,255	83,600	52,700	120,000	0	8,459	0	(8,459)
TSA	24,336	25,200	45,600	45,600	48,600	15,855	49,973	(17,228)
<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>15,115,726</b>	<b>1,756,220</b>	<b>12,346,262</b>	<b>1,013,244</b>

## 2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	10-06-22 YTD	10-06-22 Encumb	10-06-22 Balance
Instructional Services	125,368	103,800	76,375	66,000	161,000	2,740	518	157,742
Instr Prog Improve Service	33,042	53,000	67,750	87,750	56,200	0	25,289	30,911
Other Instr-Prof-Tech SVCS	11,205	20,000	10,000	11,500	16,000	0	0	16,000
Repairs & Maintenance	206,884	190,300	227,612	258,500	286,050	78,105	1,491	206,453
Radio Service	12,455	11,100	11,100	15,000	4,500	2,631	7,989	(6,120)
Rentals	121,067	129,400	88,286	86,300	89,105	17,536	43,840	27,729
Electricity	453,206	502,620	465,700	451,500	450,500	47,887	313,280	89,333
Fuel	181,534	223,135	217,800	208,100	233,000	5,537	102,298	125,164
Water & Sewer	138,029	153,520	142,500	146,700	134,000	14,125	0	119,875
Garbage	112,864	102,400	87,000	106,500	104,500	0	0	104,500
Other Property Services	3,500	20,000	0	0	0	14,360	0	(14,360)
Reimb. Student Transportation	4,658	10,200	29,900	34,500	159,390	240	0	159,149
Reimb. Student Transportation	(79,915)					14,444.44	1,136.38	(15,581)
Travel	163,937	158,263	150,513	153,011	168,395	0	0	168,395
Travel - Student - Out of Dist.	1,140	5,300	4,500	3,500	0	0	0	0
Meals/Transportation	153	200	350	350	0	0	0	0
Staff Tuition	92,746	47,000	2,000	72,000	72,500	0	0	72,500
Telephone	44,987	73,165	65,100	52,300	73,250	15,899	34,865	22,486
Postage	24,224	26,074	28,900	32,117	31,500	6,225	16,410	8,865
Advertising	2,761	4,300	2,650	3,500	5,500	0	0	5,500
Printing & Binding	13,712	29,400	30,950	31,700	44,500	3,217	26,026	15,257
Charter School Payments	2,159,564	2,195,000	2,300,000	2,400,000	2,540,000	826,398	2,395,386	(681,784)
Tuitions Payments to Other Dist.	0	0	0	0	0	0	0	0
Tuition Pay Private School	0	5,000	0	0	0	0	0	0
Other Tuition	240,090	92,500	90,000	115,000	95,600	212	0	95,388
Audit Services	29,150	30,000	39,000	36,000	45,000	0	0	45,000
Legal Services	33,971	35,000	35,000	35,000	30,000	4,969	0	25,031
Negotiation Services	0	10,000	5,000	1,000	1,000	0	0	1,000
Data Processing SVCS	65,278	89,600	65,000	57,500	57,000	1,790	0	55,210
Election Services	4,632	5,000	5,000	18,000	5,000	0	0	5,000
Other Non_instr Pro/Tech	447,701	363,700	351,450	402,650	379,154	24,442	7,354	347,358
Physical Exams - Drivers	4,072	4,400	5,750	5,500	8,000	0	2,000	6,000
Drug Tests Drivers	1,670	3,000	2,250	3,000	2,500	0	0	2,500
Child Care Services	0	15,000	0	0	0	0	0	0
Sub calling service	14,113	15,000	12,000	7,500	7,500	1,184	0	6,316
Criminal History checks	3,394	3,200	3,500	3,500	500	0	0	500
Fingerprinting	626	1,000	2,500	1,000	1,000	0	0	1,000
Classified subs	499,112	425,000	445,791	510,573	413,248	0	0	413,248
<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>5,877,223</b>	<b>1,086,817</b>	<b>2,980,223</b>	<b>1,810,183</b>

## 2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	10-06-22 YTD	10-06-22 Encumb	10-06-22 Balance
Gas Oil & Lubricants	185,324	190,500	189,100	192,000	248,000	9,928.38	188,639.40	49,432
Supplies & Materials	457,850	648,024	651,837	698,023	996,751	131,309	10,305	855,137
Vehicle repair parts	27,649	52,800	50,500	50,500	61,500	15,049	20,987	25,465
Transportation operations	30,665	15,000	25,000	25,000	25,000	2,116	6,798	16,086
Textbooks	68,642	28,033	9,933	5,433	21,500	28,655	983	(8,139)
Library Books	5,914	15,694	8,200	11,700	12,750	90	0	12,660
Periodicals	6,511	6,000	10,800	12,100	12,150	0	12,783	(633)
Equipment under 5K	160,140	178,842	146,100	125,550	72,800	10,923	3,661	58,216
Computer software	184,472	264,360	257,398	323,918	339,174	167,489	39,293	132,392
Computer hardware	142,441	170,593	181,265	162,359	92,550	49,815	0	42,735
<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>1,882,175</b>	<b>415,375</b>	<b>283,449</b>	<b>1,183,351</b>
Buildings Acquisition		0	0	25,000	25,000	0	1,250	23,750
Improvements Other Than Buildings				0	0	0	0	0
Equipment	33,623	54,500	25,000	45,000	0	0	0	0
Bus Replacement	0	0	0	0	0	0.00	0.00	0
<b>Total Capital Outlay</b>	<b>76,554</b>	<b>54,500</b>	<b>90,000</b>	<b>100,000</b>	<b>70,000</b>	<b>15,173</b>	<b>6,688</b>	<b>48,139</b>
Regular Interest	0	500	0	0	0	0	0	0
		0	0	0	0	0	0	0
Dues & Fees	105,393	175,180	159,726	148,076	122,303	37,693	4,000	80,610
Insurance & Judgments	245,279	265,588	306,221	350,000	395,000	386,780	0	8,220
		0	0	0	0	0	0	0
Fidelity Bond Premiums		0	0	0	0	0	0	0
Property Insurance Premium		0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Judgments & Settlements		0	2,500	3,000	2,500	0	0	2,500
Settlements		0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Taxes & Licenses	0	200	700	700	800	878	0	(78)
					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>520,603</b>	<b>425,351</b>	<b>4,000</b>	<b>91,252</b>

## 2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	10-06-22 YTD	10-06-22 Encumb	10-06-22 Balance
Transfer - Vocational House Fund	40,000	0	70,000	250,000	450,000	0	0	450,000
Transfer - Technology	100,000	0	80,000	100,000	100,000	0	0	100,000
Transfer - Classroom Furniture	50,000	0	10,000	35,000	35,000	0	0	35,000
Transfer - Textbook Adoption	400,000	400,000	200,000	350,000	550,000	0	0	550,000
Transfer - Capital Improvement	400,000		200,000	300,000	50,000	0	0	50,000
Transfer - Track and Turf Fund	85,000	10,000	0	0	0	0	0	0
Transfer - Athletic Fund	446,000	450,000	475,000	475,000	475,000	0	0	475,000
Transfer - Bus Replacement	300,000	150,000	225,000	225,000	225,000	0	0	225,000
Transfer - Unemploy Ins	25,000	25,000	250,000	0	0	0	0	0
PERS Reserve	525,000	0	450,000	300,000	154,000	0	0	154,000
Transfer - Food Service	100,000	100,000	120,000	224,446	225,000	0	0	225,000
Transfer - Music/Band Replaceme	0	0	20,000	20,000	20,000	0	0	20,000
Transfer - Debt Service	150,000	50,000	0	0	0	0	0	0
Transfer - Academic Achievemen	0	0	0	0	0	0	0	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>2,284,000</b>	<b>0</b>	<b>0</b>	<b>2,284,000</b>
Reserve/Contingency	0	1,750,000	2,000,000	3,000,000	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>51,785,998</b>	<b>6,603,290</b>	<b>35,445,297</b>	<b>9,737,411</b>
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	18/19 Actual	19/20 Actual	20-21 Budget	21-22 Budget	22-23 Budget	10-06-22 YTD & Enc	10-06-22 Balance
<b>General Fund - Revenue</b>							
SSF Formula	39,748,844	42,038,081	43,560,057	44,440,549	45,101,675	11,225,368	33,876,307
SSF Adjustment	-	-	-	-	-	-	-
State Fiscal Stabilization Fund	-	-	-	-	-	-	-
Federal Ed Jobs	-	-	-	-	-	-	-
School Year SubAccount	-	-	-	-	-	-	-
Loan Receipts	-	-	-	-	-	-	-
Interest	385,564	320,317	250,000	150,000	31,627	31,627	-
Third Party Billing	72,372	-	-	-	-	-	-
TMR	180,556	212,376	210,000	210,000	-	-	-
JROTC	35,236	77,982	65,000	65,000	2,682	2,682	-
Other	374,395	325,816	387,500	368,266	580,820	3,178	577,642
Interfund Transfer	8,029	850,000	-	-	-	-	-
BFB	5,263,314	2,126,603	3,784,307	5,065,000	5,180,500	-	5,180,500
<b>Total</b>	<b>46,068,310</b>	<b>45,951,175</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>50,897,304</b>	<b>11,262,855</b>	<b>39,634,449</b>
=====	=====	=====	=====	=====	=====	=====	=====
<b>General Fund - Expenses</b>							
Salaries	21,069,833	21,896,193	21,680,883	22,526,487	23,036,272	22,729,030	307,242
Benefits	13,157,764	14,481,355	15,086,873	14,597,973	15,115,726	14,102,482	1,013,244
P. Services	5,396,276	5,349,577	5,299,827	5,686,551	5,877,223	4,067,039	1,810,183
Supplies	1,269,608	1,569,846	1,530,133	1,606,583	1,882,175	698,824	1,183,351
Capital Outlay	76,554	54,500	90,000	100,000	70,000	21,861	48,139
Other Objects	350,672	441,468	469,147	501,776	520,603	429,351	91,252
Transfers	2,621,000	1,185,000	2,100,000	2,279,446	2,284,000	-	2,284,000
Contingency	-	1,750,000	2,000,000	3,000,000	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>51,785,998</b>	<b>42,048,587</b>	<b>9,737,411</b>
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