



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.

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|--|-----------------------------------|
| 3. SIA ANNUAL REPORT, pg. 4 | Action: Informational |
| 4. MTSS PRESENTATION, pg. 8 | Action: Informational |
| 5. NEW TEACHER SUPPORT PROJECT, pg. 16 | Action: Informational |
| 6. BARGAINING CERTIFIED/CLASSIFIED SCHEDULE, pg. 26 | Action: Informational |
| 7. SEVEN OAK & KEES ST. UPDATES | Action: Informational |
| 8. CONSENT AGENDA | Action: Approval Requested |

- A. October 13, 2022 Board Meeting Minutes, pg. 28
- B. Policy Updates – First and Second Readings, pg. 34 & 58

CODE	TITLE
FIRST READING	
REQUIRED	
EFA	Local Wellness Program
DELETE	
EFA-AR	Local Wellness Program
HIGHLY RECOMMENDED	
JEA	Compulsory Attendance
GCBDB/GDBDB	Early Return to Work
DBEA	Budget Committee
SECOND READING	
CONDITIONALLY REQUIRED	
IKF	Graduation Requirements**

	HIGHLY RECOMMENDED
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

D. Hiring:

NAME	POSITION	FTE	START DATE	END DATE
NEW HIRES 2022-23 TEMPORARY				
Debra Price	Roving Teacher – Lacombe School	.40	11/1/2022	6/14/2023
Lindsey Smith	Roving Teacher – Lacombe School	.60	11/7/2022	6/14/2023

9. DEPARTMENT REPORTS

Action: Informational

- A. Operations
- B. Human Resources
- C. Finance, pg. 88
 - 1. Financial Report
 - 2. Re-approval of Budget Resolution No. 2022-08

10. COMMUNICATION

Action: Informational

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

11. 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.

12. ADJOURNMENT

Upcoming meeting dates:

December 8th, 2022 – Board Meeting at 6:00 PM

January 12th, 2023 – Board Meeting at 6:00 PM

Agenda Item 3

SIA Annual Report

2021-22 Student Investment Account Annual Report Template

Required Question	Responses
<p>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? (500 words or less)</p>	<p>Our SIA plan outcomes are as follows:</p> <p>Outcome #1: Increase academic achievement for students, including reducing academic disparities for identified student groups</p> <p>Outcome #2: Meet students’ mental or behavioral health needs</p> <p>Outcome #3: Ongoing Community Engagement</p> <p>The largest portion of our SIA funds are assigned to staff who work directly on one or more of our intended outcomes.</p> <p>One of the largest changes we were able to make in 21-22 was implementation of MTSS. The staff we hired with our SIA funds directly support and/or facilitate the MTSS process. MTSS is a complex system and we have had our share of bumps in the road. However, we have slowly improved and refined our practices to increase our abilities to support students academically, behaviorally, and with their mental health. Through the SIA process, we created the Dean of Student Success role. Each building has a DSS who supports MTSS and equity. The addition of mental health therapists (2) has significantly impacted our ability to address our students’ mental health needs as well as our partnerships with community organizations to increase capacity.</p> <p>We were able to hire an Engagement and Inclusion Coordinator in the spring of 22. Within just a couple of months, we had new processes started for engaging families and students. The coordinator facilitated a district-wide student voice campaign from which we developed our back to school training for staff in September.</p> <p>Our bilingual staff serve our growing population of EL learners. They serve instructional, behavior, and family/community needs.</p>

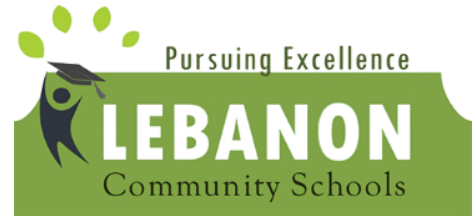
Required Question	Responses
	<p>Finally, the CTE teacher/program for middle level students has provided more choice for students and created a pathway into our robust highschool CTE programs.</p>
<p>2. What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges? (500 words or less)</p>	<p>The largest challenge we experienced last year was a shortage of substitute teachers/staff. The staff we hired with SIA funds were regularly pulled to fill different positions.</p>
<p>3. SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. (500 words or less)</p>	<p>The District continues to focus on and improve communication and engagement with students, families, staff, and community partners.</p> <p>Our Director of Communications has helped us considerably in Level 1 Engagement (keeping stakeholders informed). Staff and families have stated they appreciate the increased communication.</p> <p>We have Level 3 Engagement (Involve) with community partners through our Interconnected Systems Framework. This will evolve into more collaboration as partnerships become formalized.</p> <p>As previously stated, we were able to hire an Engagement and Inclusion Coordinator in the spring of 2022. Within just a couple of months, we had new processes started for engaging families and students. The coordinator facilitated a district-wide student voice campaign from which we developed our back to school training for staff in September.</p>
<p>4. As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what</p>	<p>We continued to prioritize early literacy, mental and behavioral health, and support for EL students and families during our second year of SIA implementation.</p>

Required Question	Responses
<p>you've learned this year impact future SIA implementation efforts? <i>(500 words or less)</i></p>	<p>The transition back to in-person instruction held many challenges. If not for the staff we were fortunate to hire with our SIA funds, many student needs would have gone unmet.</p> <p>We will continue our focus in these areas moving forward. We are working to refine and improve our instructional strategies (K-3 literacy) through professional development and collaboration (PLCs). Support and training for staff in the area of student behavior is a high priority as well.</p>

Agenda Item 4

MTSS Presentation

BOARD MEMORANDUM



To: Board of Directors

From: Rachel Cannon, Consultant

Date: 11/7/2022

Meeting Date: 11/10/2022

Re: MTSS Update

Background:

See attach documents.

Recommendation

None; this is an informational item only.



MTSS 22-23

District Goals

01

Students will be at or above grade level in math and English

02

90% will read at grade level by the end of third grade

03

90% will graduate on time

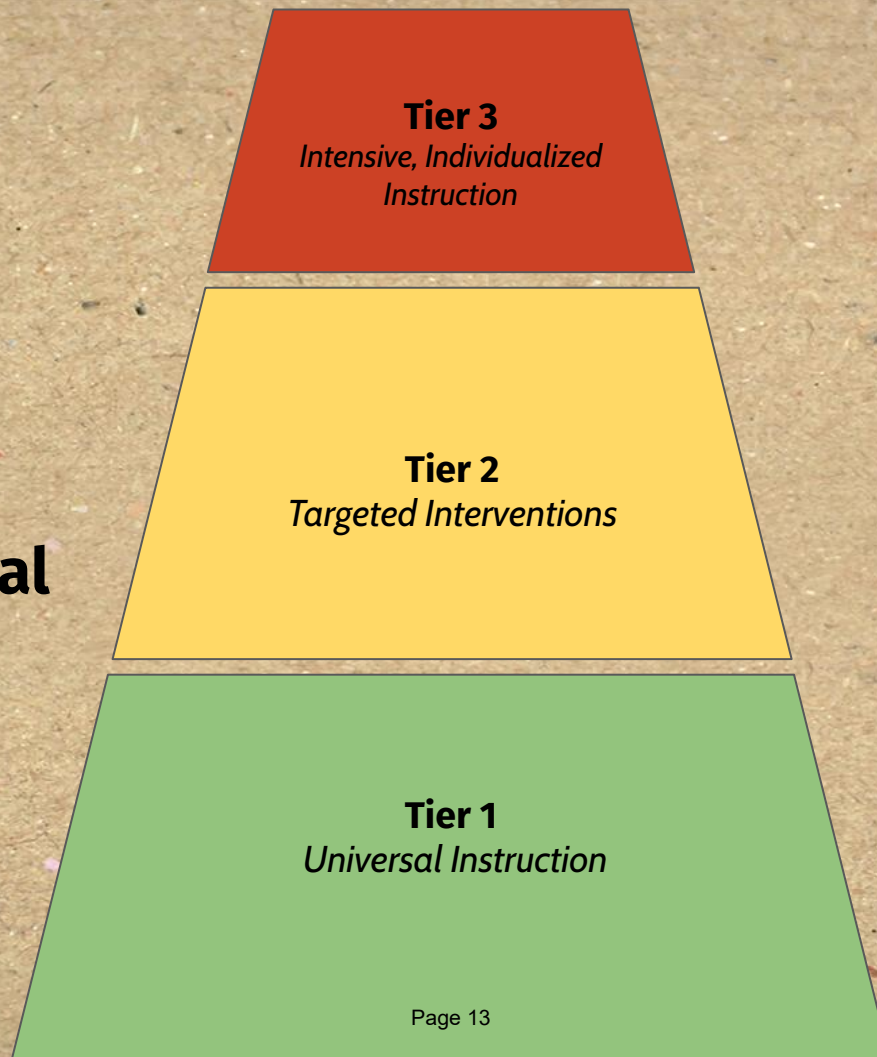
PREVENTION
for all Students

ENRICHMENT
for all Students

INTERVENTION
for all Students



**Behavior/
Social-Emotional
Learning**



**Academic
Learning**

LCSD District MTSS Team

Rachel Cannon
District MTSS Team Lead

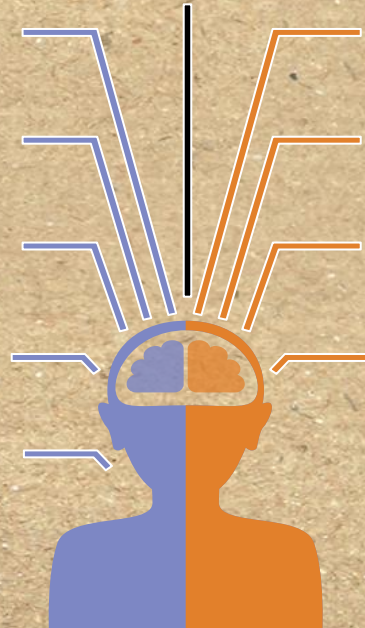
Bill Wittman
Academics

Brandon Weist
SEL

Steve Woodcock
Special Education

Jordon Ford
Equity & Family Inclusion

Tonya Cairo
AVID



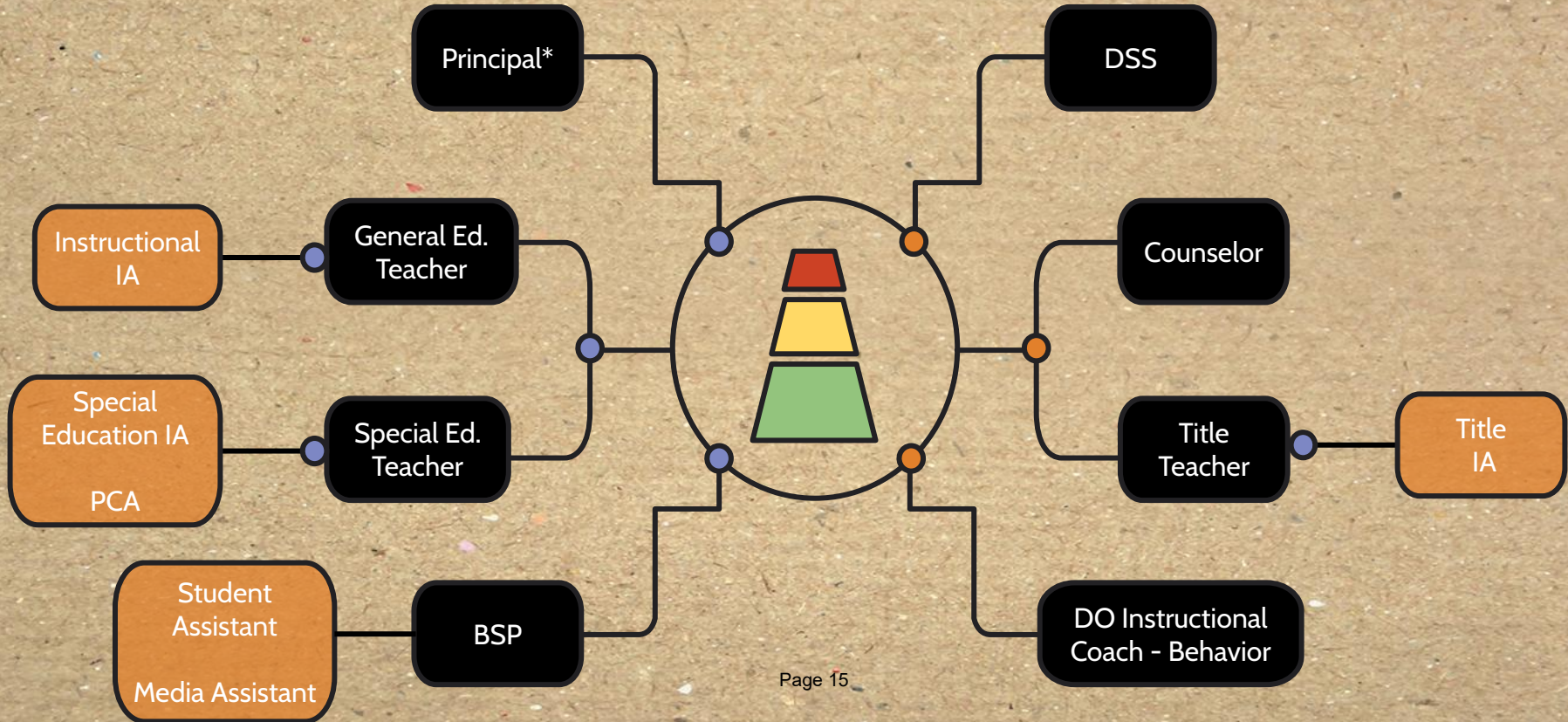
Melindy Hoeckle
Welcome Center

Sandi Cox
Mental Health

Kate Dorman
MTSS Skills Training

Eric Blickenstaff
Behavior Skills Training

School MTSS Team



Agenda Item 5

New Teacher Support Project

LCSD Instructional Mentor Program

Program overview & 2021-22 data review

Tina Snieder, District Instructional Mentor



New-to-Lebanon Teacher Supports

- New Licensed Academy
 - Building mentor
 - **Instructional mentor**
- + Other supports provided to all Lebanon teachers (district, building, PLC, early release, etc.)

What is an instructional mentor?

- Transparent, consistent goals and areas of focus
- Cycles of observation and feedback
- Confidential = low stakes
- Celebrating successes + naming strengths
- Required for any new-to-district teacher, regardless of teaching experience





Why an instructional mentor?

- Growth across district in high-impact areas
- Program design helps teachers feel safe to learn and grow
- Builds collective teacher efficacy
- Takes pressure off building mentor and administrator

Program Components

- 37 teachers participating in program in 2022-23
- New Licensed Academy
- Initial 1-on-1 meeting
- 4+ cycles of observation and individualized feedback
- Mid-year and end-of-year reflection

Additional support provided on demand or as needed:

- Video coaching
- Learning walks to see peer excellence in action

21-22 Program Data Review

100% of teachers who completed the school year completed the program (38)

100% completed the end-of-year feedback survey





97% recommend the program continues

“A great investment in the future of Lebanon teachers.”

“It was a reminder that expectations for high achievement start with positive relations and classroom management.”

“No matter your level of experience, getting an outside perspective is valuable. It either reinforces or improves your current practices.”

“A nice way to get low stakes feedback.”

“I feel seen.”

Most effective program component: 94% said post-observation debriefs

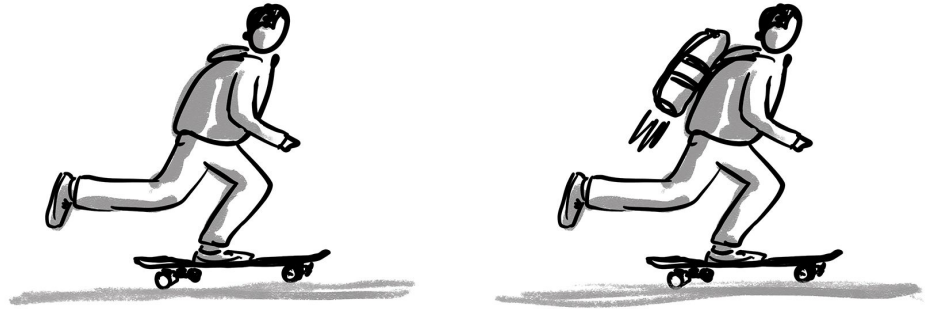
"I really appreciated the positive feedback about the things that were going well. Sometimes in the hectic day-to-day of planning and teaching those moments get lost. I also appreciated the small, doable next steps that both positively impact my class and make my life easier."

"I know observations are time consuming, but I get way more out of them than any other form of professional development. I think the format of the feedback also helped. Tina sandwiched her feedback in a good-improvable-good format. Tina kept her feedback very specific and constructive."

"Realistic expectations and candid conversations are extremely helpful. Even though I wasn't new to teaching, being new to the district creates challenges. Tina was very helpful in addressing some of those challenges."

New This Year

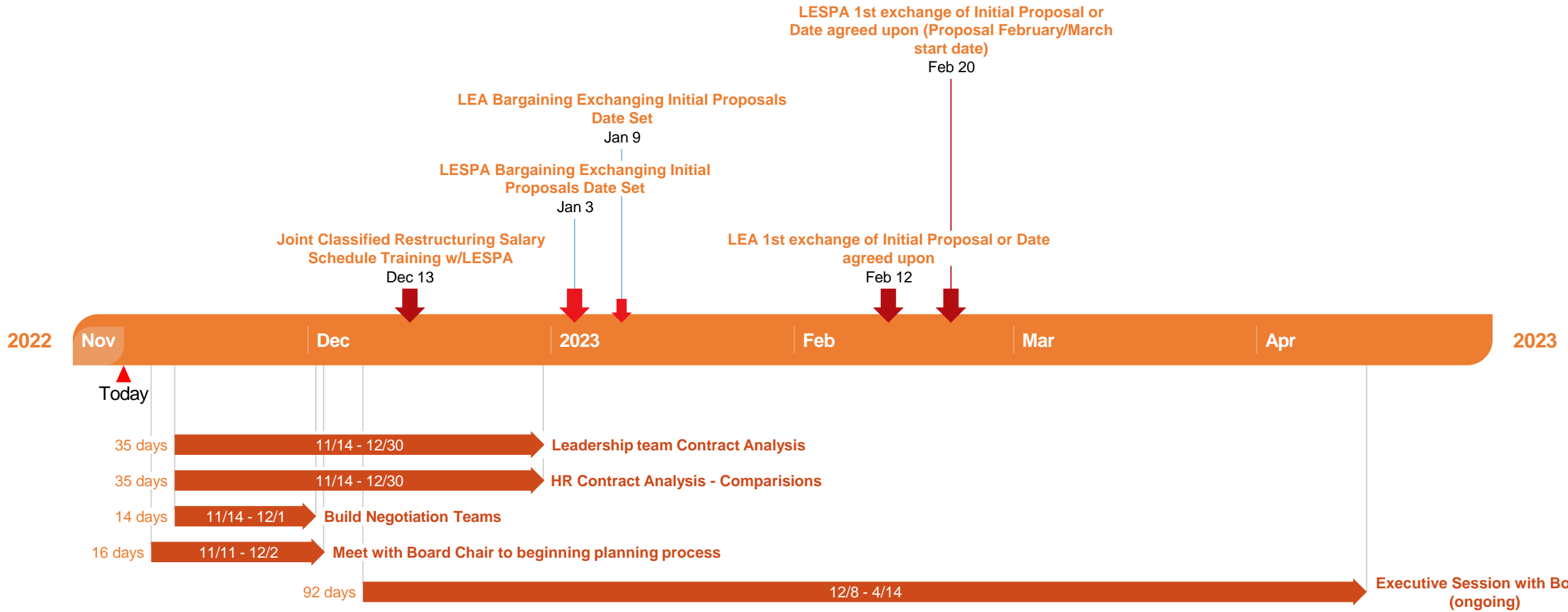
- Differentiation for experienced teachers
- Opt-in video reflections
- On-demand learning walks



SMALL CHANGES CAN MAKE A BIG DIFFERENCE

Agenda Item 6

Bargaining Schedule



Agenda Item 8

A. October 13, 2022 Board Meeting Minutes



Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

<p><u>BOARD MEMBERS PRESENT:</u> Tom Oliver, Chair, via zoom Richard Borden, Vice Chair Nichole Piland, Member Tammy Schilling, Member</p>	<p><u>EXECUTIVE STAFF PRESENT:</u> Bo Yates, Superintendent Jennifer Meckley, Assistant Superintendent William Lewis, Business Director</p>
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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 6:00 PM and led the flag salute.

2. PUBLIC COMMENTS

No public comments were made.

3. FALL STAR DATA

Bill Wittman, Curriculum Director, speaks to the board sharing fall data from the STAR assessments given to students from 2nd-8th grade, as well as special education students at LHS. Bill shows where we are at per grade level, and the percentiles for 3rd and 4th grade. He also explains that teachers come together and use these scores to assess the needs of the students, which can then refer them to additional testing and intervention supports, ex- title, special education, and ELL.

Bill also shows the STAR results and the breakdown per individual student and the district as a whole. He shows that Lebanon is currently matching scores nationwide, with lower performance and stronger growth. Bill also describes an additional report that shows how the district, teacher, and school levels are performing and how they will use this data in the teacher / grade level PLC meetings. This information does show that the district is making growth.

Bill also shows that in addition to the national findings, student percentiles in reading and math are aligned with the national average of high growth and low performance.

Bill also states that the growth is encouraging, and the performance is not so encouraging, though we are following the nation at this point and still working from a baseline year. The district has had high participation rate in the testing as well.

Bo Yates adds that Oregon was by far one of the most aggressive states as far as what the district had to implement in the classrooms and that the district is out performing in Oregon, but it is

going to take some time to get back on our feet, with putting in PLC work and working with staff on data and how to best support our kids.

Richard Borden asks if there are demographics of students that are not performing as well, and what our action plan would be for this.

Bill notes that there has been some evidence of students with disabilities, some students of color, and other language learners with a lower performance rate. He explains that the district's ELL students who are being served has increased from 85 last year to 105 students this year and there are pull out supports for those students, and that for special education and title services, the district is providing title teachers with IA's at every school to help support the students you see in the red and yellow areas on the STAR data reports.

A question is brought by Richard, if the district is fully staffed to support the needs of the students who need more support. Bill assures that as far as he is aware we are fully staffed, though there is some questions in regards to the growth in relation to the ELL students and staff and the district is working through that. Because of substitute shortages as well that can affect staffing as far as who the district has available in those support areas, if we need someone to fill a spot, which can vary each day.

Tammy Schilling asks that the board members have access to review the STAR data at their own time and pace outside of the meeting. Tammy has also asked that when presenting this data that the district comes with 3 problems or goals in mind of where we would like to work on things, so that there is something tangible to work with moving forward. With this, Bo explains that education is a process and that the district is just beginning their PLC work, comparing and learning from each other, analyzing curriculum, and leveling up, and that the data does not always translate to what the district is doing. Jennifer Meckley adds that we can in fact share our continuous improvement plan which shows the specific goals and action steps. Bo also adds that the districts priority at this point is reading and math.

4. SEVEN OAK PROJECT

William Lewis speaks to the board to introduce the construction process and the members of the construction team working on the Seven Oak project. The district would like to have a go or no go on moving forward with the project. William explains that the initial start of the project and its budget has changed as time has developed and costs have changed. After professionals have analyzed the plans, it has concluded that the district cannot afford the 6 classrooms that were initially planned for, so the district went back to the drawing board to figure out exactly what was needed at this point to move all of the 6th grade students to Seven Oak.

William shares photos and documents of the design and layout of the building, and explains that after working with contractors and engineers, the budget is now at a place that feels comfortable and can see the project through. H also shares that the budget allows for contingencies and inflation, and at this point is at 5.1 million, with funding coming from ESSR 2 and ESSR 3.

Paul, hired as a 3rd party architect, explains to the board via zoom the details of the bid and how they came to the cost for the project.

After a question from Nichole Piland in regards to the number of classrooms, William explains that at this point the cost for 6 classrooms was extremely high and in order to serve the 6th grade students that we have at this time and fill the immediate need, it made sense to move forward with 3 classrooms, and a fitness / gym area for PE space, ect. He also explains that the CTE class at Seven

Oak initially needed to fill one of the new classrooms, though it has its own portable now and will not utilize the new space.

William also explains that between schematic design and final design there is a process where there will be contingency as well. When questioned, Paul notes that the cost of this building is approximately \$355 a sq. ft. Richard and William agree that the contingency amount placed is due to inflation and is smart planning to have a buffer.

The board reviews and questions the height of the fitness center, and it is discussed that it is usable for sports, though there is concern whether the space will be tall enough for that kind of use.

Bo adds that this space was thought to be more so for conditioning and strength, as Seven Oak does still have the 2 additional gyms for other use as well.

Richard would like to know the cost of raising the roof, Paul states that he can get a price for that.

Tammy brings a question in regards to the number of classrooms and where that puts the district as of now as far as having enough space for all of the 6th grade students. Bo notes that it gives capacity for 100 more students, which would house all of our 6th grade students from the elementary schools, and he also notes that that would be at capacity with about 15-20% room for growth, as well as the fitness center could be used as extra space if needed as well. Tammy agrees that it is a positive thing to have an option of a weight room, as well as 2 gyms at Seven Oak.

William asks the board for a weigh in on the comfortability of the budget amount and moving forward with the 5.1 amount. Tom notes that at this time this is just an opportunity to review the budget amount, and that the district will come back to the board as the next phase comes in, Tom expresses his support with moving forward on the project. Tom feels that things look well and all seems to be moving ahead as it should. Richard also feels good about the way things are moving forward, and Tammy has a concern with the classes being at capacity and appreciates the extra space to be able to tap into as well.

5. DIVISION 22

Jennifer Meckley speaks to the board about Division 22, showing rules by which we consider the base line standards that ODE expects of the district. She explains that Division 22 is a annual process and helps to hold the district accountable to meeting the standards, and if we are not, being able to communicate with ODE as far as where support is needed.

Jennifer explains that the only area that the district was not in compliance with was physical education minutes, which is the requirements in regards to how many minutes of physical education a student is supposed to have. She explains that the plan of action moving forward is to ask our classroom teachers to take on some PE minutes, and that they may be creative and find ways to do these with breaks, walks, stretching, ect. Also recommended by Nicole Piland and Tammy Schilling. Jennifer also notes that this is only elementary that the district will need to work on for the minutes.

She also explains that the district has to look at the importance of PE minutes, but at the cost of *what*. Tom Oliver adds he does agree the PE minutes are important, though the focus right now should be more directed on intervention and getting students at benchmark. He also explains that if the students cannot read and write at grade level, that will take priority over PE minutes.

6. CONSENT AGENDA

Richard Borden questions the policy JHCD/JHCDA, asking what the definition of a “medically fragile student” is, Jennifer explains that it would classify as a student with a health plan in place. It was also questioned whether our ratio of school nurses to medically fragile students fits this model, Jennifer states that she is unsure of the exact numbers though she does reassure that the district is within the ratio. Jennifer also explains that part of the health plan is making all staff in contact with the student that will need to know, aware of the plan in case of an emergency. It is noted that some of the older students may self-carry medication through a process at the school level as well. Jennifer will find out the number of the ratio of school nurses to medically fragile students.

Tammy addresses concerns that she has in regards to Narcan, she explains that Narcan is opioid specific, and there is concern whether someone will be able to differentiate the symptoms of an overdose, since the symptoms can be very similar to a student having a seizure for example. She also has concerns that a student could administer Narcan to another student that may be having an epileptic seizure, and Jennifer does share that she has learned there is no harm done by administering Narcan if it is indeed not needed at that time, not that you would ever want this to happen. Tammy would like to see training to differentiate and recognize symptoms. Richard notes that this all comes back to the safety of the students and being sure that all staff are trained and prepared for those emergency situations with a clear protocol.

Jennifer notes that the districts first step would be to train medication trained staff to administer Narcan first, there would be a trained staff member at the schools at all times as first and back up staff members. Richard would like the district to be very thoughtful on who is trained. Tom feels that the board may be digging deeper than needed at this time and feels comfortable with where we are at.

Nichole Piland motions to approve and Tom Oliver seconds the motion. All in favor with a unanimous vote, the consent agenda made up of the OSAA Sponsorship Approval, September 8, 2022 Board Meeting Minutes, first reading policy update IKF, IGAI, JHC, KBA, KBA-AR, JHCD-JHCDA, and JHCD/JHCDA-AR, and second reading policy update GBEA, IGDJ, IGBAF-AR, IK, JGAB, GCDA/GDDA-AR, IGBBA, and IGBB, and temporary new hires Bryan Anderson, Jacob Ford, Janet Kelly, Michael Shafer, Pamela Triplett, and Kyra Wafford is approved in its entirety.

7. DEPARTMENT REPORTS

A. Operations

Nothing to report.

B. Human Resources

Nothing to report.

C. Finance

Nothing to report.

8. COMMUNICATION

A. Board

Tom thanks Richard for facilitating an efficient meeting, and the board is looking forward to having Tom back in person next month.

Richard also adds that as a note for the future, he would like to see the district using a mentoring program for classified staff, as they do for teaching staff. It is then clarified that the district does indeed have a program for this in place and is following it already. Laura Warren, President of LESPA, states that she will explain further about this during audience comments.

B. Superintendent

Jennifer reads Jen Zen to the board, with some positive news. At a recent cross country meet with middle school athletics, all students were shown supporting each other and cheering each other on whether they were apart of Lebanon or not. Lebanon was so proud of their athletes and their encouragement and kindness.

FFA soils teams competed last week in Scio at the district conference and placed 1st and will move on to the state contest after many hours of hard work. The skills these students learn as they study and understand soil are beneficial in many fields including, landscaping, agriculture, horticulture, engineering and others.

Shout out to Amanda Sater, a teacher at Seven Oak Middle School, named Oregon agriculture and classroom educator of the year. Amanda has worked closely with the agricultural program and truly goes above and beyond for the students to learn hands on about agriculture, as well as herself. The district is honored to have Amanda in our district and community.

AUDIENCE COMMENTS

Laura Warren, President of LESPA, speaks to the board about the ESP mentoring program that the district has in place. Laura explains how the district has worked for several years for this program and are able to support every new hire with a mentor for their first school year, and so far, have supported 114 new hires. These new staff members are supported by a trained staff, matched up by job classifications, where they follow a training schedule and meet by a schedule. She also explains that Lebanon is the only one in the state to have this program, and 1 in 12 in the nation, and will be featured in the national educational association.

9. MEETING ADJOURNED

There being no further business before the Board, the meeting was adjourned at 7:07 PM.

Tom Oliver, Board Chair

Bo Yates, Superintendent

Agenda Item 8

B. Policy Updates

First Reading

November 2022 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommended Adoption? (Yes/No)
EFA	Local Wellness Program	Required	Jen M. and Angie G.	Triennial assessment of district wellness plan has become due. Policy and AR have been combined to support local wellness planning	Yes
EFA-AR	Local Wellness Program	Delete	Jen M. and Angie G.	Combined with EFA.	Delete AR
JEA	Compulsory Attendance	Highly Recommended	Jen M.	Language update based on SB 817. Removal of Class C Violation and related fees.	Yes
GCBDB/GDBDB	Employee Managed Return To Work	Highly Recommended	Jen M. and Kim G.	Language updated to align with Equal Employment Opportunity Commission guidance.	Yes
DBEA	Budget Committee	Highly Recommended	Jen M. and Will L.	Language updated to reflect requirements of SB 732 requiring budget committees to consist of one member of the educational equity advisory committee (in 2025).	Yes

Lebanon Community Schools

Code: **EFA**

Adopted: 9/6/09

Readopted: 5/6/10, 1/23/14, 12/10/15,
6/8/17, 10/12/17

Orig. Code(s) EFA

Local Wellness Program

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

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The superintendent will develop administrative regulations as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

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

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and

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

In an effort to measure the implementation of this policy, the Board designates the ~~superintendent-principal~~ as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

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

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

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

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

11. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
12. The extent to which the district's policy compares to model wellness policy; and
13. A description of the progress made in attaining the goals of the district's policy.

The district or school will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

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

Community Involvement, Outreach and Communications

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

NUTRITION PROMOTION AND NUTRITION EDUCATION

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

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

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

Competitive Foods and Beverages

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

Celebrations and Rewards

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

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

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

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

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

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

Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance

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

standards in order to meet the ODE’s physical education content standards. Students in kindergarten through grade 5 shall participate for at least 120² minutes during each school week, and students in grades 6 through 8 for at least 180³ minutes per school week.

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school’s overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district’s Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will work with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

Other Activities that Promote Student Wellness

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

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)
[ORS 332.107](#)
[ORS 336.423](#)

[OAR 581-051-0100](#)
[OAR 581-051-0305](#)
[OAR 581-051-0306](#)

[OAR 581-051-0310](#)
[OAR 581-051-0400](#)
SB 4 (2017)

National School Lunch Program, 7 C.F.R. Part 210 (2006).
School Breakfast Program, 7 C.F.R. Part 220 (2006).
Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 Section 204.

²These are the minimum PE requirements in elementary schools for school year 2019-2020.

³These are the minimum PE requirements in middle schools (grades 6 through 8) for school year 2021-2022.

Local Wellness Program

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. "Entree item" means an item that is either:
 - a. A combination food of meat or meat alternate and whole grain rich food; or
 - b. A combination food of vegetable or fruit and meat or meat alternate; or
 - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
 - d. Grains only when served in the SBP.
5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
7. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
8. "Oregon Smart Snacks Standards"¹ means the minimum nutrition standards for competitive foods and beverages.
 - a. Food items, including accompaniment foods, must:

¹Oregon Department of Education, www.ode.state.or.us

- (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or
- (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; and
- (5) Meet all the competitive food nutrient standards:
 - (a) Calories:
 - (i) Snacks contain no more than:
 - 1) 150 calories as packaged or served for elementary level;
 - 2) 180 calories as packaged or served for middle school level;
 - 3) 200 calories as packaged or served for high school level.
 - (ii) Entrees contain no more than 350 calories as packaged or served.
 - (b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.
 - (i) Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.
 - (c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.
 - (i) Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.
 - (d) Trans fat: contains 0 grams of trans fat per item as packaged or served.
 - (e) Sugar must be no more than 35 percent by weight.
 - (i) Exempt from the sugar standard are:
 - 1) Dried whole fruits or vegetables;
 - 2) Dried whole fruit or vegetable pieces;
 - 3) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
 - 4) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).
 - (f) Sodium:

- (i) Snacks contain no more than 200mg sodium² per item as packaged or served.
 - (ii) Entrees contain no more than 480 mg sodium per item as packaged or served.
- (g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
- (h) Exempt from all nutrients standards on any day are:
- (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
 - (ii) Fruit packed in 100 percent juice, extra light or light syrup.
 - (iii) Canned vegetables that contain a small amount of sugar for processing purposes.
 - (iv) Sugar-free chewing gum.
- (i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs are exempt from the nutrient standards for:
- 1) Calories;
 - 2) Total fat;
 - 3) Saturated fat;
 - 4) Trans fat;
 - 5) Sodium; and
 - 6) Sugar.
- b. Beverages must be:
- (1) For elementary level students:
 - (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
 - (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
 - (e) Full strength unsweetened fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
 - (g) Caffeine free, except for naturally occurring trace amounts.
 - (2) For middle school level students:
 - (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;

²On July 1, 2016, the sodium standard will reduce to 200 mg per item as packaged or served.

- (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
 - (e) Full strength unsweetened fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
 - (g) Caffeine free, except for naturally occurring trace amounts.
- (3) For high school level students:
- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
 - (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
 - (e) Full strength unsweetened fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
 - (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
 - (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.
- c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.
9. “School day” means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
10. “School campus” means all areas of property under the jurisdiction of the school that are accessible to students during the school day.
11. “Snack” means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students’ eating behaviors, reflect evidence based strategies and be consistent with state and local district health education standards.

Nutrition education at all levels of the district's curriculum shall include the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

Food and Beverage Marketing

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

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

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.

4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
5. Advertisements in school publications or school mailings;

6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity and Physical Education

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC); and
5. A Daily recess period(s) will be provided that will not be used as a punishment or a reward;

Nutrition Guidelines and Food Services Operation

In order to support a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP and SBP maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals in accordance with the National School Lunch Act;
4. The school's NSLP and SBP operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable nutrition standards set by the USDA and the Oregon Smart Snacks Standards. A school or district, that operates or contracts the food service component of their NSLP and SBP, shall form a nutrition advisory committee comprised of staff, students and parents. Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;

7. Procedures are in place to provide families, on request, information about the ingredients and nutritional value of the foods served;
8. Modified meals are prepared for students with special dietary needs:
 - a. The district will provide substitute foods to students with a disability³ that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions.
 - b. Such substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. Tables and chairs are of the appropriate size for students;
 - b. Seating is not overcrowded;
 - c. Students have a relaxed environment;
 - d. Noise is not allowed to become excessive;
 - e. Rules for safe behavior are consistently enforced;
 - f. Tables and floors are cleaned between meal periods;
 - g. The physical structure of the eating area is in good repair;
 - h. Appropriate supervision is provided.
11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. § 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

³To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

Other Foods Offered or Sold

Foods and beverages sold in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Employee Wellness⁴

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employee's needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include, but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants) but include all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district, (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g. school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and

⁴[This language is optional and not required by state or federal law.]

3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g. Board members, superintendents, human resource administrators, fiscal services administrators and principals).

Other Activities that Promote Student Wellness

The district may provide the following activities and encourage the following practices which promote local wellness:

1. Safe Routes to Schools Program
2. Physically active community engagement (e.g., skate night, fun run, dance night);
3. Nonfood-related fund raisers;
4. Physical activity brain breaks during transitions from one subject to another;
5. Intramural sports;
6. Monthly/Weekly school walks;
7. The use of alternates to food as rewards in the classroom; and
8. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food services personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The nutrition director is responsible to ensure such training is made available, including, but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Marketing Healthy Meals

The Principal is responsible for the following:

1. Customer service and student and family involvement;
2. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
3. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. Staff encourages and provides support for parental involvement in their children's physical education.
9. Materials promoting physical activity are sent home with students; and
10. Physical activity is encouraged as a planned part of school-community events.

Program Evaluation

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;

2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
5. Teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Teachers provide physical activity instruction and programs that meet the needs and interests of all students;
8. Families and community organizations are involved, to the extent practicable, in nutrition education; and
9. One or more persons within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

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Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. **Persons having legal control of a child between ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.**

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. **Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.**

~~Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the entire school term. Persons having legal control of a student, who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.~~

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~Failure to send a student and to maintain a student in regular attendance is a Class C violation.~~

The district will develop procedures for issuing a citation.

A parent who is not supervising their student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1) (c). Failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public, full-time schools:

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Students who have received a high school diploma or a modified diploma.
4. Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.

5. Students being educated in the home by a parent or guardian:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Linn-Benton-Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
 - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent ~~shall provide the parent with a written statement of the reasons for the finding, based on the test results and~~ shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Students excluded from attendance as provided by law.
9. Students who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

10. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)

[ORS 163.577](#)

[ORS 336.615 to -336.665](#)

[ORS 339.010 to -339.090](#)

[ORS 339.095](#)

[ORS 339.257](#)

[ORS 419B.550 – 419B.558](#)

[ORS 339.990](#)

[ORS 807.065](#)

[ORS 807.066](#)

[OAR 581-021-0026](#)

[OAR 581-021-0029](#)

[OAR 581-021-0071](#)

[OAR 581-021-0077](#)

[Senate Bill 802 \(2019\)](#)

Employee Managed Return To Work

Efforts will be made on a case-by-case basis to return ill or injured employees to work. Returns will be within the requirements of the injury, the limitations of the law and the limitations of the district.

In the event an employee is not able to perform essential job functions completely after an illness or injury, the district will determine whether reasonable accommodations are appropriate that would provide temporary light duty assignment, restructuring of job to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids and services. Reasonable accommodations must not result in an undue hardship on the district.

If an employee cannot be reasonably accommodated in ~~his/her~~ their current job, the district will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. If no other assignment is possible, the district may provide unpaid leave if recovery is ongoing and sick leave is exhausted. Unpaid leave will be provided in accordance with Oregon law and Federal law.

The district will maintain current job descriptions for each position. Physical requirements for appropriate job categories will be established.

The Board directs the superintendent to develop regulations to implement this policy.

END OF POLICY

Legal References(s):

ORS 659A.043

ORS 659A.046

OAR 436-110-000~~43~~ to -0900

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Americans with Disabilities Act Amendments Act of 2008.

Lebanon Community Schools

Code: **DBEA**
Adopted: 8/5/02
Readopted: 5/6/10
Orig. Code(s): DBEA

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. The budget committee may be constituted of less than 10 members if positions remain unfilled. Terms of the appointed members of a budget committee in a district that prepares an annual budget will be three years each with appointments made so that, as nearly as practicable, the terms of one-third of the members expire each year. Appointive members of a budget committee in a district that prepares a biennial budget shall be appointed for four-year terms. The term shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end each year. **At least one member of the budget committee must be a member of the district's educational equity advisory committee¹.** The Board will establish appropriate timelines and procedures for appointment of budget committee members.

A majority of the constituted committee Board, is required for passing an action item. Majority for a 10-member budget committee is six. Therefore, if only six members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of a school budget.

Meetings of the Budget Committee

The budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all such meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

¹ Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

- [ORS 174.130](#)
- [ORS 192.610 - 192.710](#)
- [ORS 294.305 - 294.565](#)

Cross Reference(s):

DBG - Budget Hearing

Agenda Item 8

B. Policy Updates

Second Reading

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 child¹;
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 program² 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 credits³

¹As defined in ORS 30.297.

² "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.

³ 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, civics⁴, 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 languages⁵ (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 must⁶:

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.

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.

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

⁵ “World Language” includes sign language, heritage language and languages other than a student’s primary language.

⁶ 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 level 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 Form⁷ 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

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 \(2022\)](#)~~

⁷ 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

Legal Reference(s):

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

HR7/18/10 | PH

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases,
Health Education** - IGAI

3-4

[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 delegee¹.

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;

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

4. Health care and first-aid assistance that are appropriately supervised and isolate 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 examination² 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

Legal Reference(s):

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

²The 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.¹ “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.²~~

~~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

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

² 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 Statute (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

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 (2017~~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).

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 days¹ acknowledging receipt of the request or completing² 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 volunteers³ 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

¹"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.

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

³Staff 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.~~

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 crisis¹, 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.

¹Under 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 prescriber².

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 law³, 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-

²A 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.

³Subject 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

Legal Reference(s):

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

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 themselves.

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. “Prescriber¹” 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.

¹A 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.

Agenda Item 9

C. Finance

1. Financial Report

2. Re-approval of Budget Resolution No. 2022-08

BOARD MEMORANDUM



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

From: William H. Lewis III, Business Director

Date: November 3, 2022 **Meeting Date:** November 10, 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 11/03/22.

The Oregon Department of Education has asked for more detail in our original budget resolution #2022-08. We have attached a copy for reference. There is no change to the bottom line total, only additional detail to the existing information. We request approval of the update to budget resolution #2022-08.

The administration will provide a Seven Oak budget project update.

	18/19 Actual	19/20 Actual	20-21 Budget	21-22 Budget	22-23 Budget	11-03-22 YTD & Enc	11-03-22 Balance
General Fund - Revenue							
SSF Formula	39,748,844	42,038,081	43,560,057	44,440,549	45,101,675	13,985,480	31,116,196
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	56,960	(25,333)
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	18,980	561,840
Interfund Transfer	8,029	850,000	-	-	-	-	-
BFB	5,263,314	2,126,603	3,784,307	5,065,000	5,180,500	6,106,902	(926,402)
Total	46,068,310	45,951,175	48,256,864	50,298,816	50,897,304	20,171,004	30,726,300
=====	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	21,069,833	21,896,193	21,680,883	22,526,487	23,036,272	22,763,267	273,005
Benefits	13,157,764	14,481,355	15,086,873	14,597,973	15,115,726	14,084,904	1,030,822
P. Services	5,396,276	5,349,577	5,299,827	5,686,551	5,877,223	3,582,571	2,294,652
Supplies	1,269,608	1,569,846	1,530,133	1,606,583	1,882,175	822,101	1,060,074
Capital Outlay	76,554	54,500	90,000	100,000	70,000	70,634	(634)
Other Objects	350,672	441,468	469,147	501,776	520,603	446,725	73,878
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
Total	43,941,707	46,727,940	48,256,864	50,298,816	51,785,998	41,770,201	10,015,797
=====	=====	=====	=====	=====	=====	=====	=====

2022-23 General Fund Revenue Report

		18/19	19/20	20-21	21-22	22-23	11-03-22	11-03-22
		Actual	Actual	Budget	Budget	Budget	YTD	Balance
SSF Formula								
1111,	Taxes	10,179,205	10,509,179	10,938,094	11,873,719	12,150,243	49,025	12,101,218
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	226,677	226,677	-
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	13,709,777	18,894,978
	Adjustments to SSF Payments							-
	Adj for Prior Year payments	(755,646)						-
	Adj for HC Disability Grant	439,748	-	-				-
	Total SSF Formula	39,748,844	42,038,081	43,560,057	44,440,549	45,101,675	13,985,480	31,116,196
1510	Interest on Investments	385,564	320,317	250,000	150,000	31,627	56,960	(25,333)
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	2,682	2,682	-
	Other							-
1741	Outdoor School		-	-	-	-	-	-
1910	Rental Fees	3,926	1,582	7,500	5,000	320	320	-
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	18,660	246,340
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	6,106,902	(926,402)
	Total	46,068,310	45,951,175	48,256,864	50,298,816	50,897,304	20,171,004	30,726,300

2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	11-03-22 YTD	11-03-22 Encumb	11-03-22 Balance
Certified salaries	12,295,790	12,665,056	12,540,564	12,871,079	13,169,912	2,234,895	10,976,177	(41,159)
Classified salaries	5,554,869	6,227,931	6,008,791	6,250,523	6,233,686	1,336,609	4,715,002	182,075
Administrative salaries	1,782,092	1,873,807	1,863,955	2,059,820	2,151,593	708,154	1,417,311	26,128
Managerial - classified	249,120	154,577	289,051	299,689	511,189	171,184	343,941	(3,936)
Retirement stipends	19,904	91,904	133,413	120,000	0	0	0	0
Confidential salaries	159,789	162,808	284,898	343,800	485,197	187,256	309,061	(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	10,669	0	418
Student helpers salaries	4,413	21,000	16,654	5,748	9,173	4,223	0	4,950
Overtime	50,768	0	91,513	57,127	38,449	23,993	9,267	5,190
Compensation time	77,738	52,300	44,207	71,883	8,946	10,247	0	(1,301)
Extra duty	350,933	279,579	128,295	230,761	83,537	78,115	0	5,422
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	153	0	243
Cell Phone Stipend		0	1,080	1,080	450	150	300	0
Travel Stipend		0	11,400	0	30,500	8,483	17,467	4,550
Club Advisor	34,950	29,650	120,904	169,964	257,438	59,029	131,061	67,349
Total Salaries	21,069,833	21,896,193	21,680,883	22,526,487	23,036,272	4,843,681	17,919,586	273,005
PERS	5,753,639	7,398,130	7,286,664	6,797,646	6,994,709	1,404,460	5,033,848	556,402
Social Security	1,544,838	1,655,388	1,642,024	1,627,475	1,759,624	358,424	1,293,223	107,977
Worker's Comp	210,272	293,025	275,747	189,328	196,035	26,938	79,632	89,465
Employee Ins - Admin	239,427	215,642	275,263	283,669	325,403	108,018	220,852	(3,468)
Employee Ins - Certified	2,829,522	2,449,421	2,756,998	2,840,563	3,029,490	504,474	2,468,194	56,823
Employee Ins - Classified	2,408,513	2,327,520	2,596,579	2,598,694	2,651,363	506,412	1,892,839	252,112
Employee Ins - Other	36,487	33,429	65,298	92,498	110,502	38,418	68,612	3,471
Employee Ins - Retired	120,255	83,600	52,700	120,000	0	11,205	0	(11,205)
TSA	24,336	25,200	45,600	45,600	48,600	23,171	46,183	(20,753)
Total Benefits	13,157,764	14,481,355	15,086,873	14,597,973	15,115,726	2,981,521	11,103,383	1,030,822

2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	11-03-22 YTD	11-03-22 Encumb	11-03-22 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	24,559	730	30,911
Student SVCS	0	0	0	0	0	250	0	(250)
Data Processing SVCS	0	0	0	3,000	5,000	3,680	0	1,320
	0	0	0			0	0	0
Professional and Improvement Co	0	0	0	15,000	5,000	0	0	5,000
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	88,684	1,576	195,790
Radio Service	12,455	11,100	11,100	15,000	4,500	7,865	7,101	(10,466)
Rentals	121,067	129,400	88,286	86,300	89,105	24,712	38,956	25,437
Electricity	453,206	502,620	465,700	451,500	450,500	79,549	309,725	61,226
Fuel	181,534	223,135	217,800	208,100	233,000	9,793	99,772	123,435
Water & Sewer	138,029	153,520	142,500	146,700	134,000	50,058	0	83,942
Garbage	112,864	102,400	87,000	106,500	104,500	29,912	0	74,588
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	9,000	0	0	9,000
Reimb. Student Transportation	(79,915)				150,390	3,924	0	146,466
Travel	163,937	158,263	150,513	153,011	168,395	22,932.14	29.44	145,433
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	6,956	0	65,544
Telephone	44,987	73,165	65,100	52,300	73,250	21,325	31,630	20,295
Postage	24,224	26,074	28,900	32,117	31,500	7,464	30,491	(6,455)
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	4,743	26,026	13,731
Charter School Payments	2,159,564	2,195,000	2,300,000	2,400,000	2,540,000	1,027,136	1,512,864	0
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	9,891	0	20,109
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	8,550	0	48,450
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	38,585	6,895	333,674
Physical Exams - Drivers	4,072	4,400	5,750	5,500	8,000	2,700	1,800	3,500
Drug Tests Drivers	1,670	3,000	2,250	3,000	2,500	0	2,000	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	0	0	7,500
Criminal History checks	3,394	3,200	3,500	3,500	500	494	0	6
	0	0	0	0	0	0	0	0
Fingerprinting	626	1,000	2,500	1,000	1,000	890	61	49
Classified subs	499,112	425,000	445,791	510,573	413,248	12,610	0	400,638
Total P. Services	5,396,276	5,349,577	5,299,827	5,686,551	5,877,223	1,512,396	2,070,174	2,294,652

2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	11-03-22 YTD	11-03-22 Encumb	11-03-22 Balance
Gas Oil & Lubricants	185,324	190,500	189,100	192,000	248,000	42,184.53	196,903.48	8,912
Supplies & Materials	457,850	648,024	651,837	698,023	996,751	196,569	11,815	788,367
Vehicle repair parts	27,649	52,800	50,500	50,500	61,500	29,282	12,579	19,639
Transportation operations	30,665	15,000	25,000	25,000	25,000	2,707	6,448	15,844
Textbooks	68,642	28,033	9,933	5,433	21,500	29,807	0	(8,307)
Library Books	5,914	15,694	8,200	11,700	12,750	221	0	12,529
Periodicals	6,511	6,000	10,800	12,100	12,150	12,783	0	(633)
Equipment under 5K	160,140	178,842	146,100	125,550	72,800	20,555	0	52,245
Computer software	184,472	264,360	257,398	323,918	339,174	198,257	10,174	130,743
Computer hardware	142,441	170,593	181,265	162,359	92,550	51,815	0	40,735
Total Supplies & Materials	1,269,608	1,569,846	1,530,133	1,606,583	1,882,175	584,181	237,919	1,060,074
Buildings Acquisition		0	0	25,000	25,000	1,250	0	23,750
Improvements Other Than Buildings				0	0	0	0	0
Equipment	33,623	54,500	25,000	45,000	0	0	0	0
New Equipment over 5K	35,353	0	45,000	10,000	22,500	48,773	0	(26,273)
Replace of Equip over 5K		0	20,000	20,000	22,500	15,173	5,438	1,889
Depreciable Technology	7,579	0	0	0	0	0	0	0
Bus Replacement	0	0	0	0	0	0.00	0.00	0
Total Capital Outlay	76,554	54,500	90,000	100,000	70,000	65,196	5,438	(634)
Regular Interest	0	500	0	0	0	0	0	0
Dues & Fees	105,393	175,180	159,726	148,076	122,303	58,474	594	63,235
Insurance & Judgments	245,279	265,588	306,221	350,000	395,000	386,680	0	8,320
Settlements		0	0	0	0	0	0	0
Taxes & Licenses	0	200	700	700	800	977	0	(177)
Total Other Objects	350,672	441,468	469,147	501,776	520,603	446,131	594	73,878

2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	11-03-22 YTD	11-03-22 Encumb	11-03-22 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
Total Transfers	2,621,000	1,185,000	2,100,000	2,279,446	2,284,000	0	0	2,284,000
Reserve/Contingency	0	1,750,000	2,000,000	3,000,000	3,000,000	0	0	3,000,000
Grand Total	43,941,707	46,727,940	48,256,864	50,298,816	51,785,998	10,433,107	31,337,095	10,015,797

RESOLUTION #2022-08 MAKING APPROPRIATION FOR THE 2022-2023 BUDGET

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2022, and for the purposes shown below are hereby appropriated:

General Fund (100)

Instruction.....	\$ 28,758,250
Support Services.....	\$ 17,742,457
Enterprise & Community..	\$ 1,291
Other:	
Interest.....	\$ -
Transfers.....	\$ 2,284,000
Contingency.....	\$ 100,000
Unappropriated Ending Fund Balance	\$ 2,900,000
Total.....	\$ 51,785,998

Special Revenue Funds (200's)

Instruction.....	\$ 9,469,111
Support Services.....	\$ 5,732,973
Enterprise & Community..	\$ 2,334,820
Facilities Acquist./Const..	\$ 5,400,000
Transfers.....	\$ 125,000
Contingency.....	\$ -
Unappropriated Ending Fund Balance	\$ 4,480,765
Total.....	\$ 27,542,668

Debt Service (300's)

Debt Service.....	\$ 4,423,550
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Capital Projects (400's)

Facilities Acquist./Const..	\$ 24,000
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Enterprise Fund (500's)

Instruction.....	\$ 795,000
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Internal Service (600's)

Support Services.....	\$ 237,400
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Trust and Agency (700's)

Support Services.....	\$ 1,000
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Total Appropriations, All Funds \$ 84,809,616

TOTAL ADOPTED BUDGET \$ 84,809,616

Date: June 09, 2022



 Mike Martin
 Chair, Board of Directors



 Bo Yates
 Superintendent

RESOLUTION #2022-08 MAKING APPROPRIATION FOR THE 2022-2023 BUDGET

BE IT RESOLVED that the amounts for the fiscal year beginning July 1, 2022, and for the purposes shown below are hereby appropriated:

General Fund (100)

Instruction.....	\$ 28,758,250
Support Services.....	\$ 17,742,457
Enterprise & Community..	\$ 1,291
Other:	
Interest.....	\$ -
Transfers.....	\$ 2,284,000
Contingency.....	\$ 100,000
Unappropriated Ending Fund Balance	<u>\$ 2,900,000</u>
Total.....	<u>\$ 51,785,998</u>

Special Revenue Funds (200's)

Instruction.....	\$ 9,469,111
Support Services.....	\$ 5,732,973
Enterprise & Community..	\$ 2,334,820
Facilities Acquist./Const..	\$ 5,400,000
Transfers.....	\$ 125,000
Contingency.....	\$ -
Unappropriated Ending Fund Balance	<u>\$ 4,480,765</u>
Total.....	<u>\$ 27,542,668</u>

Debt Service (300's)

Debt Service.....	\$ 4,423,550
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Capital Projects (400's)

Facilities Acquist./Const..	\$ 24,000
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Enterprise Fund (500's)

Support Services.....	\$ 27,273
Facilities Acquist./Const..	<u>\$ 767,727</u>
Total.....	<u>\$ 795,000</u>

Internal Service (600's)

Support Services.....	\$ 50,000
Unappropriated Ending Fund Balance	<u>\$ 187,400</u>
Total.....	<u>\$ 237,400</u>

Trust and Agency (700's)

Support Services.....	\$ 1,000
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Total Appropriations, All Funds \$ 84,809,616

TOTAL ADOPTED BUDGET \$ 84,809,616

Date: November 10,2022

Tom Oliver
Chair, Board of Directors

Bo Yates
Superintendent