



Santiam Travel Station

750 S. Third St. Lebanon, OR 97355

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

MEETING AGENDA

Livestream: <https://www.youtube.com/@lcsdboardmeetingstream6568/streams>

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. PUBLIC COMMENTS¹

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

3. INTEGRATED GUIDANCE APPLICATION, pg. 3

Action: Approval Requested

4. SCIENCE ADOPTION, pg. 27

Action: Approval Requested

5. LEBANON POOL RFP PROCUREMENT CHANGE, pg. 31

Action: Approval Requested

6. OSBA POLICY SUBSCRIPTION, pg. 41

Action: Approval Requested

7. CONSENT AGENDA

Action: Approval Requested

- A. March 13, 2025 Board Meeting Minutes, pg. 45
- B. March 13, 2025 Budget Meeting Minutes, pg. 50
- C. March 24, 2025 Special Meeting Minutes, pg. 54
- D. March 31, 2025 Special Meeting Minutes, pg. 57
- E. Second Reading Policy Updates, pg. 60

CODE	TITLE
SECOND READING	REQUIRED
AC	Nondiscrimination and Civil Rights
GBN/JBA	Sexual Harassment
JBA/GBN	Sexual Harassment
JHCD - New	Medications**/*
JHCD/JHCDA - Delete	Medications**/*

F. Hiring:

NAME	POSITION	FTE	START DATE	END DATE
TEMPORARY NEW HIRES 2024-25				
Michael McInerney	Physical Education Teacher – Seven Oak Middle School	1.0	4/7/2025	6/11/2025

8. DEPARTMENT REPORTS

Action: Informational

- A. Operations
 - 1. Operations Report, pg. 107
- B. Human Resources
- C. Finance
 - 1. Financial Report, pg. 109

9. COMMUNICATION

Action: Informational

- A. Board
- B. Student Board
- C. Superintendent
 - 1. Jen's Zens

10. PUBLIC COMMENTS¹

11. ADJOURNMENT

Upcoming meeting dates:

- May 8, 2025 Board Meeting
- May 8, 2025 Budget Committee Meeting
- May 15, 2025 Budget Committee Meeting
- June 12, 2025 Board Meeting
- July 10, 2025 Board Meeting

¹ 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 Public 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

Agenda Item 3

Integrated Guidance Application

Lebanon Community Schools



2025-27 Integrated Application Presentation to Governing Board

Contents

- Purpose of Presentation
- Background & Context
- Planning Team
- Plan Inputs
- Plan Overview
- What's Next

Purpose for Presentation

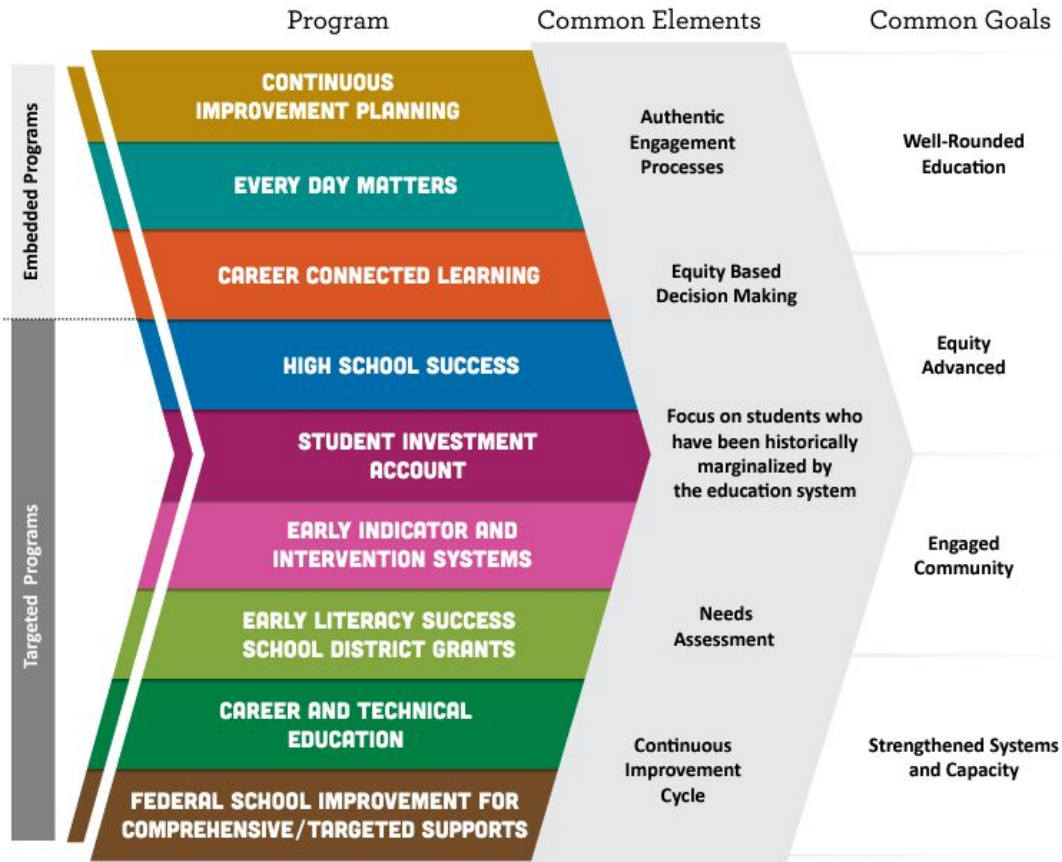
- To share what was prioritized in the plan given the range of inputs
- To explain how the plan was developed
- To hear additional feedback on the plan now that it has been developed
- To seek board approval



Background

- Integration effort was responsive to requests from educational leaders and state legislators
- Combined processes for community engagement, needs assessment, planning, budgeting and evaluation for nine programs
- Designed to reduce burden and redundancies and improve the framework by which progress can be measured over time

Aligned Programs & Common Goals



Summary of Program Purpose

Centering supports from kindergarten readiness through college & career and especially for focal group students.

Continuous Improvement Planning (CIP) - A process involving educator collaboration, data analysis, professional learning and reflection - toward improved outcomes for students and especially students experiencing disparity.

Every Day Matters - (EDM) - Embedded across the five other programs, focusing attention on student engagement, school culture, climate/safety & culturally sustaining pedagogy.

Career Connected Learning (CCL) - Framework of career awareness, exploration, preparation, and training that is both learner-relevant and directly linked to professional and industry-based expectations.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

High School Success (HSS) - Systems to improve graduation rates and college/career readiness.

Student Investment Account (SIA) - To meet students' mental health, behavioral needs and increase academic achievement/reduce disparities for student focal groups.

Early Indicator and Intervention System (EIS) - The development of a data collection and analysis system, in which educators collaborate, to identify supports for students.

Summary of Program Purpose, continued

Centering supports from kindergarten readiness through college & career and especially for students who have experienced disparities.

Early Literacy Success School District Grants (ELGSSG) - Grants to school districts in order to increase early literacy for children from birth to third grade, reduce literacy academic disparities for student groups that have historically experienced academic disparities, increase support to parents and guardians around literacy, and to increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

Career and Technical Education - Perkins V (CTE) - Improving access and participation in education and training programs that prepare learners for high-wage, high-skill, in-demand careers.

Federal School Improvement - Address the academic disparities for named focal student groups and subject areas at schools identified as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

Meet our Planning Team Members

Jennifer Meckley - Superintendent

Bill Wittman - Director of School Improvement

Michelle Steinhebel - Director of Communications

Chrissy Shanks - High School Assistant Principal

Jordon Ford - Alternative Education teacher

Lana Abbott - EL Coordinator

Tami Volz - Federal Grant Support

John Whitacre - Grant Coordinator/Accountant

Steven Prosocki - Director of Finance

Sandi Cox - Mental Health Coordinator

Steve Woodcock - Director of Special Education

Brandon Weist - Director of Alternative Education

Required Planning Processes

- Use of an Equity Lens
- Community Engagement
- Comprehensive Needs Assessment
- Tribal Consultation
- Potential Impact on Focal Students
- Development of a four-year plan with clear Outcomes, Strategies, and Activities
- The existing plan to review and revise
- Input from District Equity Committees
- Recommendations from the Quality Education Model (QEM)
- Recommendations from Statewide Student Success Act Plans
- Reviewing and Using Regional CTE Consortia Inputs

Equity Lens, Tool(s) & Decision Making

- LCSD applied an Equity Lens to ensure support for focal groups
- Equity questions guided all decisions
- Prioritized funding toward disparities in achievement and access

Lebanon Community School District Equity Lens

Purpose: Provide a common vocabulary and protocol to produce and evaluate policies, programs, practices and decisions that result in more equitable outcomes.

Procedure: For each thought, decision or practice, consider these questions cycled throughout the process.

An Equity Lens is something to use daily; it's essential to ensure we are asking ourselves the questions that will make us think about being equitable and inclusive in every aspect of our work and interactions.

1. What decision is being made?
2. Who does the decision benefit or burden? Who are the historically underserved groups that are affected by this decision? <ul style="list-style-type: none">• Economically disadvantaged students;• Students from racial or ethnic groups that have historically experienced academic disparities;• Students with disabilities;• Students who are English language learners;• Students who are foster children;• Students who are homeless;• Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education
3. Who is at the table? <ul style="list-style-type: none">• Who is most affected by these decisions, and thus should be at the table?• How can they be included?
4. How does the decision align with the LCSD vision, goals, and equity policy?
5. Does the decision being made close or widen the opportunity/ access/ expectation gap or produce other unintended consequences? If so, define. What are the barriers to more equitable outcomes?

Community Engagement Highlights

- Equity Audit
- Safety and Belonging Surveys
- Student representation
- CTE & preschool launch
- Community presentations, ELD nights
- Youth Era, NAACP, Grow Your Own partnerships
- Sources of Strength Fair

Needs Assessment Highlights

We used the following data in our needs assessment:

- Safety and Belonging surveys
- Equity Audit/Empathy Interviews
- Disaggregated academic and behavior data
- CTE participation and access
- Access to mental health
- Current staffing levels (SpEd, EL, CTE, etc)
- Welcome Center caseload

These priorities emerged:

- Academic growth & equity
- Mental health & belonging
- Early literacy
- College & career access
- Equity-centered PD (how to meet the needs of diverse learners)
- Community engagement

Our intended outcomes are:

- Increase 3rd grade reading proficiency
- Reduce chronic absenteeism
- Increase graduation, 9th grade on-track
- Boost CTE certification
- Improve school belonging
- Expand kindergarten readiness
- Support student mental and behavioral health

These key strategies will help us achieve our intended outcomes:

- Early literacy focus
 - High quality curriculum, professional development and coaching
- Mental and behavioral health staff
- GRIT Teams - LHS
- Multilingual family outreach
- Required CTE wheel
- Expand access to preschool (partnership with LBGC)

Key Investments:

Activity ID #	Outcome and Strategy	Activity	25-26	Early Literacy Success Activity Budget 25-26	EIIS Activity Budget 25-26	HSS Activity Budget 25-26	SIA Activity Budget 25-26	Total Activity Budget 2025-26 (autosum)
		Total Allocation		\$272,007.41	\$11,011.68	\$1,090,190.29	\$3,750,704.95	\$5,123,914.33
		Unbudgeted (Autocalculate)		\$0.00	\$0.00	\$0.00	\$153,648.00	\$153,648.00
		- Total Budgeted Amounts (Autosum)		\$272,007.41	\$11,011.68	\$1,090,190.29	\$3,597,056.95	\$4,970,266.33
1		Indirect/Administration		\$13,600.00		\$43,607.00	\$187,535.00	\$244,742.00
2	A1	K-3rd Grade IAs (one in each Kindergarten, and one p	22.5				\$1,348,940.00	\$1,348,940.00
4	A3	Assessment Coordinator Stipend					\$7,722.00	\$7,722.00
16	A3	Student Assessment Software			\$11,011.68			\$11,011.68
14	A5	GRIT Team	4.11			\$237,677.00		\$237,677.00
8	A6	CTE Teacher - Middle School	1				\$116,689.00	\$116,689.00
13	A7	Staff for Welding, Agriculture, Early Childhood, and co	2.76			\$286,229.00		\$286,229.00
17	A9	CTE Equipment/Supplies				\$51,044.29		\$51,044.29
19	A10	Certificate Opportunities for CTE classes					\$0.00	\$0.00
20	A11	Professional Learning AVID	1			\$114,891.00		\$114,891.00
5	B1	Dean of Student Success TOSAs	8				\$1,120,666.00	\$1,120,666.00
6	B2	Mental Health Specialists and Instructional Behavior C	2				\$307,475.00	\$307,475.00
7	B3	Alternative Ed. /Drop-Out Prevention Administrator	1.6			\$283,007.00		\$283,007.00
11	B4	EL Teacher	1				\$122,074.00	\$122,074.00
10	B4	Translation Services					\$14,999.95	\$14,999.95
9	B4	Bilingual Liaison	2			\$73,735.00	\$74,807.00	\$148,542.00
3	B5	Bilingual IA	4.5				\$243,817.00	\$243,817.00
18	B6	Equipment and Supplies to Implement Character Stror					\$0.00	\$0.00
12	C1	Community Engagement and Inclusion Coordinator	0.9				\$52,332.00	\$52,332.00
		PD: PDX Reading w/ Barbara Steinberg		\$32,000.00				\$32,000.00
		ELD Coach: Language Specialist	1	\$82,027.41				\$82,027.41
		Literacy Intervention Coaches: Title Teachers	0.25	\$38,380.00				\$38,380.00
		Curriculum and Materials K-3: CKLA and Vista		\$106,000.00				\$106,000.00

Our Plan - Tiered Approach

Tiers of Planning & Budgeting allow for nimble course changes that have been pre-considered but aren't within the current budget parameters.

In our district, these additional strategies and activities are possible if we move to another tier in our plan:

- More mental health support
- More bilingual support

How the State Understands Success

There are distinct performance measures used in the monitoring and evaluation process for implementation under this integrated guidance:

1. High School Success Eligibility Requirements
2. State CTE Perkins Performance Targets
3. Federal School Improvement Accountability Data
4. Longitudinal Performance Growth Targets (LPGTs)
5. Local Optional Metrics (LOMs)
6. Progress Markers

Longitudinal Performance Growth Targets (LPGTs)

ODE will co-develop Longitudinal Performance Growth Targets with grant recipients, based on:

- Data available for longitudinal analysis;
- Guidance established by the department; and
- Overall and disaggregated rates for the following metrics:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates

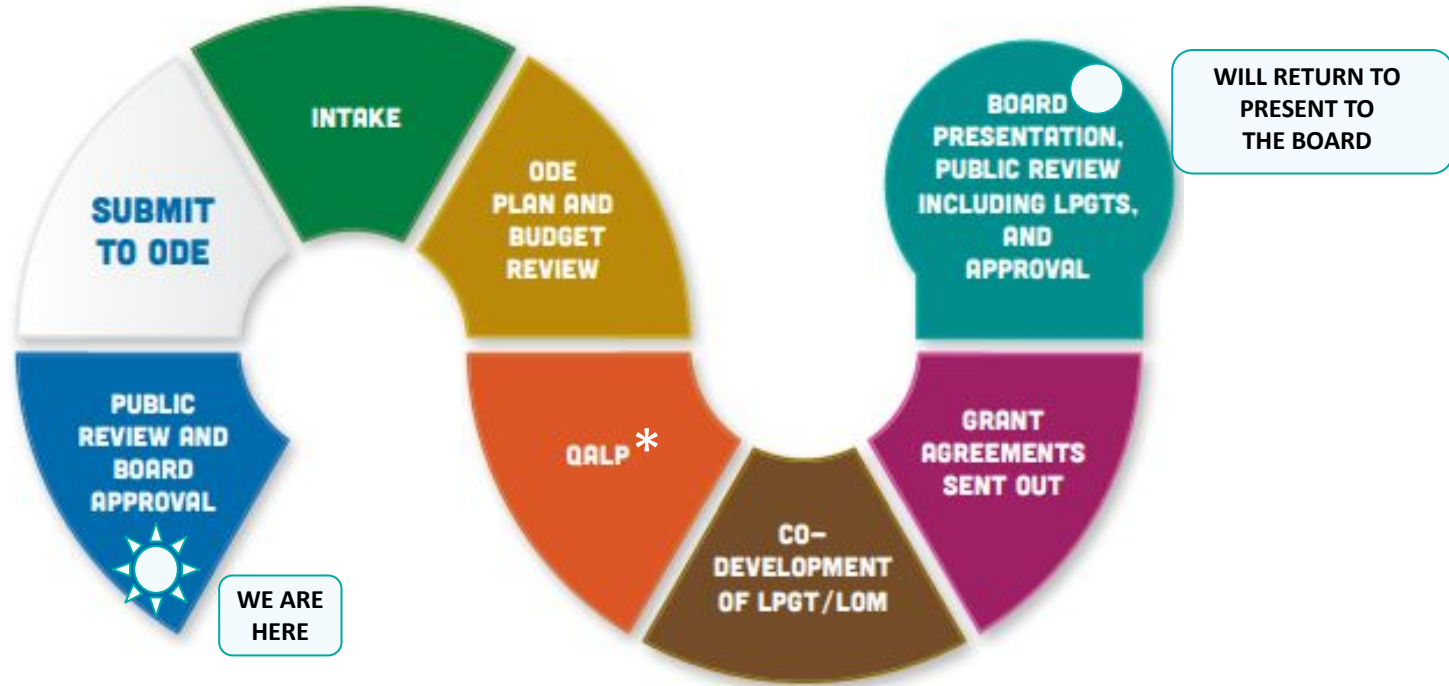
*Grantees may also set local optional metrics

How we understand success

In addition to the required metrics, we focus on:

- Centering equity
- Being data-informed (including metrics on access to mental health and behavioral supports)
- Listening to student voice
- Responsive to community
- Strategic, flexible planning

What Happens Next?



Questions & Comments

Agenda Item 4

Science Adoption

BOARD MEMORANDUM



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

From: Bill Wittman, Director of School Improvement

Date: April 4, 2025 **Meeting Date:** April 10, 2025

Re: Science Adoption

Elementary – District team leaders, after discussing with their teams in their last 2 meetings, voted unanimously (via Survey Monkey just before Spring Break) to stay with **Mystery Science**. Here is a link to that renewal quote (\$10,000ish) – for continued online access <https://mysteryscience.com/order/b8285d>. Not unanimous, but consensus seems to be that they wanted the **Mystery Packs** (hands-on kits) added this year as part of the adoption process. The quote for these kits is around \$32,000. Here is a link to that quote: <https://mysteryscience.com/order/332a41>. Next spring, we'd have a discussion about the Mystery Packs and whether or not to continue with them – or to offer funds to grade level teams that had a good but different idea than re-ordering the Mystery Packs each year. Riverview suggested money for science materials over Mystery Packs.

Middle School – Adopted science about 4 years ago – **Inspire Science** from McGraw Hill. I assisted with the ordering and processing with Teresa Miller (McGraw Hill rep.) and with Seven Oak Teacher, Ashley daSilva. At that time, I didn't know how the official adoption process worked – just following what was already in progress.

High School – The team began meeting in late 2024 – the only teachers/classes that wanted to adopt something new or upgrade were **AP Chemistry** (Joan Swafford) and **Anatomy & Physiology** (Meghan Boyles). A few others on the team got new materials recently – I assume that happened via LHS funds as it didn't go through an adoption process that I am aware of. A quote is attached for AP Chem and A&P, and the district won't pursue the quote until final approval (from the Board).

Here are links to the related vendor web pages:

[Mystery Science](#)

[Inspire Science](#)

[AP Chemistry](#) – Chemistry, AP edition, 2023

[Anatomy & Physiology](#) – Hole's Essentials of Human Anatomy and Physiology 2026



Because learning changes everything.®

Product Description	ISBN	Qty	Unit Price	Free Materials	Line Subtotal
Chang, AP Chemistry					
CHANG CHEMISTRY 2023 14E AP ED STDNT PRINT AND DIGITAL BUNDLE SE WONLN SE 6Y SUB	978-1-26-471611-1	30	\$200.52	\$0.00	\$6,015.60
CHANG CHEMISTRY 2023 14E ONLINE TEACHER EDITION 6 YEAR SUBSCRIPTION	978-1-26-651801-0	2	\$272.10	\$544.20	*Free Materials
CHANG CHEMISTRY AP TEACHER EDITION 2023 14E	978-1-26-651619-1	1	\$44.13	\$44.13	*Free Materials
5 STEPS TO A 5 AP CHEMISTRY HIGH SCHOOL EDITION	978-1-26-442365-1	1	\$21.99	\$21.99	*Free Materials

Chang, AP Chemistry Subtotal: \$610.32 \$6,015.60

Hole's Essentials of Human A&P 2026					
WLSH HLS ESS OF HM ANAT AND PHYS 2026 3E STANDARD STUDENT BUNDLE WAPR 6Y SB	978-1-26-555136-0	85	\$183.06	\$0.00	\$15,560.10
WELSH HOLES ESSENTIALS OF HUMAN ANATOMY AND PHYSIOLOGY 3E 2026 ONLN TE W/APR 6YR	978-1-26-549360-8	2	\$264.48	\$528.96	*Free Materials
WELSH HOLES ESSENTIALS OF HUMAN ANATOMY AND PHYSIOLOGY 3E 2026 TEACHER MANUAL	978-1-26-692601-3	1	\$57.33	\$57.33	*Free Materials

Hole's Essentials of Human A&P 2026 Subtotal: \$586.29 \$15,560.10

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
 Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 03/20/2025

ACCOUNT NAME: Lebanon Comm Schs

EXPIRATION DATE: 07/18/2025

QUOTE NUMBER: TMILL-03202025091906-001

ACCOUNT #: 401447

PAGE #: 1



Because learning changes everything.®

QUOTE PREPARED FOR:

Lebanon Comm Schs
485 S 5TH ST
LEBANON, OR 97355-2602
ACCOUNT NUMBER: 401447

CONTACT:

Angie McCaffrey
angie.maccaffrey@lebanon.k12.or.us
(541) 451-8511

VALUE OF ALL MATERIALS	\$22,772.31
FREE MATERIALS	(\$1,196.61)
PRODUCT TOTAL*	\$21,575.70
ESTIMATED SHIPPING & HANDLING**	\$1,030.10
ESTIMATED TAX**	\$0.00
GRAND TOTAL	\$22,605.80

SUBSCRIPTION/DIGITAL CONTACT:

Angie McCaffrey
angie.maccaffrey@lebanon.k12.or.us
(541) 451-8511

Comments:

* Price firm for 120 days from quote date. Price quote must be attached to school purchase order to receive the quoted price and free materials.

**Shipping and handling charges shown are only estimates. Actual shipping and handling charges will be applied at time of order. Taxes shown are only estimates. If applicable, actual tax charges will be applied at time of order.

Terms of Service:

By placing an order for digital products (the 'Subscribed Materials'), the entity that this price quote has been prepared for ('Subscriber') agrees to be bound by the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. Subject to Subscriber's payment of the fees set out above, McGraw Hill LLC hereby grants to Subscriber a non-exclusive, non-transferable license to allow only the number of Authorized Users that corresponds to the quantity of Subscribed Materials set forth above to access and use the Subscribed Materials under the terms described in the Terms of Service and any specific provisions required by Subscriber's state law, each located in the applicable links below. The subscription term for the Subscribed Materials shall be as set forth in the Product Description above. If no subscription term is specified, the initial term shall be one (1) year from the date of this price quote (the 'Initial Subscription Term'), and thereafter the Subscriber shall renew for additional one (1) year terms (each a 'Subscription Renewal Term'), provided MHE has chosen to renew the subscription and has sent an invoice for such Subscription Renewal Term to Subscriber.

[Terms Of Service](#)

[Provisions required by Subscriber State law](#)

ATTENTION: In our effort to protect our customer's data, we will no longer store credit card data in any manner within in our system. Therefore, as of April 30, 2016 we will no longer accept credit card orders via email, fax, or mail/package delivery. Credit card orders may be placed over the phone by calling the number listed above or via our websites by visiting www.mheducation.com (or www.mhecoast2coast.com).

School Purchase Order Number: _____

Name of School Official (Please Print)

Signature of School Official

PLEASE INCLUDE THIS PROPOSAL WITH YOUR PURCHASE ORDER

SEND ORDER TO:

McGraw Hill LLC | PO Box 182605 | Columbus, OH 43218-2605
Email: orders_mhe@mheducation.com | Phone: 1-800-338-3987 | Fax: 1-800-953-8691

QUOTE DATE: 03/20/2025

ACCOUNT NAME: Lebanon Comm Schs

EXPIRATION DATE:07/18/2025

QUOTE NUMBER: TMILL-03202025091906-001

ACCOUNT #: 401447

PAGE #: 2

Agenda Item 5

Lebanon Pool RFP Procurement
Change

LEBANON COMMUNITY SCHOOL DISTRICT
LEBANON COMMUNITY POOL MAINTENANCE PROJECT
FINDINGS OF FACT
EXHIBIT A

**NOTICE OF PUBLIC HEARING
LEBANON COMMUNITY SCHOOL DISTRICT
DESIGN BUILD**

On April 10, 2025, at 6:00 PM the **Lebanon Community School Board** will hold a public hearing and sit as the contract review board to consider the request of the for an exemption from the competitive bidding requirements of ORS 279C.335(1), pursuant to ORS 279C.335(2), to engage in the alternate contracting method, Design Build form of delivery for the Lebanon Community Pool Maintenance Project. The public hearing is for the purpose of taking comments on the draft findings for an exemption from the competitive bidding requirement.

Copies of the draft findings are available to be picked up from the following contact:

Lebanon Community School District
David McKay,
HMK Company
363 State St,
Salem, OR 97302

Published:
Daily Journal of Commerce, March 26th, 2025

EXHIBIT B TO BOARD RESOLUTIONS

**PROPOSED FINDINGS
PURSUANT TO ORS 279C.335 AND OAR 137-049-0610, -0620, -0630, and -0690
BY THE LEBANON COMMUNITY SCHOOL DISTRICT FOR
LEBANON COMMUNITY POOL MAINTENANCE PROJECT**

On April 10, 2025, the Lebanon Community School District (the “District”) requested an exemption from the competitive bidding requirements of ORS Chapter 279C.335(1) pursuant to ORS 279C.335(2) for the project known as the Lebanon Community Pool Maintenance Project by the District to enable it to utilize an alternative contracting method for construction of the Project. The specific alternative contracting method which the District wishes to utilize is a Design Build selection process.

District is seeking experienced Design Build Firms for the Lebanon Community Pool Maintenance Project.

ORS 279c.335(2)(b)-- In approving a finding under this paragraph, the...the local contract review board shall consider the type, cost and amount of the contract...

OAR 137-049-0630 Descriptions. Findings supporting a competitive bidding exemption must describe with specificity any Alternative Contracting Method to be used in lieu of competitive bidding, including, but not limited to, whether a one-step (request for Proposals), two-step (beginning with a Request for Qualifications, followed by a request for Proposals) or other solicitation process will be utilized. The Findings may also describe anticipated characteristics or features of the resulting Public Improvement Contract. However, the purpose of an exemption from competitive bidding is limited to a determination of the Procurement method. Any unnecessary or incidental descriptions of the specific details of the anticipated Contract within the supporting Findings are not binding upon the Contracting Agency. The parameters of the Public Improvement Contract are those characteristics or specifics that are announced in the Solicitation Document.

The Board is requested to approve the following findings:

The School Board, having considered the evidence at the public hearing concerning this request, finds:

1. The School District is a local government body organized and existing under the laws of the State of Oregon.
2. The School Board is the local contract review board for the District.

With regards to ORS 279C.335, the School Board has considered the following in its decision to exempt the Project from competitive bidding and use the Design Build method:

- a. The exemption is unlikely to encourage favoritism in the awarding of the public improvement contract or substantially diminish competition for the public improvement contract.

Analysis: The District will select the Design Build Firm through a competitive request for proposals process that fosters competition and focuses on delivering value to the District with no favoritism through an objective point-scoring system. The District will administer an openly-advertised Design Build process in a manner that will attract competition.

"Subcontractable" work will be procured by the Design Build firm, with the oversight of the District through a bid process. Should the Design Build firm choose to bid any of the subcontractable work, then bids will need to be submitted to the District or an independent third party a minimum of 2 hours prior to bid closing.

Finding: The process used by the District makes the exemption unlikely to encourage favoritism in the awarding of the Projects or substantially diminish competition for the Projects.

- b. Awarding a public improvement contract under the exemption is likely to result in substantial cost savings and other substantial benefits to the District.

Analysis:

i. Public benefits

The renovated District facilities will facilitate better working environments, providing safer and more efficient buildings. The Design Build Firm will help to maximize the quality and amount of construction items that can be delivered, within budget, and on schedule.

ii. Value engineering

The Design Build process provides many benefits and opportunities for cost savings. During the preconstruction phase, the Design Build Firm will be evaluating the budget and making suggestions for cost-saving changes and value enhancements. The Design Build Firm will evaluate major systems and make design recommendations to the project team about which systems are most cost-effective while being durable, long lasting and easy to maintain. Use of the Design Build process will likely result in substantial benefit to the District by facilitating and coordinating the most efficient use of limited project funds.

The Design Build Firm also identifies whether project sequencing is viable and design elements can be built as drawn. All of these beneficial actions by the Design Build Contractor will improve design, expedite construction and eliminate the potential for costly change orders. The benefits of value engineering are not available with the low bid process.

Findings Under ORS 279C.335(2)(b)

Information related to each of the requirements of ORS 279C.335(2)(b) is as follows:

- (A) How many persons are available to bid.

Information considered by the District:

The Design Build Firm will be selected through a competitive Request for Proposal (RFP) process. The notification of will be publicly advertised in a state-wide trade newspaper. A review committee will screen and rank proposals based on the criteria described in the request for proposal. Based upon the ranking, one or more proposers may be selected for interview. It is anticipated there are multiple qualified contractors available to propose on this project.

- (B) The construction budget and the projected operating costs for the completed public improvement.

Information considered by the District:

The total maximum allowable construction budget is approximately \$1,000,000

- (C) Public benefits that may result from granting the exemption.

Information considered by the District:

The upgraded District facilities will facilitate better working environments, providing safer and more efficient buildings. Design Build Firm will help to maximize the quality and amount of construction items that can be delivered, within budget, and on schedule.

- (D) Whether value engineering techniques may decrease the cost of the public improvement.

Information considered by the District:

During the design phase prior to material and subcontractor bidding, the Design Build Firm will provide value engineering and update cost estimate information. This engineering and cost estimate will assist final decision-making about the project scope, product quality and material finish. Using a Design Build Firm will allow more flexibility to develop, evaluate, and implement design changes with less impact on construction cost and time. In the event fast track construction is necessary, the Design Build process provides an appropriate means of managing fast track construction with an agreed completion date and a guaranteed maximum price for the construction.

Use of the Design Build process will likely result in substantial cost savings by minimizing costly change orders through Design Build value engineering, constructability review, scheduling, and estimating during the design process.

Use of the Design Build process will likely result in substantial cost savings through efficiencies gained from having only one general contractor on the site, thereby reducing the need for additional job site conditions from multiple general contractors.

Use of the Design Build process will likely result in substantial benefit to the District by facilitating and coordinating the most efficient use of limited bond funds.

- (E) The cost and availability of specialized expertise that is necessary for the public improvement.

Information considered by the District:

The contractor ultimately selected as Design Build Firm will be required in the RFP process to demonstrate experience and expertise in providing Design Build services to public and/or private organizations. The contractor will also be required to have thorough knowledge of construction and improvements of similar building type and function. The Design Build firm is hired at the beginning of the project to assist with master planning, design, administrative coordination, scheduling, budget estimating, constructability review, and value engineering.

- (F) Any likely increases in public safety.

Information considered by the District:

All work during the construction will be done in accordance with OR-OSHA safety regulations. The Design Build firm selected will be required to be highly qualified and capable and show evidence of construction safety practices that are at the highest level of

integrity. Staff safety is of utmost importance during construction. The Design Build firm's input into construction sequencing can reduce issues related to safety.

- (G) Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement.

Information considered by the District:

The project includes technical and logistical complexities, the risks of which will be addressed with the Design Build firm working with the District to solve specific challenges identified during the pre-construction phase. Technical complexity relates to planning, design, engineering and coordinating the various components of the project for safety, schedule and budget. The project includes a limited budget as well as limited construction time. Construction may not interfere with staff working on site.

- (H) Whether granting the exemption will affect the sources of funding for the public improvement;

Information considered by the District:

Funding for this project is provided through the general fund from Lebanon Community School District and Lebanon Aquatic District. The Design Build method of contracting provides cost controls for limited budgets and therefore benefits the District. The team approach to the schedule, the value analysis, and constructability reviews provide the ultimate in effective cost analysis.

- (I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement.

Information considered by the District:

The Design Build contracting process is a modern construction delivery method used by both public and private organizations. The Design Build firm is tasked with keeping the project team up-to-date on the latest construction techniques and products. The Design Build firm will inform the project team of current market conditions, labor and materials availability, and construction methodologies that can reduce design and construction time and costs.

- (J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement.

Information considered by the District:

The project must be delivered within strict technical and logistical parameters. The Design Build firm will work with the District to solve specific challenges identified during the pre-construction phase. Technical complexity relates to planning, design and coordinating the various components of the project for safety, schedule and budget. The project includes a limited budget as well as limited construction time.

- (K) Whether the public improvement involves new construction or renovates or remodels an existing structure.

Information considered by the District:

The primary scope of work is The primary scope of work for the seismic retrofit project at

Lebanon Community School Pool involves addressing: Decking and gutter systems, including replacing piping and drains, and plaster and tile for both lap pool and warm pool

- (L) Whether the public improvement will be occupied or unoccupied during construction.

Information considered by the District:

The Project will be occupied during the work.

- (M) Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions; **and**

Information considered by the District:

The Projects may consist of multiple phases.

- (N) Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

Information considered by the District:

Yes, the District working with an Owner's Representative, legal counsel, and architecture firm that have extensive experience with the Design Build delivery method. The District is also proactively working with legal counsel experienced in construction and with Design Build, design-build, and alternative contracting methods. The District intends to retain such consultants as may be necessary to affect the Project.

LEBANON COMMUNITY SCHOOL DISTRICT
LEBANON COMMUNITY POOL MAINTENANCE PROJECT
DESIGN BUILD ALTERNATIVE CONTRACTING METHOD
FINDINGS

Based upon the findings set forth above, the Board, sitting as the local contract review board for the District on its request for exemption from the public contracting rules under ORS 279C.335(2), concludes:

1. Notice of public hearing was published in at least one trade newspaper of general statewide circulation a minimum of 14 days prior to the hearing.
2. A copy of the notice is attached hereto as Exhibit "A" and incorporated by this reference.
3. At the public hearing, the Board gave an opportunity for any interested party to appear and present comment.
4. Based upon the notice to the public, and the use of the Design Build process as the manner of selecting the proposed contractor for the Project, it is unlikely that an exemption from the competitive bidding requirements of the public contracting statutes will encourage favoritism in the awarding of a public contract for the Project, or substantially diminish competition for public contracts of the like nature.
5. It is reasonably anticipated that the awarding of a public contract using the alternative method of Design Build Contractor pursuant to an exemption under ORS 279C.335(2) will result in a substantial cost saving to the District by increasing the efficiency and accuracy of the contractor's performance of its work on the Project, by reducing the District's administrative costs and burden for the Project, and by reducing the time required for completion of the Project, which will allow the District to occupy the premises with minimum impact on the educational programs or operations of the District.
6. The District is granted an exemption under ORS 279C.335(2) from the competitive bidding requirements of ORS 279C.335(1) for the Project, so that it can utilize the construction manager / general contractor method as the alternative contract method.

DATED _____.

**LEBANON COMMUNITY SCHOOLS
BOARD OF DIRECTORS**

By: _____
Its Chairperson

By: _____
Its Vice-Chairperson

Background on the Alternative Contracting Method for the Lebanon Community Pool Maintenance Project

The Lebanon Community Schools Board, acting as the local contract review board for the District, is being asked to approve an exemption from the standard competitive bidding process in order to use an alternative contracting method for the Lebanon Community Pool Maintenance Project.

In most cases, Oregon law (ORS 279C) requires public agencies to choose the contractor who submits the lowest bid. While this approach works well for many types of projects, there are times when a more flexible, collaborative process is a better fit—especially when the work is complex, technical, or involves occupied public facilities like a school or community pool.

In this case, the District is proposing the use of the Design-Build method, which combines the design and construction responsibilities into a single contract with a firm selected through a Request for Proposals (RFP) process.

Why Design-Build?

The Lebanon Community Pool Maintenance Project involves significant technical work, including replacement of deck and gutter systems, repairs to piping and drains, and upgrades to plaster and tile for both the lap and warm pools. This kind of work requires careful planning, phasing, and close coordination to ensure it is completed safely, efficiently, and without disrupting operations.

Under the traditional method, the contractor is not brought into the project until the design is complete. That means the contractor cannot provide input on costs, materials, phasing, or schedule until it is too late to make meaningful changes. With Design-Build, the selected firm is involved early and can help ensure the project is designed in a way that is realistic, cost-effective, and easier to execute.

Key Advantages of the Design-Build Method:

- **Early Collaboration:** The contractor joins the team early and contributes to the design process, offering ideas to improve efficiency, reduce costs, and ensure the project is buildable.
- **Faster Delivery:** Since the design and construction phases can overlap, the overall timeline is often shorter compared to traditional bid methods.
- **Better Cost Control:** The contractor helps set realistic budgets and schedules from the beginning. Fewer surprises mean fewer change orders and delays.
- **Accountability:** With one firm responsible for both design and construction, there is a single point of accountability for quality, timeline, and budget.
- **Improved Safety:** The Design-Build contractor will help the District phase construction in a way that minimizes risks for staff and the community while the facility remains occupied.

What the District is Asking the Board to Approve:

The District is requesting approval to use the Design-Build method for this project, rather than the traditional low-bid approach. The selected firm will be chosen through a competitive RFP process that evaluates qualifications, experience with similar projects, project approach, safety record, and pricing.

This method is widely used by both public and private sector clients for projects that require flexibility, technical expertise, and collaboration.

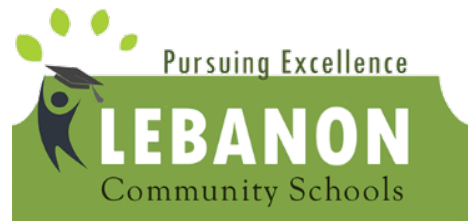
The District believes this approach will provide the best value to the community by helping to control costs, improve safety, and ensure high-quality results.

Thank you for your consideration of this request. The District looks forward to answering any questions and continuing to work together to maintain safe, functional, and welcoming public facilities for Lebanon families.

Agenda Item 6

OSBA Policy Subscription

BOARD MEMORANDUM



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

From: Jennifer Meckley, Superintendent

Date: April 4, 2025

Meeting Date: April 10, 2025

Re: OSBA Policy Subscription

The district is seeking Board approval for subscription to the OSBA Web-Hosted Board Policy Manual. At this time, the district is subscribed only to the Policy Update Service. This change would provide an online service maintained by the OSBA, with a searchable, accessible, and centrally located district policy manual. This service would also provide improvement to the accessibility and searchability currently available on the [district's website](#). The process in which policy updates are proposed and approved would remain the same, at the discretion of the Board.

You may use [this link](#) to view an example of the OSBA Web-Hosted Board Policy Manual, currently utilized in the Corvallis School District.

SUBSCRIPTIONS

PROPOSED



CURRENT



Policy Plus

Policy Plus is an upgrade to an existing subscription, e.g., web-hosted, manual maintenance. Edits published in Policy Update are applied to a subscriber's manual and sent for review and adoption.

Web-hosted Board Policy Manual

This online service creates a searchable, accessible and centrally located board policy manual. Save staff countless hours in copying and distributing new or revised policies and administrative regulations using this service.
Includes Policy Update.

Policy Manual Maintenance

This subscription provides electronic storage and organization of the subscriber's policy manual on the OSBA server and in Word.
Includes Policy Update.

Policy Update

A subscription service with online access which provides recommended updates to policies and administrative regulations (AR). Model samples are published in this update and are intended to provide a basis for drafting and discussion of the local board's policy position and local needs.

HOW CAN OSBA HELP? CONTACT THE POLICY SERVICES TEAM TODAY!

503-588-2800 | 800-578-6722 | policeservices@osba.org | osba.org/departments/policy-services



POLICY SERVICES STAFF



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PUBLICATIONS

Staff and Student Handbooks

Why reinvent the wheel if you don't have to? We've done the research and created model staff and student handbooks that can be customized by the purchaser. Handbooks are written to meet the needs of a charter school or K-12 district. Handbooks are complete with information about how to use them, what is required by law and model language.

Key Dates and Activities Calendar for Member Districts

We've done the research and compiled requirements, deadlines and important dates along with suggested actions and activities into one calendar, making it easier than ever to stay on top of all those moving pieces. The calendar includes annotations to help along the way.

TESTIMONIALS

“OSBA’s policy department quickly responds to all our district policy questions and keeps us updated on legislative action that affects education policies.”

JENNIFER MORGAN

Knappa School District executive assistant to the superintendent and school board

“Knowing that the OSBA policy department is just a phone call away allows me to successfully provide my district with policy in hand. Thank you, OSBA!”

KELLY DOUGLAS

West Linn-Wilsonville School District executive assistant to the superintendent and school board



*we're
here
for you*

HOW CAN OSBA HELP? CONTACT THE POLICY SERVICES TEAM TODAY!

503-588-2800 | 800-578-6722 | policeservices@osba.org | osba.org/departments/policy-services

Agenda Item 7

Consent Agenda

A. March 13, 2025 Board
Meeting Minutes



Santiam Travel Station

750 S. Third St. Lebanon, OR 97355

MEETING MINUTES

<p><u>BOARD MEMBERS PRESENT:</u> Tom Oliver, Chair Nichole Piland, Vice Chair Aubree Molina, Member Clyde Rood, Member Melissa Baurer, Member</p>	<p><u>EXECUTIVE STAFF PRESENT:</u> Jennifer Meckley, Superintendent William Lewis, Chief Operations Officer Steven Prosocki, Business Director Kim Grousbeck, HR Director</p>
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The meeting minutes were recorded by Executive Secretary Jessica Woody.

1. WELCOME AND CALL TO ORDER

Board Chair, Tom Oliver, called the meeting to order at 6:03 PM and led the flag salute.

2. PUBLIC COMMENTS

No public comments were made.

3. SUPERINTENDENT’S REC OR RENEWAL & NON-RENEWAL

Superintendent Meckley explains that the Board Members have received the recommendations for renewal for staff. No questions are presented by the Board.

Nichole motions and Clyde seconds the motion, unanimously, the Board approves the Superintendent’s Recommendations for Renewal and Nonrenewal.

4. 2026-27 CERTIFIED CALENDAR

It is noted that the 2025-26 Certified Calendar has already been approved, and the district presents two versions of the 2026-27 Certified Calendars for review, and approval of one version. After discussion, the Board’s consensus is to move forward with the 2026-27 calendar where school begins following Labor Day.

Nichole motions to approve the 2026-27 Certified Calendar where school begins on September 8th 2026, and Melissa seconds the motion. All approved, with a unanimous vote, the 2026-27 Certified Calendar is adopted by the Board.

5. SNOW DAYS MAKE UP

Jennifer shares that there have been two snow days, and at this time the instructional minutes are okay if the days are not made up.

Nichole motions to not make up the snow days, and Melissa seconds the motion. All in favor with a unanimous vote, the Board votes to not make up the snow days.

6. CONSENT AGENDA

A question is presented regarding policy update JEC, and it is confirmed that McKinney Vento students would in fact be able to register without proof of a physical address.

A question is presented regarding policy update JHCD, and whether this would include a self-carry medication option for students. The Board decides to remove the policy update JHCD and JHCD/JHCDA, and return for second reading in April with further discussion to clarify the self-carry option.

Nichole motions to approve the consent agenda as presented, with the exception of policy JHCD and JHCD/JHCDA and Clyde seconds the motion. All in favor with a unanimous vote, the consent agenda made up of the February 13, 2025 Board Meeting Minutes, First Reading Policy Updates AC, AC-AR, GBN/JBA, GBN/JBA-AR(1), GBN/JBA-AR(2), JBA/GBN, JBA/GBN-AR(1), and JBA/GBN-AR(2), Second Reading Policy Updates GCBDA/GDBDA, GCBDC/GDBDC, IIA, and JEC, new hire Laurie Mala, and temporary new hire Aurora Lakey is approved in its entirety.

12. DEPARTMENT REPORTS

A. Operations

William explains the grants that the district has taken on this year, made up of the COPS grant, TAP grant facility advisory, TAP grant facilities assessment, seismic assessment grant, preschool promise grant, Sam Health Climb grant, RC SWAY grant, mentorship grant, EST grant, and the title III grant. He acknowledges the finance department staff who do an amazing job of managing the compliance that comes with each of these grants.

William further explains the facility advisory grants, and the seismic assessment grant. He explains how the Facility Advisory Committee has been meeting for about a year and would like to address the Board in May with their findings.

William also highlights the completed warehouse project at Seven Oak, and acknowledges Facilities Director Bryan Eilers and his team for their hard work on this project which saved the district immensely on project costs and highly increased efficiencies.

B. Human Resources

Nothing to report.

C. Finance

Steven shares with the Board that the appropriations are continuously in line. He also shares that the MAC Study fall payment is expected to come in mid-March at about 370,000. He also notes that the state school fund estimate has been received with some adjustments that will reflect on the next month's report.

13. COMMUNICATION

A. Board

Discussion between the Board takes place regarding HB 2009 and SB 141, which references a current resolution with a 56-page amendment that signifies a shift within ODE and may take away some local control from districts. The significance of this potential change is presented and it is noted that this change could give the ODE control of up to 25% of the state school fund allocation. Concerns are presented regarding this house bill/senate bill and the timing of it with the potential federal funding changes, as well as the standards which will determine what districts will potentially be targeted by ODE. Further discussion takes place between the Board regarding what could potentially come from the bills, if passed.

The members encourage each other to submit written testimony for SB 141, and since written testimony is closed for HB 2009, they may reach out to the senator and/or state representatives to provide testimony.

Jennifer adds that this information is discouraging and disheartening, and local superintendents are meeting as well to discuss the potential of this as well.

B. Student Board

The student members share that they have started the buddy system program at Pioneer Elementary, which pairs 10 high school role models with 10 elementary students in hopes to build relationship and encourage attendance to help reinforce consistency, while using fun incentives for the students. They also share that they hosted a middle school dance at the high school, for students who maintained at 90% attendance rate and were passing all classes. The student members are also aspiring to remove the requirement for an application to attend Prom, and if the high school attendance rate reaches 90%, all junior and senior students would be able to attend the event. They share their efforts to make this happen. It is also noted that spring sports have begun.

C. Superintendent

Jennifer notifies the Board that the JROTC Military Ball is being held on April 19th at 6pm at the Boulder Falls Event Center, and an invitation has been extended to the Board Members. She shares that she attended last year that it is a great event.

Jennifer also presents Jen's Zens starting by acknowledging the community connections with the Lebanon Optimist Club. She shares that in February, the district had two presentations to the Lebanon Optimist Club. The first to present was the Welcome Center with Sandi Cox and Julie Miller, who provided the information which was shared with the Board during the February Board Meeting. Additionally, four students from LHS's leadership class, including student member Eric Natterer, spoke to the club about their initiatives, including their involvement in Community 101. Jennifer will also present to the club this month about the findings from the Safety and Belonging survey, which were also presented to Live Longer Lebanon in February.

Jennifer also shares that the district's team has spent some time over in Salem during the last month advocating for bills that would benefit the students, and testimony on HB 2307. Superintendent Meckley and Communications Director Michelle Steinhebel visited Representative Jami Cate to discuss HB 2307 and HB 2953. LHS's AP government class also visited the Capitol to experience the legislative process and meet with Rep. Cate.

Jennifer acknowledges the recent winners of the Apple Awards, consisting of Lacombe PE Teacher Ryan Renner, and Cascades BSP Tony Stanley. She congratulates both winners, and thanks Randy Dobson from the Gillott Home Team, for leading the efforts on the awards. She shares that at the Chamber of Commerce’s Distinguished Service Awards banquet last month, Randy recognized every Apple Award winner with a shout out from the podium.

14. PUBLIC COMMENTS

No public comments were made.

15. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 6:50 PM.

Tom Oliver, Board Chair

Jennifer Meckley, Superintendent

Agenda Item 7

Consent Agenda

B. March 13, 2025 Budget
Meeting Minutes



Santiam Travel Station

750 S. Third St. Lebanon, OR 97355

BUDGET COMMITTEE MEETING MINUTES

<p><u>BOARD MEMBERS PRESENT:</u> Tom Oliver, Chair Nichole Piland, Vice Chair Aubree Molina, Member Clyde Rood, Member Melissa Baurer, Member William Barish, Budget Committee Member Roger Maurer, Budget Committee Member Kelly Tucci, Budget Committee Member</p>	<p><u>EXECUTIVE STAFF PRESENT:</u> Jennifer Meckley, Superintendent William Lewis, Chief Operations Officer Steven Prosocki, Business Director</p>
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The meeting minutes were recorded by Executive Secretary Jessica Woody.

1. WELCOME AND CALL TO ORDER

Board Chair, Tom Oliver, called the meeting to order at 5:02 PM.

2. FINANCIAL INTEGRITY

Business Director, Steven Prosocki, refers to the district’s five focus areas, Academic Achievement, Safety and Belonging, Financial Integrity, Effective Facilities, and Community Connections. He shares that this meeting will be focused specifically on Financial Integrity and he explains what that means to him; operating with honest transparency and accountability, maintaining a healthy financial system, communicating finances and managing budget and cashflow throughout the school year, constantly working in projections and estimates, and remembering that the budget is a plan needs and can change from day one.

3. VALUE OF A HEALTHY EFB

Steven provides district comparisons for the three districts above Lebanon and the three districts below Lebanon in enrollment, as they share a budget amount closest to Lebanon. He provides a comparison for budget projections, beginning and ending fund balance, and earnings on investments.

4. ENROLLMENT PROJECTIONS AND TRENDS

Steven also shares the enrollment trends for Lebanon and the six comparable districts. He also shares the ADM history for the last 10 years, and how the state school fund is calculated. He shares the state school fund revenue projection for the 2025-26 school year and how the finance department is working with projections and estimates. He notes that at this time the SpEd cap is still set at 11%, and that 75% of the general fund budget is funding salary and benefits. He also notes that next year it is projected that the state school fund will be 38,732,394—showing about a 2 million dollar increase. He shares that with current negotiations offering 5% and 3% it would cost the district about 3.3 million if fully staffed, which would utilize about 1.7 million of the ending fund balance if needed, may be managed through other things. He explains that the formula used by the state to calculate the state school fund is very complex and is also based on property tax and enrollment with weights for SpEd, ELL, and poverty numbers.

5. FORECASTING CHALLENGES

Steven notes that birth rates are down and there are fewer students each year. He also notes that federal and state/local funding from grants like Title I or SIA, used mainly for staffing, could be and proves to be decreasing. It is also noted that utilities, supplies, food, fuel, and insurance premiums continue to increase related to costs, and the district is currently in negotiations with both classified and licensed groups with unknowns on where that will finish.

Steven also shares the budget calendar, and resources which help to describe the role of the budget committee.

A question is presented and further discussion takes place between the members regarding the potential cuts to some funding like Title I and SIA.

A question is also presented regarding exactly how much funding is coming from the federal level. Steven shares that he would have to look into that for an exact number.

It is noted that there are enough funds to cover the upcoming year with ending fund balance if funding is lost, though that is not sustainable. Discussion takes place regarding the options to prepare for any amount of loss to the federal funding.

Steven explains how the district has shifted staffing into the general fund when possible and positions that open up are not filled, to help with the budget.

Discussion also takes place regarding the funding for the student meal program, CACFP-- National School Lunch Program, which could also be significantly impacted. Students are currently provided free breakfast and lunch 12 months out of the year. It is noted that the Nutrition Director is closely watching for any updates. The committee and Board would like to have follow up discussion regarding the number of meals that are currently being served at each school and what challenges the district could be facing if adjustments are made to the funding.

Steven also shares that the first budget meeting will be on May 8th, and he asks the group to please share any questions with him prior to that meeting. A budget committee training session is proposed as well by a Board Member.

It is acknowledged that when looking at the comparable sized districts, and with close analyzing by the district's Finance Director, Steven, Lebanon is shown to be in the second-best shape, after

Oregon Trail, and that is due to smart investing and creatively finding additional revenue sources. Steven describes how the district manages the investments as well.

Some discussion takes place regarding the construction class, and it is clarified that any revenue made from the homes is restricted for use only for the construction projects.

6. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 5:30 PM.

Tom Oliver, Board Chair

Jennifer Meckley, Superintendent

Agenda Item 7

Consent Agenda

C. March 24, 2025 Special Board
Meeting Minutes



Via Zoom

SPECIAL MEETING MINUTES

<u>BOARD MEMBERS PRESENT:</u>	<u>EXECUTIVE STAFF PRESENT:</u>
Tom Oliver, Chair Nichole Piland, Vice Chair Melissa Baurer, Member	William Lewis, Chief Operations Officer Peter Klingler, Technology Infrastructure Director

The meeting minutes were recorded by Executive Secretary Jessica Woody.

1. WELCOME AND CALL TO ORDER

Board Chair, Tom Oliver, called the meeting to order at 6:03 PM.

2. PUBLIC COMMENTS

William explains to the Board that the district has gone out for an E-Rate RFP for network switching infrastructure equipment, including engineering configuration and installation services. He shares that there were four returning bids, and out of the four, there was a clear winner– being CVE Technologies Incorporated. He explains that CVE was the lowest bidder, the district has prior experience with the company, the systems quoted were easy to integrate with current systems, and the company is proven to have many years of experience.

No questions were presented by the Board.

Tom adds that he is familiar with CVE’s team and capabilities, and in his experience, they are a top-notch firm, and feels it is a great pick for the district.

William acknowledges Peter Klingler, Technology Infrastructure Director, for his time and efforts in this process.

Discussion takes place regarding the funding through e-rate and what the match is, and it is noted that between the district’s portion of the match, and what does not qualify for e-rate, the cost is about 170,000.

Nichole motions to award CVE, and Melissa seconds the motion. All approved, with a unanimous vote, the Board awards CVE Technologies Incorporated, as presented.

15. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 6:09 PM.

Tom Oliver, Board Chair

Jennifer Meckley, Superintendent

Agenda Item 7

Consent Agenda

D. March 31, 2025 Special Board
Meeting Minutes



**LEBANON COMMUNITY SCHOOL DISTRICT
SPECIAL SCHOOL BOARD MEETING
MARCH 31, 2025
IMMEDIATELY FOLLOWING EXECUTIVE SESSION MEETING**

Via Zoom

SPECIAL MEETING MINUTES

<u>BOARD MEMBERS PRESENT:</u>	<u>EXECUTIVE STAFF PRESENT:</u>
Tom Oliver, Chair Nichole Piland, Vice Chair Melissa Baurer, Member Aubree Molina, Member Clyde Rood, Member	Jennifer Meckley, Superintendent William Lewis, Chief Operations Officer Bryan Eilers, Facilities Director Michelle Steinhebel, Communications Director

The meeting minutes were recorded by Executive Secretary Jessica Woody.

1. WELCOME AND CALL TO ORDER

Board Chair, Tom Oliver, called the meeting to order at 6:05 PM.

2. PUBLIC COMMENTS

Tom shares that guidance has been shared by the district’s legal counsel and insurance carrier pertaining to Heath Stadium and the condition and use of the main grandstands.

Jennifer explains that after recent evaluation of the main seating at Heath Stadium, it is found that the district must review the safety and long-term liability of the main grandstands. She notes that the grandstands were built in 1957 and have served the community well. Recent evaluations done by the district’s insurance carrier PACE, and an engineering firm confirmed the structure requires extensive and costly repairs. The issues include, crumbling concrete, exposed rebar, significant rust and corrosion on steel supports, and significant insurance limitations. She also explains that while the district will seek repair estimates, she strongly recommends closing the grandstands until the district has a clear understanding of the financial and safety implications, and she notes that this recommendation is echoed by the district attorney. She notes that the visitors’ side seating and auxiliary seating on either side of the grandstands will remain open, and all events– including graduation, will continue as scheduled. She explains how the team is working hard to ensure that sporting events will continue to be held there, and the track and field will remain open for community use. She stresses that the closure recommended is only for the seating within the stadium.

Bryan Eilers, Facilities Director, presents slides to the Board, with photo examples and explanations of the referenced issues within the grandstands.

Jennifer explains that if the Board agrees to close the grandstands until further evaluation, the district plans to install fencing to close off the area.

Chairman Oliver provides background information to the group regarding an extensive district facility assessment which took place last year where there were concerns with trips and falls, and how that prompted the recent engineering analysis as well. He explains how all material was reviewed by the district's legal counsel. He notes that moving forward there will be much communication with students, staff and the community, and reiterates that the facility will still be usable, with business as usual aside from the main grandstand seating. He shares that staff have a plan to replace the auxiliary bleachers on either side of the grandstands with updated units that also have a slightly better capacity, making up for some of the lost seating in the grandstands. He acknowledges the significant amount of maintenance that has been done to the grandstands over the years, though the reality is that at some point the concrete gets old and fails. He also clarifies that the concern is for trips and falls, and not life and safety due to a facility collapse.

No questions or comments are presented by the Board members.

Nichole motions to close the main grandstands while staff evaluates options for rehabilitation and to implement staff plans to increase the auxiliary seating in the short term, and Clyde seconds the motion. All approved with a unanimous vote, the motion passes.

Tom thanks the Board and staff for their time, and adds that this will come back to the Board for some future conversation regarding options moving forward.

15. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 6:19 PM.

Tom Oliver, Board Chair

Jennifer Meckley, Superintendent

Agenda Item 7

Consent Agenda

E. Second Reading Policy
Updates

Lebanon Community Schools

Code: **AC**

Adopted: 06/16/09

Readopted: 02/04/10, 09/10/15,
03/08/18, 12/12/19, 12/9/21, 6/6/24

Orig. Code(s): AC

Nondiscrimination and Civil Rights

The district **does not discriminate on any basis listed below and** prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex², sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment in, but not limited to, in employment, assignment and promotion of personnel; educational opportunities and services offered students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

The Board encourages staff to improve human relations within the schools, to respect all individuals and to establish channels through which citizens can communicate their concerns to the administration and the Board.

~~The Board directs the superintendent to designate the district's civil rights coordinator and make contact information available to staff, students, and parents.~~

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act and Americans with Disabilities Act Amendments Act (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the District's administrative office and available on the home page of the District's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating,

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047. Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 ~~(as amended by House Bill 2935 (2021)).~~

² ~~34 CFR § 106.10 provides "discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity."~~

threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The Director of Communications is the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination³ required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the training requirements in OAR 581-021-0660 (2)-(3).
 - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):

³ The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
 - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
 - (4) Identifying discrimination and reports of discrimination;
 - (5) Responding to reports of discrimination;
 - (6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
 - (7) Preventing discrimination in public school programs and activities;
 - (8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
 - (9) Tracking and documenting reports of discrimination.
- b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:
- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
 - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
 - (4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.⁴

END OF POLICY

⁴ Training must first be completed by June 30, 2025.

Legal Reference(s):

ORS 174.100	ORS 659A.006	OAR 581-002-0001-002-0005
ORS 192.630	ORS 659A.009	OAR 581-021-0045
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0046
ORS 408.505	ORS 659A.030	OAR 581-021-0047
ORS 408.230	ORS 659A.040	OAR 581-021-0650-0665
ORS 659.805	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 659.815	ORS 659A.230 - 659A.233	OAR 581-022-2370
ORS 659.850 - 659.860	ORS 659A.236	OAR 581-075-0001-075-0005
ORS 659.865	ORS 659A.309	OAR 581-075-0901
ORS 659A.001	ORS 659A.321	OAR 839-003
ORS 659A.003	ORS 659A.409	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).
Americans with Disabilities Act ~~of 1990~~/~~Americans with Disabilities Act Amendments Act~~, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701. 1703-1705, 1720 (2018);
Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2020~~2024).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
~~Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018); 29 C.F.R. Part 1630 (2019); 29 C.F.R. Part 35 (2019).~~
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Sexual Harassment

¹The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

~~The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.²~~

~~Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.~~

~~Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.~~

~~Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.~~

~~All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment~~

¹~~Sexual harassment is generally considered a type of sex-based discrimination. Consequently, additional laws and complaint procedures may apply.~~

²~~Other complaint policies and administrative regulations that may apply include, but are not limited to: AC - Nondiscrimination and Civil Rights; ACB - Every Student Belongs; GBEA - Workplace Harassment, GBNA - Hazing, Harassment, Intimidation, Menacing, or Cyberbullying - Staff; GBNA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements; GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements; and JFCF - [Hazing,] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence or Domestic Violence - Students.~~

~~complaints or reports and documentation will be maintained as a confidential file and stored in the district office.~~

~~The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.~~

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties³ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student’s educational activity or program;
 - b. Interferes with a school or district staff member’s ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without consent⁴.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s action, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
<u>Kim Grousbeck</u>	<u>HR Director</u>	<u>541-259-8949</u>	<u>kim.grousbeck@lebanon.k12.or.us</u>

³ “Third party” means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

⁴ “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

These individual(s) are responsible for accepting and managing complaints of sexual harassment. Persons wishing to ~~make a~~ report should ~~contact them using use~~ the above ~~contact~~ information. ~~The person designated will coordinate the report with the procedures in administrative regulation AC-AR(1)-Discrimination or Civil Rights Complaint Procedure.~~ This person is also designated as the Title IX coordinator. *See JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.*

Response

Any staff member who becomes aware of behavior that may violate this policy shall **immediately** report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **immediately** report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment **and prevent reoccurrence**:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person⁵ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

⁵ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁶:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district’s drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;

⁶ Remember confidentiality laws when providing any information.

2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁷;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

⁷ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

Kim Grousbeck is designated as the Title IX Coordinator and can be contacted at 541-259-8948. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁸ The district shall treat complainants and respondents equitably by providing supportive measures⁹ to the complainant and by following a grievance procedure¹⁰ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹¹

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹² The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

⁸ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁹ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.⁹ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

¹⁰ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹¹ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹² The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator.

No Retaliation

Neither the district or any person may retaliate¹³ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any **student, parent of a student, school or district staff member, or third party person** upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)

[ORS 332.107](#)

[ORS 342.700](#)

¹³ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

[ORS 342.704](#)
[ORS 342.708](#)
[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

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

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2020~~2024).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Sexual Harassment

¹The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures.

~~The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.²~~

~~Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.~~

~~Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.~~

~~Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.~~

~~All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment~~

¹~~Sexual harassment is generally considered a type of sex-based discrimination. Consequently, additional laws and complaint procedures may apply.~~

²~~Other complaint policies and administrative regulations that may apply include, but are not limited to: AC - Nondiscrimination and Civil Rights; ACB - Every Student Belongs; GBEA - Workplace Harassment, GBNA - Hazing, Harassment, Intimidation, Menacing, or Cyberbullying - Staff; GBNA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements; GBNAB/JHFE - Suspected Abuse of a Child Reporting Requirements; and JFCF - [Hazing,] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence or Domestic Violence - Students.~~

~~complaints or reports and documentation will be maintained as a confidential file and stored in the district office.~~

~~The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.~~

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties³ shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student’s educational activity or program;
 - b. Interferes with a school or district staff member’s ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without consent⁴.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person’s action, offensive because of that other person’s sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one’s sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

Oregon Procedures

Reports and complaints of sexual harassment should be made to the following individual(s):

Name	Position	Phone	Email
<u>Kim Grousbeck</u>	<u>Director of HR</u>	<u>541-259-8948</u>	<u>kim.grousbeck@lebanon.k12.or.us</u>

³ “Third party” means a person who is not a student or a school or district staff member and who is: 1) on or immediately adjacent to school grounds or district property; 2) At a school-sponsored activity or program; or 3) Off school grounds or district property if a student or a school or district staff member acts toward the person in a manner that creates a hostile environment for the person while on school or district property, or at a school- or district-sponsored activity.

⁴ “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

These individuals are responsible for accepting and managing complaints of sexual harassment. Persons wishing to ~~make a~~ report should ~~contact them using use~~ the above ~~contact~~ information. ~~The person designated will coordinate the report with the procedures in administrative regulation AC AR(1)-Discrimination or Civil Rights Complaint Procedure.~~ This person is also designated as the Title IX Coordinator. *See JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.*

Response

Any staff member who becomes aware of behavior that may violate this policy shall **immediately** report to a district official. The district official (with coordination involving the reporting staff member when appropriate) will take any action necessary to ensure the:

1. Student is protected and to promote a nonhostile learning environment;
2. Staff member is protected and to promote a nonhostile work environment; or
3. Third party who is subjected to the behavior is protected and to promote a nonhostile environment.

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

Any student or staff member who feels they are a victim of sexual harassment are encouraged to **immediately** report their concerns to district officials, this includes officials such as the principal, compliance officer or superintendent. Students may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate district official.

Investigation

All reports and complaints about behavior that may violate this policy shall be investigated. The district may use, but is not limited to, the following means for investigating incidents of possible harassment:

1. Interviews with those involved;
2. Interviews with witnesses;
3. Review of video surveillance;
4. Review of written communications, including electronic communications;
5. Review of any physical evidence; and
6. Use of third-party investigator.

The district will use a reasonable person standard when determining whether a hostile environment exists. A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.

The district may take, but is not limited to, the following procedures and remedial action to address and stop sexual harassment **and prevent reoccurrence**:

1. Discipline of staff and students engaging in sexual harassment;
2. Removal of third parties engaged in sexual harassment;
3. Additional supervision in activities;
4. Additional controls for district electronic systems;
5. Trainings and education for staff and students; and
6. Increased notifications regarding district procedures and resources.

When a student or staff member is harassed by a third party, the district will consider the following:

1. Removing that third party's ability to contract or volunteer with the district, or be present on district property;
2. If the third party works for an entity that contracts with the district, communicating with the third party's employer;
3. If the third party is a student of another district or school, communicate information related to the incident to the other district or school;
4. Limiting attendance at district events; and
5. Providing for additional supervision, including law enforcement if necessary, at district events.

No Retaliation

Retaliation against persons who initiate complaint or otherwise report sexual harassment or who participate in an investigation or other related activities is prohibited. The initiation of a complaint, reporting of behavior, or participation in an investigation, in good faith about behavior that may violate this policy may not adversely affect the:

1. Educational assignments or educational environment of a student or other person initiating the complaint, reporting the behavior, or participating in the investigation; or
2. Any terms or conditions of employment or of work or educational environment of a school or district staff member or other person initiating the complaint, reporting the behavior, or participating in the investigation.

Students who initiate a complaint or otherwise report harassment covered by the policy or who participate in an investigation may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered because of the report or investigation, unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct.

Notice

When a person⁵ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

⁵ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

1. Each reporting person;
2. If appropriate, any impacted person who is not a reporting person;
3. Each reported person; and
4. Where applicable, a parent or legal guardian of a reporting person, impacted person, or reported person.

The written notification must include⁶:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the person who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines.
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
 - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
 - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol or drugs without the person's knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and
9. Prohibition of retaliation.

Notification, to the extent allowable under state and federal student confidentiality laws, must be provided when the investigation is initiated and concluded. The notification at the conclusion must include whether a violation of the policy was found to have occurred.

The notice must:

1. Be written in plain language that is easy to understand;

⁶ Remember confidentiality laws when providing any information.

2. Use print that is of a color, size and font that allows the notification to be easily read; and
3. Be made available to students, students' parents, staff members and member of the public at each office, at the district office and on the website of the school or district.

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁷;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

This definition only applies to sex discrimination occurring against a person who is a subject of this policy in the United States. A district's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

Federal Procedures

The district will adopt and publish grievance procedures that provide for the prompt and equitable resolution of the student and employee complaints alleging any action that would be prohibited by this policy. *See* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure.

⁷ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

Reporting

Any person may report sexual harassment. This report may be made in person, by mail, by telephone, or by electronic mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. The report can be made at any time.

Kim Grousbeck is designated as the Title IX Coordinator and can be contacted at 541-259-8948. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁸ The district shall treat complainants and respondents equitably by providing supportive measures⁹ to the complainant and by following a grievance procedure¹⁰ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹¹

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹² The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

The district shall provide notice to all applicants for admission and employment, students, parents or legal guardians, employees, and all unions or professional organizations holding collective bargaining or professional agreements with the district of the following:

⁸ (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁹ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.⁹ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

¹⁰ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹¹ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹² The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator(s);
2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator.

No Retaliation

Neither the district or any person may retaliate¹³ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding does not constitute retaliation.

Publication

This policy shall be made available to students, parents of students and staff members. This policy and contact information for the Title IX Coordinator shall be prominently published in the district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any **student, parent of a student, school or district staff member, or third party person** upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)

[ORS 332.107](#)

[ORS 342.700](#)

¹³ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

[ORS 342.704](#)
[ORS 342.708](#)
[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

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

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2020~~2024).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

OSBA Model Sample Policy

Code: JHCD

Adopted:

Medications**/*

{Required policy. The requirement for policy comes from ORS 339.866 (2).}

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid/CPR/AED card is required 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 district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures 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 backup medication 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 district 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.

[¹] A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student’s parents or guardian.]

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.

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.866 - 339.871](#)

[ORS 433.800 - 433.830](#)

[ORS 689.800](#)

[OAR 166-400-0010\(17\)](#)

[OAR 166-400-0060\(29\)](#)

[OAR 333-055-0000 - 0035](#)

[OAR 581-021-0037](#)

[OAR 581-022-2220](#)

[OAR 851-047-0000 - 0030](#)

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*.

House Bill 1552 (2024).

¹ {The district is not required to provide or administer this medication. If the district is going to provide for, and administer this medication, this policy language is required. If the district does not intend to provide or administer this medication, there is no requirement to include this language in this policy.}

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*.

OSBA Model Sample Administrative Regulation

Code: JHCD-AR

Adopted:

Medications**/*

{Required administrative regulation. The requirement comes from ORS 339.866 (2).}

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

1. Definitions¹

- a. ["Administer" means the direct application of a drug or device whether by injection, inhalation, ingestion, or any other means, to the body of a patient or research subject by: (1) a practitioner or the practitioner's authorized agent; or (2) the patient or research subject at the direction of the practitioner. (ORS 689.005)]
- b. "Adrenal crisis" means a sudden, severe worsening of symptoms associated with adrenal insufficiency, such as severe pain in the lower back, abdomen or legs, vomiting, diarrhea, dehydration, low blood pressure or loss of consciousness. (ORS 433.800)
- c. "Adrenal insufficiency" means a hormonal disorder that occurs when the adrenal glands do not produce enough adrenal hormones. (ORS 433.800)
- d. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention. (ORS 339.866)
- e. "Delegation" means a formal delegation of a nursing procedure by a registered nurse to district personnel in accordance with the Oregon Nurse Practice Act. (OAR Chapter 851)
- f. "Designated personnel" means the school personnel designated and trained to administer medication pursuant to district policy and procedure.
- g. "Medication" means medication that is not injected; premeasured doses of epinephrine that are injected; medication that is available for treating adrenal insufficiency; and 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. "Medication" also means any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. "Medication" does not include nonprescription sunscreen. (ORS 339.866; ORS 339.867)
- h. "Nonprescription medication" means nonprescription drugs as defined in ORS 689.005, which means drugs that may be sold without prescription and that are prepackaged for use by the consumer and labeled in accordance with the requirements of the statutes and regulations of this state and the federal government. (OAR 581-021-0037)
- i. "Notice of a diagnosis of adrenal insufficiency" means written notice to the district from 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

¹ There are several laws that apply to medications in schools. Some of these laws have unique definitions that may apply in specific situations. If the applicable law uses a definition that varies from the definition here, use the definition in the law.

adrenal insufficiency crisis, and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered. (OAR 581-021-0037)

- j. ["Opioid overdose" means a medical condition that causes depressed consciousness, depressed respiratory function or the impairment of vital bodily functions as a result of ingesting opioids. (ORS 689.800)]
- k. "Prescriber"² means a "practitioner" as defined in ORS 689.005, which means a person licensed and operating within the scope of such license to prescribe, dispense, conduct research with respect to or administer drugs in the course of professional practice or research: (a) in this state; or (b) in another state or territory of the U.S. if the person does not reside in Oregon and is registered under the federal Controlled Substances Act. (OAR 581-021-0037)
- l. "Prescription medication" means a "prescription drug" as defined in ORS 689.005, which means a drug that is: required by federal law, prior to being dispensed or delivered, to be labeled with "Caution: Federal law prohibited dispensing without prescription" or "Caution: Federal law restricts this drug to use by or on the order of a licensed veterinarian"; or required by any applicable federal or state law or regulation to be dispensed on prescription only or is restricted to use by practitioners only.
- m. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen, or dust. (ORS 339.866)
- n. "Short-acting opioid antagonist" means any short-acting drug approved by the U.S. Food and Drug Administration for the complete or partial reversal of an opioid overdose. (ORS 689.800)

2. Designated Staff/Training

- a. Medications, including injectable medications, may be administered by trained personnel as part of a formal delegation by a registered nurse.
- b. The principal, in consultation with the school nurse, will designate district personnel authorized to administer prescription or nonprescription medication to a student which takes into account when the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school-or district-sponsored activities, and may include when a student is in a before-school or after-school care program on school-owned property when required by law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules, policy and this administrative regulation.
- c. The district will provide staff who are designated personnel to administer prescription or nonprescription medication access to a school nurse.
- d. The principal will ensure the annual training required by Oregon law is provided to designated district personnel. Training must be conducted by a qualified trainer, which is a person who is familiar with the delivery of health services in a school setting and who is either a registered nurse licensed by the Oregon State Board of Nursing or a prescriber. District personnel designated to administer epinephrine, glucagon, and medication to treat adrenal insufficiency shall be trained using related training developed by the Oregon Health Authority (OHA). The first training and every third training thereafter shall be provided in-person³. During

² A registered nurse who is employed by a district or local public health authority to provide nursing services at a district 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 district for not more than 90 days.

³ An online training may qualify as "in-person" when these measures are met: content is provided via synchronous, interactive online sessions with a trainer and learners visible on screen; trainers must be licensed and work within their scope of practice;

- subsequent years, designated district personnel may complete an online training so long as a trainer is available following the training to answer questions and provide clarification.
- e. The training for district personnel will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, discussion of the following: safe storage, administration, handling and disposing of medications; accessibility of medication during an emergency; record keeping; whether response to medication should be monitored by designated personnel and the role of designated personnel in such monitoring; emergency medical response procedures following administration of the medication; confidentiality of health information; and assessment of gained knowledge. Training as recommended and/or approved by ODE will be used.
 - f. The district shall maintain documentation of district personnel's completion of training in accordance with OAR 166-400-0010.

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

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

4. Administering Short-Acting Opioid Antagonists

[⁴] A short-acting opioid antagonist may be administered by any district personnel⁵ to any student or other individual, on school premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an overdose of an opioid drug.

The [principal] [or ~~school~~] [district] nurse] shall immediately notify the parent or guardian of a minor student enrolled in a school within the district when a short-acting opioid antagonist is administered to the student while at school, on school property under the jurisdiction of the district or at any activity under the jurisdiction of the district.]

The district shall provide to the parent or legal guardian of each minor student enrolled in a school in the district information regarding short-acting opioid antagonists. The information will include at least:

- a. A description of short-acting opioid antagonists and their purpose;
- b. A statement regarding, in an emergency situation, the risks of administering to an individual a short-acting opioid antagonist and the risks of not administering to an individual a short-acting opioid antagonist;
- c. A statement identifying which schools in the district, if any, have short-acting opioid antagonists, and the necessary medical supplies to administer short-acting opioid antagonists, onsite and available for emergency situations; and

and include in-person, skills demonstration for training developed by the Oregon Health Authority for epinephrine, glucagon, and for medication to treat adrenal insufficiency.

⁴ {If the district plans to provide for, and administer a short-acting opioid antagonist, this bracketed language is highly recommended. If the district does not intend to provide and/or administer this medication, there is no requirement to include this language. }

⁵ Including district personnel who have not received medication administration training.

- d. A statement that a representative of the district may administer a short-acting opioid antagonist to a student in an emergency if the student appears to be unconscious and 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 district-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and/or in transit to or from a school or a district-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 of the school the student attends will designate one or more district personnel to receive training and be responsible for administering the medication to treat adrenal insufficiency to a student in the event the student exhibits symptoms the district personnel believe in good faith indicate the student is experiencing symptoms of adrenal crisis;
- b. The designated personnel will successfully complete required training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis;
- c. The student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will develop an individualized health care plan for the student;
- 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 district staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication 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 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; 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 medication is provided in the original prescription packaging by the student's parent or guardian. The prescription label prepared by a pharmacist at the direction of the prescriber, will be sufficient 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:
 - (i) Provided in the original manufacturer's container by the student's parent or guardian; or
 - (ii) Is part of the district's stock medication program in compliance with the Oregon Board of Pharmacy rules including OAR 855-035-0005.
 - (c) The written instruction and permission from the student's parent or guardian for the administration of the nonprescription medication⁶ 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.

⁶ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 6.a.(2)(d).

- b. The principal or designee will require an individualized health care plan or allergy plan be developed for every student with a need to manage asthma or a known life-threatening allergy. A plan will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic responses, and 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;
- c. A student being administered a medication may be monitored by designated personnel to monitor the student's response to the medication;
- d. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- e. It is the student's parent or guardian's 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;
- f. It is the student's parent or guardian's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- g. In the event a student refuses medication, the parent or guardian will be notified immediately. No attempt will be made to administer medication to a student who refuses a medication;
- h. Any error in administration of a medication will be reported to the parent or guardian immediately and documented on a medication administration record. 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;
- i. Medication shall not be administered until the necessary permission form and written instructions have been submitted and received 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 prescription or nonprescription 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) The written permission from a parent or guardian and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma or a severe allergy, a medication that is prescribed by a 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 program 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 district setting.

- (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication⁷ and must have:
 - (a) The written permission of the student's parent or guardian;
 - (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; 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, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school or district-sponsored activities;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

- b. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. A 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;
- d. The sharing and/or borrowing by a student of any medication with another student is strictly prohibited⁸;
- e. The district personnel will request backup medication, when the medication is to treat a student's asthma or severe allergy emergency, from the student's parent or guardian. Backup medication, if provided by a student's parent or guardian, 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;
- 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. The permission for a student to administer medication to themselves may be revoked if the student does not responsibly self-administer the medication or abuses the use of the medication as determined by district personnel;
- h. A student may be subject to discipline, up to and including expulsion, as appropriate for violations of these procedures;

⁷ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 7.a.(3).

⁸ [Except for short-acting opioid antagonists.]

- i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication[.] [;]
- j. [The district allows the application of and use by students of nonprescription sunscreen, including sunscreen that contains para-aminobenzoic acid, without any required documentation from a licensed health care professional per ORS 339.874.]

8. Handling, Monitoring and Safe Storage of Medication Supplies for Administration of Medication

- a. Any medication must be delivered to the school in its original manufacturer's or current prescription container, accompanied by the permission form and written instructions, as required above.
- b. Prescription medication must always be the most current prescription and kept in the original, labeled container.
- c. Nonprescription medication must be kept in original manufacturer's bottle or box.
- d. [Never administer medication sent to school in unlabeled containers.]
- e. [Never repackage medication into a plastic bag or other container for any reason.]
- f. [Medication in any form categorized as a sedative, stimulant, anti-convulsive, narcotic analgesic or psychotropic medication will be counted or measured by designated personnel or parent or guardian in the presence of another district employee upon receipt [and initialed by the two individuals who counted or witnessed the procedure], documented in the student's medication administration record (MAR) and routinely monitored during storage and administration. Any discrepancies will be reported to the [school] [district] nurse or principal immediately and documented in the student's MAR. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.]
- g. Designated personnel will follow the written instructions of the prescriber and the student's parent or guardian, and training guidelines as may be recommended by ODE for administering all forms of prescription and/or nonprescription medications.
- h. [Medication will be secured as follows:
 - (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box in a secure area;
 - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication in a secure area;
 - (3) Access to medication storage keys will be limited to the principal and designated personnel.]
- i. [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.]
- j. When 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 immediately.

9. Emergency Response

- a. Designated personnel will immediately call 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects and allergic reactions, including the administration of epinephrine. The parent or guardian[, [school] [district] nurse] and principal will be notified immediately.
- b. Adverse reactions which result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately.

- 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.
- d. Any available staff will immediately call 911 when a short-acting opioid antagonist is administered to any student or other individual on district premises.

10. Disposal of Medications

- a. [Medication not picked up by the student's parent or guardian, 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 the presence of another school employee. The medication may be disposed through a designated drug take-back collection program or in a nonrecoverable fashion as follows:
 - (1) Medication will be removed from its original container and personal information will be destroyed;
 - (2) Mix with an undesirable substance, e.g., coffee grounds, used cat litter;
 - (3) Place in a plastic bag or other sealable container, e.g., such as an empty plastic container; and
 - (4) Place the sealed container with the mixture in the trash as close to garbage pickup time as possible, to prevent theft and misuse.]
- b. [Prescriptions will never be flushed down the toilet or drain or burnt with other waste.]
- c. [Sharps and glass will be disposed of in accordance with state guidelines.]
- d. [All medication will be disposed of by designated personnel following DEQ guidelines and documented on the student's MAR as described below.]

11. Transcribing, Recording and Record Keeping

- a. A medication administration record (MAR) will be maintained for each student administered medication by the district. [The MAR will be in paper⁹ or electronic form and will include, but not be limited to:
 - (1) The full name of the student, date of birth, 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. A MAR for medication administered as part of an IEP goal should be maintained in the IEP record at the end of each school year.

⁹ If a paper record is kept, the record will be documented in blue or black ink, and never in pencil or with use of white-out.

- c. All records relating to administration of medications, including permissions and written instructions, will be maintained. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- d. All records relating to the training of designated district personnel will be maintained by the district in accordance with applicable provisions of OAR 166-400-0010.
- e. 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 school personnel with a legitimate educational interest in the student or others authorized by the parent or guardian in writing or others as allowed under state and federal law.

[Non-liability Provisions for Administration of Prescription and Nonprescription Medications and Short-Acting Opioid Antagonists

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of nonprescription medication, if the school administrator, teacher or other school employee in good faith administers nonprescription medication to a student pursuant to written permission and instructions of the student’s parents or guardian.

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee in compliance with the instructions of a physician, physician assistant, nurse practitioner, naturopathic physician or clinical nurse specialist, in good faith administers prescription medication to a student pursuant to written permission and instructions of the student’s parents or guardian.

A person may not maintain an action for injury, death or loss that results from acts or omissions of a school administrator, teacher or other school employee during the administration of a short-acting opioid antagonist unless it is alleged and proved by the complaining party that the school administrator, teacher or other school employee was grossly negligent in administering the short-acting opioid antagonist unless other conditions exist and which are outlined in Oregon law in ORS 339.870.

The civil and criminal immunities provided for above do not apply to an act or omission accounting to gross negligence or willful and wanton misconduct.

Non-Liability Provisions for Self-Administration and Autoinjectable Epinephrine

A school administrator, school nurse, teacher or other school 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-administration of medication, as described in ORS 339.866, if the school administrator, school nurse, teacher or other school employee, in compliance with the instructions of the student’s Oregon licensed health care professional, in good faith assists the student’s self-administration of the medication, if the medication is available to the student pursuant to written permission and instructions of the student’s parent, guardian or Oregon licensed health care professional.

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the use of medication if the school administrator, school nurse, teacher or other school employee 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 a district 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 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; and the person administered the autoinjectable epinephrine on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district.

The civil and criminal immunities described above (which are identified in ORS 339.871) do not apply to an act or omission to gross negligence or willful and wanton misconduct.]

REMOVED

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) Controlled medications will be placed in medication neutralizer and disposed of in accordance with product directions.

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 8

Consent Agenda

A. Operations

1. Operations Report

BOARD MEMORANDUM



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

From: William H. Lewis III, Chief Operation Officer

Date: April 2, 2025 **Meeting Date:** April 10, 2025

Re: Operations Report

Operations Report

LCSD has worked with the LAD (Lebanon Aquatics District) board to finalize the pool gutter renovation and finishes project details. The District will manage the project, and the cost will be split between the two organizations. LCSD used an estimate provided by our architect during our facilities advisory committee process for the 3.81 million dollar repair range. This is for pool repairs only. We now have a ROM (rough order of magnitude) budget in the \$900,000 range (to be split 50/50) minus design fees.

On April 10, 2025, the Lebanon Community School District Board of Directors, which represents the local contract review board of the District, will review the District's request to grant exemption from ORS 279C.335(2) competitive bidding requirements of ORS 279.335(1) for the pool gutter renovations and finishes project contracts. The LCSD construction project management team has proven successful with this alternative contracting method. The District will be using its capital projects fund to support this project. See the attached detailed documents under the public hearing portion of the board packet.

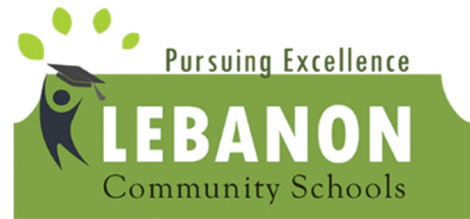
Agenda Item 8

Consent Agenda

C. Finance

1. Financial Report

BOARD MEMORANDUM



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

From: Steven Prosocki, Director of Financial Services

Date: April 2, 2025

Meeting Date: April 10, 2025

Re: Financial Report and Fiscal Updates

Financial Report

The 2024-2025 Financial Board Report included in this packet reflects all General Fund revenues and expenditures for 2023-2024, the budgeted YTD expenditures, and encumbered amounts for 2024-2025 as of 04/02/2025.

Lebanon Community School District
General Fund: Statement of Revenues Budget Vs. Actual For the Fiscal Year 2024-25

Source	2024-25 Budget	Actual YTD Rev. 4/2/2025	Projected through 6/30/2025	Total Estimated 2024-25	(Over)/Under Budget	2023-24 Budget	Actual YTD Rev. 6/30/2024
SSF Funding							
1111 Current Year Property Taxes	12,956,010	12,389,537	603,346	12,992,883	(36,873)	12,501,240	12,601,799
1112 Prior Year Property Taxes	240,000	119,036	86,454	205,489	34,511	210,000	191,555
1190 Penalties & Interest on Taxes	1,000	-	1,000	1,000	-	10,000	1,268
3101 State School Funds	37,367,780	30,944,135	5,654,060	36,598,195	769,585	35,951,402	35,615,581
3103 Common School Fund	500,000	278,948	278,948	557,895	(57,895)	450,000	546,735
3104 State Managed County Timber	150,000	-	150,000	150,000	-	140,000	97,119
Total SSF Funding	51,214,790	43,731,656	6,623,807	50,355,463	709,327	49,262,642	49,054,057
Total SSF Revenue	\$ 51,214,790	\$ 43,731,656	\$ 6,623,807	\$ 50,355,463	\$ 709,327	\$ 49,262,642	\$ 49,054,057
Non State School Support Formula Sources							
Local Sources							
1312 Tuition From Other Districts Within the State	-	10,000	10,000	20,000	(20,000)	2,500	8,920
1411 Transportation Fees	10,000	4,423	5,077	9,500	500	2,500	8,920
1510 Earnings on Investments	675,000	787,397	218,353	1,005,750	(330,750)	500,000	811,084
1530 Gain or Loss on Sale of Investment (FMV)	-	(196,645)	196,645	-	-	-	196,645
1910 Rentals	1,000	6,775	(4,953)	1,823	(823)	1,000	1,823
1980 Fees Charged to Grants	325,000	-	325,000	325,000	-	110,000	386,074
1990 Miscellaneous Local Revenue	230,000	45,883	23,117	69,000	161,000	150,000	27,579
1991 Student Transportation - Reimbursed	100,000	70,583	29,417	100,000	-	70,000	109,701
1995 MAC Study	-	386,148	370,417	756,565	(756,565)	-	348,036
Total Non Formula Local Sources	1,341,000	1,114,564	1,163,074	2,267,638	(926,638)	833,500	1,889,863
Intermediate Sources							
2101 - County School Funds	20,000	-	20,000	20,000	-	25,000	30,502
2210 - TMR Reimbursement	200,000	94,865	94,865	189,730	10,270	210,000	291,838
Total Intermediate Sources	200,000	94,865	114,865	209,730	10,270	235,000	322,340
State/Federal Sources							
3199 Other Unrestricted Grants-In-Aid	275,000	-	275,000	275,000	-	-	286,855
4300 Restricted Federal Rev	70,000	53,034	16,966	70,000	-	65,000	80,809
4801 Federal Forest	130,000	-	130,000	130,000	-	115,000	143,058
Total State/Federal Sources	475,000	53,034	421,966	475,000	-	180,000	510,723
Other Sources							
5300 Sale/Loss of Fixed Assets	2,000	-	2,000	2,000	-	2,000	2,000
5400 Beginning Fund Balance	7,000,000	9,287,166	-	9,287,166	(2,287,166)	5,400,000	6,147,584
Total Other Sources	7,002,000	9,287,166	2,000	9,289,166	(2,287,166)	5,402,000	6,149,584
Total Non SSF Revenue	\$ 9,018,000	\$ 10,549,629	\$ 1,701,905	\$ 12,241,534	\$ (3,203,534)	\$ 6,650,500	\$ 8,872,509
Total Resources	\$ 60,232,790	\$ 54,281,284	\$ 8,325,712	\$ 62,596,997	\$ (2,494,207)	\$ 55,913,142	\$ 57,926,566
				Less Estimated Requirements			
				\$ 54,061,430			
				\$ 8,535,567			

Instruction	2024-25 Budget	Actual YTD EXP 4/2/2025	Projected through 6/30/2025	Total Estimated 2024-25	(Over)/ Under Budget	% Committed	2023-24 Budget	Actual YTD Exp. 6/30/2024
1111 Elementary, K-5 or K-6	10,586,787	5,668,757	4,388,691	10,057,448	529,339	95.00%	9,189,417	9,159,586
1113 Elementary Extracurricular	5,616	-	56,160	56,160	(50,544)	1000.00%	5,587	13,946
1121 Middle/Junior High Programs	4,170,438	2,418,644	1,650,999	4,069,642	100,796	97.58%	3,646,280	3,439,789
1122 Middle/Junior High School Extracurricular	39,021	20,146	16,924	37,070	1,951	95.00%	48,398	40,648
1131 High School Programs	6,072,856	3,405,622	2,485,048	5,890,670	182,186	97.00%	5,633,356	5,343,606
1132 High School Extracurricular	86,066	85,007	28,575	113,582	(27,516)	131.97%	86,009	125,301
1140 Pre Kindergarten Programs	236,870	40,546	8,303	48,850	188,020	20.62%	50,000	111,649
1210 Programs for the Talented and Gifted	94,195	3,323	67,323	70,646	23,549	75.00%	81,406	16,578
1220 Restrictive Pgms for Students w/Disabilities	3,144,309	1,679,334	1,307,759	2,987,094	157,215	95.00%	2,922,832	2,539,719
1250 Programs for Students w/Severe Disabilities	3,735,302	2,166,118	1,531,831	3,697,949	37,353	99.00%	3,832,009	3,437,378
1272 GF Title I Support	45,337	63,929	49,413	113,343	(68,006)	250.00%	43,831	83,436
1280 Alternative Education	906,261	511,649	303,986	815,635	90,626	90.00%	857,773	780,273
1281 Alternative Education	10,000	-	-	-	10,000	0.00%	10,000	-
1288 Charter School	2,900,000	2,614,589	504,071	3,118,660	(218,660)	107.54%	2,655,000	2,789,944
1291 English Second Language Programs	495,964	256,089	220,037	476,125	19,839	96.00%	306,600	384,809
1300 Adult/Continuing Education Programs	26,317	-	24,456	24,456	1,861	92.93%	26,317	24,456
1400 Summer School Programs	26,191	18,455	6,511	24,966	1,225	95.32%	25,000	23,830
Total Instruction	\$ 32,581,530	\$ 18,952,208	\$ 12,650,087	\$ 31,602,295	\$ 979,235		\$ 29,419,816	\$ 28,314,949

	<u>2024-25 Budget</u>	<u>Actual YTD EXP 4/2/2025</u>	<u>Projected through 6/30/2025</u>	<u>Total Estimated 2024-25</u>	<u>(Over)/ Under Budget</u>	<u>% Committed</u>	<u>2023-24 Budget</u>	<u>Actual YTD Exp. 6/30/2024</u>
Support Services								
2110 Attendance and Social Work Services	227,581	2,126	168,560	170,686	56,895	75.00%	151,778	144,827
2114 Student Accounting Services	269,325	187,625	81,700	269,325	-		213,052	256,378
2115 Student Safety	527,042	197,016	198,265	395,282	131,761	75.00%	669,963	300,156
2120 Guidance Services	1,280,507	736,310	544,197	1,280,507	-	100.00%	267,660	1,230,545
2130 Health Services	343,129	290,899	184,421	475,320	(132,191)	138.53%	234,125	244,302
2135 Health	126,242	84,532	48,802	133,334	(7,092)	105.62%	167,142	103,594
2140 Psychological Services	250	-	-	-	250	0.00%	250	-
2150 Speech Pathology and Audiology Services	683,130	235,784	310,720	546,504	136,626	80.00%	548,273	601,602
2190 Service Directions, Student Support Svcs	476,332	322,659	144,147	466,805	9,527	98.00%	588,363	593,283
2210 Improvement of Instruction Services	513,007	261,127	200,579	461,706	51,301	90.00%	565,688	316,516
2220 Library/Media Center	475,366	275,437	185,538	460,975	14,391	96.97%	445,064	431,591
2230 Assessment and Testing	65,000	40,838	3,998	44,836	20,164	68.98%	70,300	48,492
2240 Staff Development	101,469	50,453	20,697	71,150	30,319	70.12%	98,043	68,748
2310 Board of Education	133,000	73,991	45,710	119,700	13,300	90.00%	125,000	163,040
2321 Office of the Superintendent Services	790,144	574,494	198,041	772,534	17,610	97.77%	745,706	729,087
2410 Office of the Principal Services	3,970,133	2,755,292	1,175,140	3,930,432	39,701	99.00%	3,788,791	3,681,414
2520 Fiscal Services	967,643	689,171	230,090	919,261	48,382	95.00%	823,612	826,847
2540 Insurance & Judgements	440,000	489,249	-	489,249	(49,249)		400,000	397,164
2542 Care and Upkeep of Buildings Services	3,182,957	2,119,990	903,819	3,023,809	159,148	95.00%	2,836,244	2,723,877
2543 Care and Upkeep of Grounds Services	176,043	134,660	41,383	176,043	-	100.00%	167,457	183,549
2544 Maintenance	1,472,909	1,380,287	261,066	1,641,352	(168,443)	111.44%	1,300,676	1,548,609
2548 Land Lab	61,931	7,313	23,652	30,966	30,966	50.00%	5,297	19,432
2550 Student Transportation Services	2,204,733	1,807,815	639,081	2,446,897	(242,164)	110.98%	2,312,202	2,143,709
2573 Warehousing and Distributing Services	27,130	19,993	7,002	26,994	136	99.50%	16,925	25,253
2630 Information Services	238,991	179,153	57,448	236,601	2,390	99.00%	231,611	245,770
2640 Staff Services	730,995	540,797	188,259	729,056	1,939	99.73%	654,175	652,440
2660 Technology Services	899,550	589,209	265,364	854,573	44,978	95.00%	857,112	580,659
2680 Interpretation & Translation Services	6,316	2,609	2,128	4,737	1,579	75.00%	6,286	4,170
2700 Supplemental Retirement	500	3	497	500	-		-	4,071
Total Support Services	\$ 20,391,355	\$ 14,048,833	\$ 6,130,302	\$ 20,179,134	\$ 212,221		\$ 18,290,795	\$ 18,269,125
Community Services								
3100 Food Services	16,727	8,293	-	8,293			40,587	18,418
3300 Community Services	-	182	-	182			40,587	18,418
Total Community Services	\$ 16,727	\$ 8,475	\$ -	\$ 8,475	\$ -	\$ -	\$ 40,587	\$ 18,418
Other Requirements								
5200 Transfers of Funds	2,280,000	2,080,000	200,000	2,280,000	-	100.00%	2,184,000	2,036,908
6110 Contingency	1,983,178	-	-	-	1,983,178	100.00%	100,000	-
7000 Unappropriated Ending Fund Balance	3,000,000	-	-	-	3,000,000	100.00%	5,877,944	-
Total Other Requirements	\$ 7,263,178	\$ 2,080,000	\$ 200,000	\$ 2,280,000	\$ 4,983,178		\$ 8,161,944	\$ 2,036,908
Total Requirements	\$ 60,252,790	\$ 35,089,515	\$ 18,980,389	\$ 54,061,430	\$ 6,174,633		\$ 55,913,142	\$ 48,639,401