



**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
NOVEMBER 14, 2019, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

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

MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. LHS UPDATE

Action: Informational

3. RALSTON ACADEMY UPDATE

Action: Informational

4. AUDIENCE COMMENTS

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

5. SB 415 – NEW BOARD REQUIREMENTS

Action: Informational

6. ATTENDANCE/BEHAVIOR/ALTERNATIVE EDUCATION

Action: Informational

7. STUDENT SUCCESS ACT UPDATE

Action: Informational

8. SPECIAL EDUCATION UPDATE

Action: Informational

9. STUDENT ACHIEVEMENT (STAR/easyCBM)

Action: Informational

10. LHS LAND LAB UPDATE

Action: Informational

11. CONTINUOUS IMPROVEMENT PLAN

Action: Approval Requested

12. PROPOSED BUDGET CALENDAR

Action: Approval Requested

13. CONSENT AGENDA

Action: Approval Requested

- A. October 10, 2019 Meeting Minutes
- B. Hiring:

TEMPORARY 2019-2020				
Kevin DeCoster	School Counselor	.6 FTE	11/7/19	6/12/2020

- C. Policies – First Reading:

Code	Title
JFCJ	Weapons in the Schools
JFCF	Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence - Student
JED	Student Absences and Excuses
IKF	Graduation Requirements
IGBBC	Talented and Gifted – Programs and Services
IGBBA	Talented and Gifted - Identification
GCDA/GDDA	Criminal Records Checks and Fingerprinting
GCDA/GDDA-AR	Criminal Records Checks and Fingerprinting
AC	Nondiscrimination
AC-AR	Discrimination Complaint Procedure
GBDA	Expression of Milk in the Workplace
JHFDA	Suspension of Student's Driving Privileges (DELETE)
JHFDA-AR	Request for Suspended Driving Privileges – Conduct (DELETE)

D. Policies – Second Reading:

Code	Title
GBC	Staff Ethics
GBC-AR	Staff Ethics
GBDA	Mother Friendly Workplace

14. DEPARTMENT REPORTS

Action: Informational

- A. Operations
- B. Human Resource
- C. Finance

15. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent

16. AUDIENCE COMMENTS

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

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

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

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

17. ADJOURNMENT

Upcoming Board Meeting Dates:

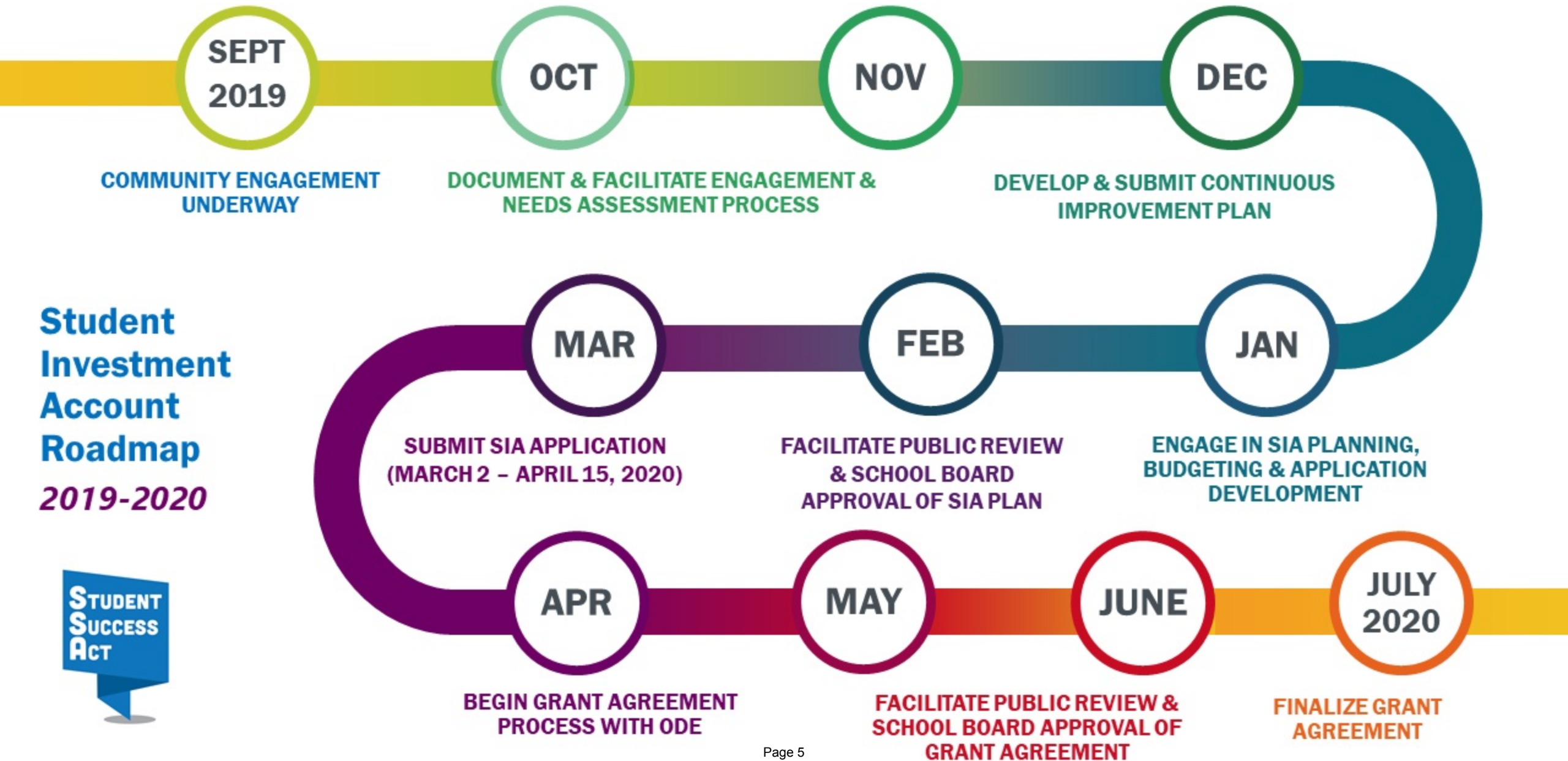
December 12, 2019, 6:00 PM at Santiam Travel Station

January 9, 2020, 6:00 PM at Santiam Travel Station

February 13, 2020, 6:00 PM at Santiam Travel Station

November	2019								
Attendance YTD		Behavior YTD	Minor Referrals	Major Referrals	In-School Suspension	Out of School Susp	Room Clear	Expulsion Hearings	Expulsions
Cascades		Cascades							
18-19	95.67%	18-19	94	97	6	4		1	0
19-20	95.72%	19-20	48	90	10	4	8	0	0
Green Acres		Green Acres							
18-19	94.62%	18-19	345	297	45	24		0	0
19-20	93.71%	19-20	149	276	18	20	6	0	0
Hamilton Creek		Hamilton Creek							
18-19	94.52%	18-19	81	86	12	7		2	2
19-20	94.74%	19-20	75	86	16	5	0	0	0
Lacomb		Lacomb							
18-19	95.75%	18-19	89	79	12	14		0	0
19-20	94.03%	19-20	24	52	2	5	2	0	0
Pioneer		Pioneer							
18-19	96.69%	18-19	292	51	9	14		4	2
19-20	95.78%	19-20	179	17		3	3	0	0
Riverview		Riverview							
18-19	96.70%	18-19	203	46	10	5		0	0
19-20	94.99%	19-20	142	47	8	5	5	0	0
7 OAK		7 OAK							
18-19	94.28%	18-19	1	170	31	46		5	4
19-20	92.78%	19-20	10	142	17	22	1	8	1
LHS		LHS							
18-19	89.00%	18-19	45	202	44	43		21	8
19-20	86.02%	19-20	100	100	42	39	0	12	4
ralston students excluded	86.50%								
Ralston Academy		Ralston Academy							
19-20	68.90%	19-20						1	0
LCSD		LCSD Total							
18-19	94.65%	18-19	1150	1028	169	157		7	4
19-20	93.47%	19-20	727	810	113	103	25	21	5

Student Investment Account Roadmap 2019-2020



STUDENT SUCCESS ACT

A stylized, flat-design illustration of a yellow school bus. The bus is shown from a front-facing perspective, centered in the frame. It has a large yellow body with a black roof and black side mirrors. The front features a large black grille with horizontal slats, two round headlights, and a black bumper. The windows are dark brown with diagonal lines. The background is a light blue sky with white clouds.

This investment will provide new **opportunities** for **every student in our state**, particularly students who have been historically underserved.



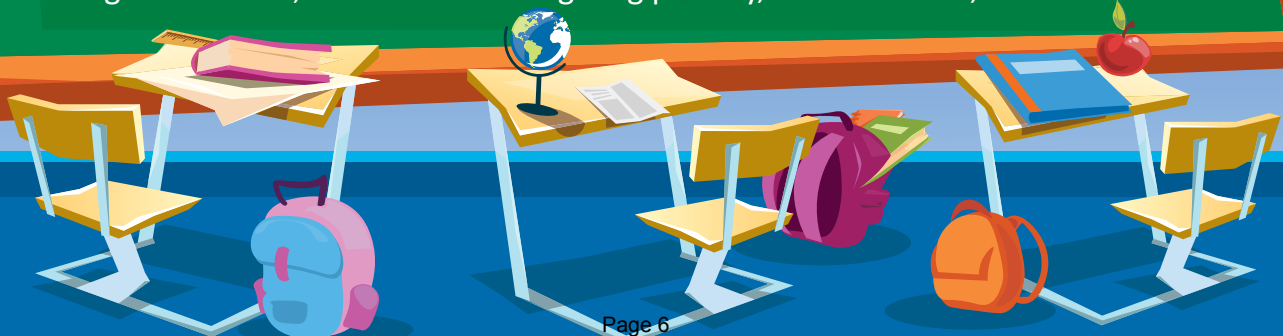
**At least
50%**

**At least
20%**

Up to
30%

**ROOTED IN EQUITY, AUTHENTIC
COMMUNITY ENGAGEMENT, AND SHARED
ACCOUNTABILITY FOR STUDENT SUCCESS.**

The law requires school districts to build on the strengths and assets of young people, educators, families across the state, including members of the nine federally recognized tribes; students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care.



SSA STUDENT INVESTMENT ACCOUNT TIMELINE 2019-2020

Community Engagement

September - October

Develop Student Investment Account Application

January - February

Continue Community Engagement

May - June

November - December

Continuous Improvement Plan

March - April

Submit Student Investment Account Application

July - beyond

Work Together to Put Plan into ACTION

WHAT IS THE STUDENT INVESTMENT ACCOUNT?

Close to **\$500 MILLION** in non-competitive grant money for all Oregon school districts and eligible charter schools.

New money has two purposes:

1. Meet students' mental and behavioral health needs.
2. Increase academic achievement and reduce academic disparities for:
 - Students of color;
 - Students with disabilities;
 - Emerging bilingual students; and
 - Students navigating poverty, homelessness, and foster care; and other students that have historically experienced disparities in our schools.

5 Areas for Input

- 1 Reducing academic disparities (gaps between outcomes for different student groups)
- 2 Meeting students' mental and behavioral health needs
- 3 Providing access to academic courses
- 4 Allowing teachers and staff sufficient time to collaborate, review data and develop strategies to help students stay on track to graduate
- 5 Establishing and strengthening partnerships



Allowable Investments



FOR MORE INFORMATION

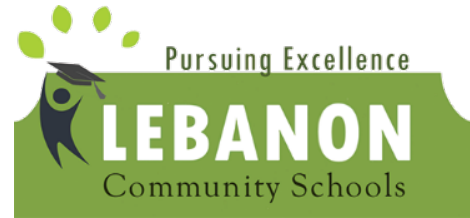
Visit oregon.gov/ode/StudentSuccess
Follow us @ORDeptEd | #studentsuccessact



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

BOARD MEMORANDUM



To: Board of Directors

From: Jan Sansom, Director of Special Education

Date: November 7, 2019

Meeting Date: November 14, 2019

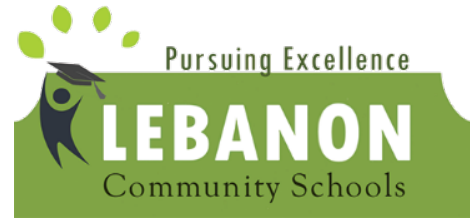
Re: Special Education Census

Attached is the projected Special Education Census data as of November 7, 2019 that shows the number of students that will be claimed in the 2019-2020 census.

Attachment

SPECIAL EDUCATION CLAIMED FOR CENSUS													
Primary Disability	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Projected on 11/07/19 for 12/01/19 2019-2020
Autism Spectrum Disorder	40	39	54	52	48	56	55	62	63	68	67	69	60
Communication Disorder	118	136	181	171	200	204	195	187	154	130	149	153	174
Deaf-Blindness	1	0	0	0	0	0	0	0	0	0	0	0	0
Developmental Delay													1
Emotional Disturbance	9	18	15	16	17	15	20	25	26	30	27	23	23
Hearing Impairment	4	4	4	4	2	1	2	3	2	4	3	4	4
Intellectual Disability	53	50	51	48	51	53	59	54	50	56	59	54	60
Orthopedic Impairment	8	5	7	8	9	8	7	5	5	2	4	2	4
Other Health Impairments	69	68	58	70	59	63	57	68	78	96	104	101	101
Specific Learning Disability	176	187	243	222	208	215	229	221	252	240	255	273	253
Traumatic Brain Injury	3	3	1	1	1	1	1	1	1	1	1	2	5
Visual Impairment	4	4	5	7	3	4	4	4	2	2	3	2	2
Total	485	514	619	599	598	620	629	630	633	644	672	683	687

BOARD MEMORANDUM



To: Board of Directors

From: Tami Volz, Director of School Improvement and Federal Programs

Date: November 7, 2019

Meeting Date: November 14, 2019

Re: Student Achievement

Attached is the fall 2019 data from STAR Assessments that has the individual school results the reading and math assessments.

Also included are the kindergarten and first grade results from easyCBM that provides reading and math progress monitoring assessments.

Attachment

2019-20 Lebanon Community School District 9 Data

School or Grade	% Urgent Intervention			% At/Above Benchmark			% expected to pass State Proficiency			Median SGP		Mean (Avg) Percentile Rank			
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Winter	Spring	Fall	Winter	Spring	Change
Cascades	15			49			34					41			
Green Acres	13			42			26					33			
Hamilton Creek	13			50			33					41			
Lacomb	12			54			36					45			
Lebanon H.S.	26			33			24					31			
Pioneer School	8			52			36					45			
Riverview School	7			62			46					50			
Seven Oak M.S.	20			42			29					39			
District	14			48			33					41			
1	5			63			49					82			
2	9			50			43					37			
3	15			51			32					38			
4	14			46			34					43			
5	11			53			29					36			
6	21			38			24					31			
7	22			48			37					35			
8	17			35			22					30			

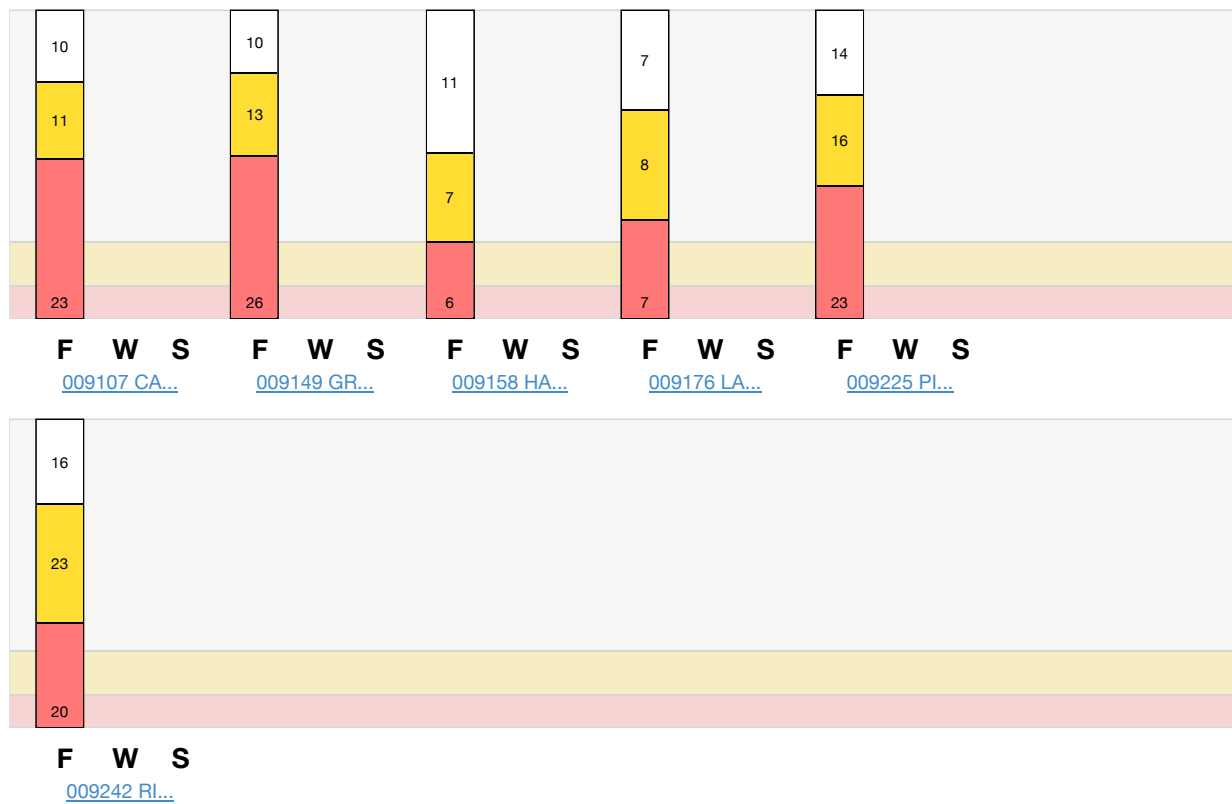
2019-20 Lebanon Community School District 9 Data

School or Grade	% Urgent Intervention			% At/Above Benchmark			% expected to pass State Proficiency			Median SGP		Mean (Avg) Percentile Rank			
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Winter	Spring	Fall	Winter	Spring	Change
Cascades	22			41			44					32			
Green Acres	27			35			38					37			
Hamilton Creek	19			38			49					37			
Lacomb	17			42			49					40			
Lebanon H.S.	33			20			36					16			
Pioneer	16			50			53					42			
Riverview	10			53			54					47			
Seven Oak M.S.	20			32			46					32			
District	21			39			45					34			
1	8			73			96					72			
2	21			50			44					46			
3	22			43			47					43			
4	19			46			49					44			
5	13			44			48					39			
6	26			31			41					32			
7	24			40			49					35			
8	19			22			47					29			

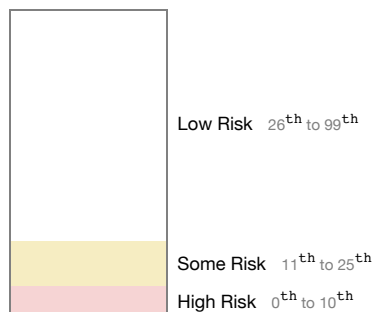
[All Grades](#) | **Grade K** | [Grade 1](#) | [Grade 2](#) | [Grade 3](#) | [Grade 4](#) | [Grade 5](#) | [Grade 6](#) | [Grade 7](#) | [Grade 8](#)

Reading ([LN](#) | [LS](#) | [PS](#) | [WRF](#)) | **Math** ([NCTM](#) | [CCSS Math](#))



[Just Colors](#) [Counts](#) [Percentages](#)



Legend/Key: District Risk Settings



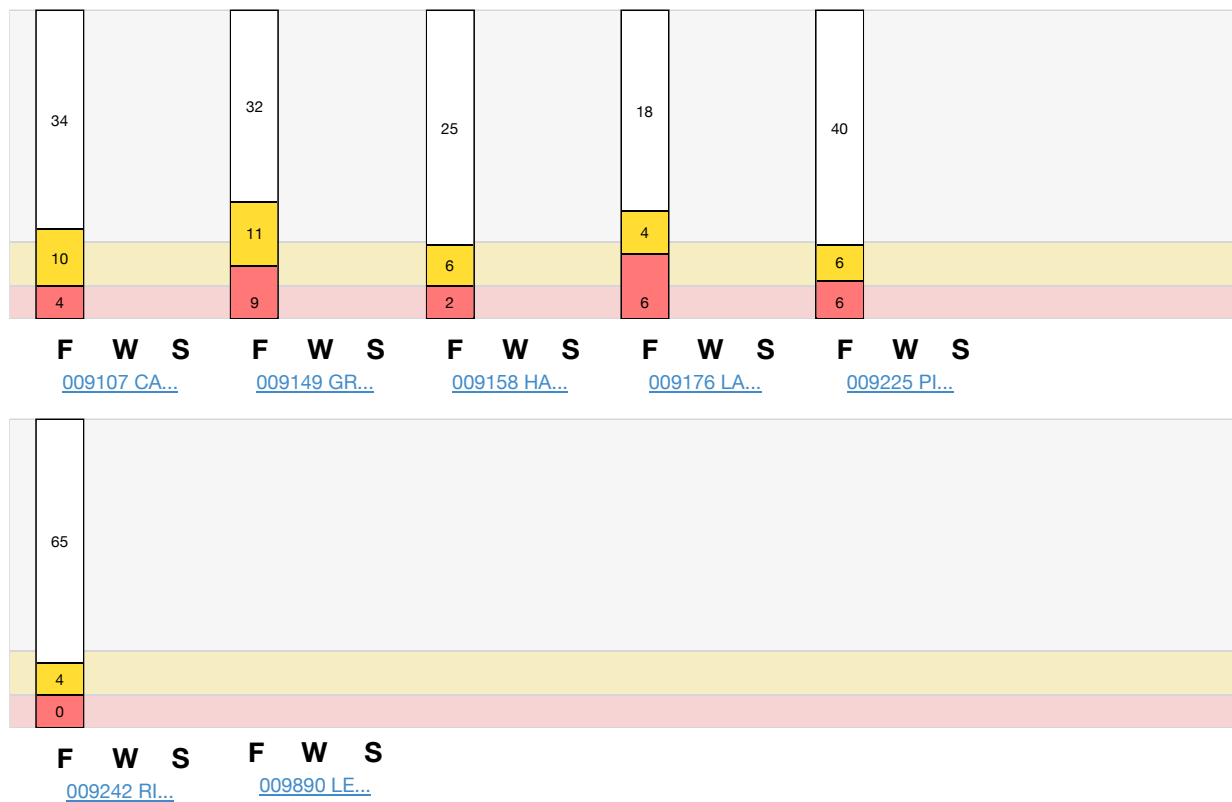
Notes:

1. Fall winter spring comparisons are most interpretable within unit.
2.  =  for risk calculations.

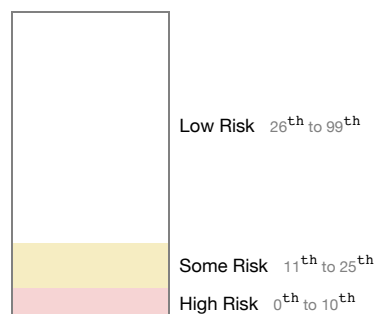
[All Grades](#) | [Grade K](#) | **Grade 1** | [Grade 2](#) | [Grade 3](#) | [Grade 4](#) | [Grade 5](#) | [Grade 6](#) | [Grade 7](#) | [Grade 8](#)

Reading ([LS](#) | [PS](#) | [WRF](#) | [PRF](#)) | **Math** ([NCTM](#) | [CCSS Math](#))



[Just Colors](#) [Counts](#) [Percentages](#)



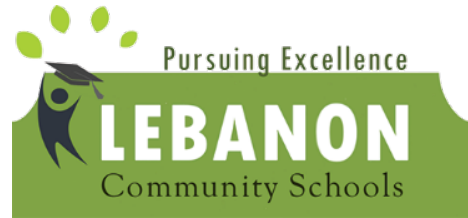
Legend/Key: District Risk Settings



Notes:

1. Fall winter spring comparisons are most interpretable within unit.
2.  =  for risk calculations.

BOARD MEMORANDUM



To: Board of Directors

From: Jennifer Meckley, Assistant Superintendent

Date: November 5, 2019

Meeting Date: November 14, 2019

Re: Continuous Improvement Plan

Schools and districts in Oregon are called upon to engage in continuous improvement work to improve outcomes for students. A continuous improvement process is the process by which districts and schools:

- Determine what is working and what needs to change;
- Establish a process to engage stakeholders to effect change;
- Leverage effective practices to implement a plan;
- Use data to monitor and make timely adjustments to improve outcomes.

The continuous improvement process results in the development of an ambitious, priority-driven action plan where routine collaboration and decision-making among district leaders is reflected throughout implementation.

Lebanon's Continuous Improvement Plan (CIP) was created after a thorough needs assessment. The plan will be monitored quarterly by the leadership team to monitor implementation. Each School Improvement Plan (SIP) is directly aligned with the district CIP and will also be monitored quarterly.

The overarching goals for the CIP are as follows:

1. Each student will demonstrate either growth and or achievement in ELA and Math
2. The intact cohort graduation rate will increase to 90%
3. 98% of our intact cohort will read at or above grade level by 3rd grade

**Lebanon Community School District
Continuous Improvement Plan Template
2019-20**

Revised as of 11/5/19

School Year	2018-19- District 2019-20 – District and Schools

District Direction Section

Vision	Pursuing excellence for every student every day.
Mission	In partnership with the community we provide exceptional opportunities to continuously and rigorously challenge all students to excel as learners, thinkers, and leaders.

Comprehensive Needs Assessment Summary

What data did our team examine?

The following sources of data were examined to determine our district goals:

SBAC - reading and math (3 year average)
 Graduation Rate
 STAR achievement and growth - reading and math
 Grades/Grade Point Average
 Student discipline referrals
 Dropout Rate
 Mobility Rate
 Student/staff/parent surveys
 District Capacity Assessment (DCA)
 Attendance

How did the team examine the different needs of all learner groups?

We met with several teams in order to examine our disaggregated data through multiple lenses to identify the needs of all student groups (district leadership, school leadership, educators, and School Board)
 The district studied achievement and growth data at the district, school, teacher/classroom and student levels to determine areas to support as well as areas of excellence to study and replicate.
 Starting with the big picture data (District) and then zooming in helps us better understand our different student populations as well as the level of consistency of implementation of curriculum and programs in each of our schools.

Were inequities in student outcomes examined?

In looking at our disaggregated data, we noticed inequities in student outcomes for some of our student populations as well as in some grade levels. We also noticed inequities between schools.

*SpEd
 *Poverty
 *Teacher experience
 *Access to advanced coursework

What needs did our data review elevate?

We conducted a District Capacity Assessment (DCA) which led us to our focus on creating district wide systems: standards alignment, extended learning opportunities, assessment system, and PLC process. Within each of these areas, we realize we need to increase the skills and capacity of our employees and use an equity lens in order to increase outcomes for ALL student groups.

We also noted the need for consistency among our support programs (Title, SpEd, and EL). Each school has generally determined their own model for these support programs. As a district, we must look at these programs systematically to provide equity for our students.

Our data review elevated our priority for providing immediate support to a disproportionate number of students who are considerably behind their peers. We found a large group of students (25% or more) at each grade level that are considered to be a year or more behind where expected. As a result, we have dedicated resources to all schools for immediate student support as well as committing resources for summer reading and math support programs at each grade level.

Students in Special Education are especially behind all other LCSD student groups as well as the state average in both math and reading. Our Special Education population is 17%, which is significantly higher than the average across the state (13%).

Which needs will become priority improvement areas?

Our priority needs will be:

- Immediate support for students who are well below grade level in all student groups as identified by SBAC results and or STAR assessment data.
- Alignment of systems that impact student learning across the district: RTI, PLC process, data review process, and employee evaluation.
- Professional development for employees to increase skills in instructional strategies, meeting the needs of SpEd students, and use of adopted curriculum.

How were stakeholders involved in the needs assessment process?

Stakeholders were involved in the following ways:

- Parent climate surveys
- Staff climate surveys
- Student climate surveys
- Community member surveys
- Presentations/Discussions/Input gathering at multiple service group events
- Presentations at School Board meetings
- Review and revision of goals and CIP by district and school leaders
- Community meetings: Live Longer Lebanon,

We will be beginning extensive engagement activities in the next month to prepare for our SSA/SIA application. The engagement activities will also inform this CIP and we will monitor and adjust as needed.

Long Term District Goals & Metrics

Student Focused, aspirational, aligned with needs, written for all students
 Example: *All students will meet their annual growth targets in math.*
 Metrics are outlined for the year(s) to come.

Goal 1	Each student will demonstrate either growth and or achievement in ELA and Math		
Metrics	By 2019	By 2020	By 2021
	3% increase in overall SBAC achievement for English language arts and math in 2019 2018-2019 50% of students will be on grade level as measured by STAR.	3% increase in overall SBAC achievement for English language arts and math in 2020 2019-2020 60% of students will be on grade level as measured by STAR.	3% increase in overall SBAC achievement for English language arts and math in 2021 2020-2021 75% of students will be on grade level as measured by STAR.
Goal 2	The intact cohort graduation rate will increase to 90%.		
Metrics	By (year)	By (year)	By (year)
	2018-2019 The intact cohort graduation rate will increase to 82%	2019-2020 The intact cohort graduation rate will increase to 86%	2020-2021 The intact cohort graduation rate will increase to 90%
Goal 3	98% of our intact cohort will read at or above grade level by 3 rd grade		
Metrics	By (year)	By (year)	By (year)
	2018-2019 50% of students will be on grade level as measured by STAR.	2019-2020 60% of students will be on grade level as measured by STAR.	2020-2021 75% of students will be on grade level as measured by STAR.

Initiative Alignment to Support District Goals

Examples: High School Success, Chronic Absenteeism, 21st Century Grant, EL Success Program, Improvement Partnership

Initiative/Program	How this initiative/program supports the district to meet goals
Measure 98	Goal 2: Graduation coaches, additional counselor, CTE supports, summer school program
AVID	All goals: CCR system to increase student outcome, professional development for instructional practices.
Title 1A	Goal 1 & 3: Summer school program, after school program, additional Title 1 supports.
Title IIA	All goals: mentoring, AVID, teacher leaders, PLC, counselors training staff on Trauma informed practices.
Chronic Absenteeism	All goals: attendance supports, school incentives
EL Success Program	All goals: Magnet school at the elementary level, increased instructional bilingual support.
21st Century Grant	Goals 1 & 2: after school programs, before school programs.

Annual Evidence Based Strategies, Measures and Actions (to meet district goals)

District Goal this strategy supports	Goal: Each student will demonstrate either growth and/or achievement in ELA and Math			
What are we going to do?	<p>Strategy # 1.1</p> <p>Written as a Theory of Action and reflects evidence-based practices</p>	<p>IF we identify priority standards in English language arts and math and define how our adopted curriculums align to the priority standards THEN teachers will focus their instruction on priority standards AND student achievement will increase.</p> <ul style="list-style-type: none"> (Priority Standards are "<i>a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared for the standards at the next grade level or course. Priority standards represent the assured student competencies that each teacher needs to help every student learn, and demonstrate proficiency in, by the end of the current grade or course</i>" (Ainsworth, 2013, p. xv) 		
How we will know the plan is working	Measures of Evidence for Adult Actions ("Then" Statements)	Fall (2019-2020) Fall of 2019 – 90% of K-5 teachers will follow curriculum maps in ELA.	Winter 2020 Middle Level ELA, Math, Social Studies and Science teams will create a curriculum map and interventions	Spring 2020 Middle level ELA, Math, Social Studies and Science Curriculum map published and interventions.
	Measures of Evidence for Students ("And" Statements)	2019-2020 44% of students are on grade level as measured by STAR in math. 37% of students are on grade level as measured by STAR in reading.	2019-2020 50% of students will be on grade level as measured by STAR.	3% increase in overall SBAC achievement for English language arts and math in 2020.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	District Leadership	1. K-5 grade level teams select priority standards in ELA		February 2019 Completed
	District Leadership	2. K-5 grade level teams identify how adopted curriculum (Journeys) supports the ELA priority standards.		April 2019 Completed
	District Leadership	3. K-5 grade level teams identify what supplemental curriculum is needed to fill gaps in adopted curriculum to address ELA priority standards		April 2020 In Progress
	District Leadership	4. K-5 grade level teams will vertically align the priority standards (ELA)		May 2019 Completed

	District Leadership	5. Curriculum map and scope and sequence for ELA K-5 will be adjusted to match the selected priority standards.	June 2020 In progress
	District Leadership	6. Identify district content teams (ELA, Math)	Winter 2019
	District Leadership	7. District content teams established to implement and guide the ELA adoption	May 2020
	District Leadership	8. K-5 Priority Standards for writing	June 2020
	District Leadership	9. K-5 Priority Standards for math	June 2021
	District Leadership	10. Middle level PLC teams (ELA, Math, Social Studies, and Science) will create curriculum map and interventions.	Feb. 2020
	District Leadership	11. Middle level ELA, Math, Social Studies and Science Curriculum map published and interventions.	April 2020
	District Leadership	12. Curriculum audit and needs assessment aligned to needs of students with IEPs.	April 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

Add

District Goal this strategy supports	Goal: Each student will demonstrate either growth and/or achievement in ELA and Math.			
What are we going to do?	Strategy # 1.2 Written as a Theory of Action and reflects evidence-based practices	IF we develop a comprehensive assessment system THEN we will have the information/data we need to inform our instructional and curricular decisions AND student achievement will increase.		
How we will know the plan is working	Measures of Evidence for Adult Actions ("Then" Statements)	Fall (2019) PLC teams will meet to review and revise common formative assessments.	Winter (2019) PLC teams will meet to review and revise common formative assessments.	Spring (2020) PLC teams will meet to review and revise common formative assessments.
	Measures of Evidence for students	Fall (2019) 44% of students (1st-9th grade) are on	Winter (2019)	Spring (2020) 3% increase in overall SBAC achievement for

	("and" statements)	grade level as measured by STAR in math. 37% of students (2nd-9th grade) are on grade level as measured by STAR in reading.	50% of students will be on grade level as measured by STAR.	English language arts and math in 2020.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	District Leadership	1. Grade level teams identify and develop or modify agreed-upon assessments to measure student learning and growth on priority standards		June 2019 Completed
	District Leadership	2. Create assessment calendar with defined intervals to measure student growth and achievement.		June 2019 Completed
	District Leadership	3. Development of a data dashboard to easily access assessment data (classroom, school, and district level)		June 2019 In Progress
	District Leadership	4. Create calendar for assessment/data training that includes an examination of student growth on the STAR assessment.		June 2019 Completed
	Grade Level District PLCs	5. Teams will determine if assessments are effective by using the assessment preview protocol.		June 2020
	ELA and Math Teachers	6. STAR assessment will be administered 5 times a year as opposed to 3 times a year.		August 2019 Completed
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice		

District Goal this strategy supports	Goal: Each student will demonstrate either growth and/or achievement in ELA and Math		
What are we going to do?	Strategy # 1.3 Written as a Theory of Action and	IF we develop a process and timelines for review of standards, curriculum, and data THEN we will be able to adjust instruction and curriculum AND student achievement will increase.	

	reflects evidence-based practices			
How we will know the plan is working	Measures of Evidence for Adult Actions ("Then Statements")	Fall 2019 Review summer school data and introduce universal PLC form to district PLC teams	Winter Monitor implementation of universal PLC form and process. Through teacher leader meetings as well as the district administrator meetings.	Spring 2019 Create a calendar of timelines for reviewing standards and curriculum for math and writing. Review after school program data.
	Measures of Evidence for Students ("And" statements)	Fall (2019) 44% of students (1st-9th grade) are on grade level as measured by STAR in math. 37% of students (2nd-9th grade) are on grade level as measured by STAR in reading.	Winter (2019) 50% of students will be on grade level as measured by STAR.	Spring (2020) 3% increase in overall SBAC achievement for English language arts and math in 2020.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	District Leadership	1. Develop a universal PLC process to be used at the grade levels, content teams, school level, and district level		June 2019 Completed
	District Leadership	2. Create a calendar of timelines for reviewing standards and curriculum ELA.		June 2019 Completed
	District Leadership	3. Provide an after-school program for students identified to benefit from additional instruction		Winter 2019 Completed
	District Leadership	4. Provide Extended Year program (6 weeks) during the summer for students who need additional time for learning.		Summer 2019 Completed
	District Leadership	5. Monitor implementation of universal PLC form and process. Through teacher leader meetings as well as the district administrator meetings.		June 2020 In Progress
	District Leadership	6. Create a calendar of timelines for reviewing standards and curriculum for math and writing.		June 2020
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Student Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning		

		_____ Inclusive Policy and Practice		
District Goal this strategy supports	Goal: Increase student achievement 3% in English language arts and math as measured by SBAC.			
What are we going to do?	Strategy # 1.4 Written as a Theory of Action and reflects evidence-based practices	IF we refine our district instructional program THEN our schools/teachers will use common strategies for lesson design, instruction, student engagement, and assessment AND student achievement will increase.		
How we will know the plan is working	Measures of Evidence of Adult Actions (“Then” Statements)	Fall 2019 PD plan for 2019-2020	Winter 2019 Instructional plan that includes: - AVID strategies - WICOR - Learning Targets - Success Criteria	Spring 2020 STAR Data
	Measures of Evidence for students (“And” statements)	Fall (2019) 44% of students (1st-9th grade) are on grade level as measured by STAR in math. 37% of students (2nd-9th grade) are on grade level as measured by STAR in reading.	Winter (2019) 50% of students will be on grade level as measured by STAR.	Spring (2020) 3% increase in overall SBAC achievement for English language arts and math in 2020.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	District Leadership	1. Principals will determine priority and timeline for implementation and training on: a. Lesson design b. Unit design c. Engagement strategies d. WICOR		June 2020 In progress
	District Leadership	2. Refine the universal district instructional program		June 2019 In progress
	District Leadership	3. Refine professional development plan for certified and classified staff		June 2019 In progress
	District Leadership	4. Title program at all elementary schools		January 2019 completed

	District Leadership	5. Instructional mentors have been identified, matched with new teachers to receive 16+ hours of support throughout the year.	August 2019 Completed
	District Leadership	6. Aligning and optimizing intervention, curriculum, and instructional strategies in the Title programs	June 2020 In progress
	SPED Director	7. Aligning and optimizing intervention, curriculum, and instructional strategies in the SPED program aligned to General Ed. The SPDG grant will support these efforts.	June 2020 In progress
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

District Goal this strategy supports	Goal: Intact cohort graduation rate will increase to 90%			
What are we going to do?	Strategy # 2.1 Written as a Theory of Action and reflects evidence-based practices	IF we create support programs for students in grades 6-12 THEN adults will use allocated time and resources to more effectively meet student needs AND 90% of students will graduate on time.		
How we will know the plan is working	Measures of Evidence of Adult Actions ("Then" Statements"	Fall 2019 Review credits earned during summer program and 9th grade "on-track" status Building principals run grade analysis every 6 weeks. Building principals support teachers in making plans to get students on track.	Winter 2020 Review students on track data Building principals run grade analysis every 6 weeks. Building principals support teachers in making plans to get students on track.	Spring 2020 Review students on track data. Building principals run grade analysis every 6 weeks. Building principals support teachers in making plans to get students on track.
	Measures of Evidence for students ("And" statements)	Fall 2019 9th grade on track based on credits earned.	Winter 2020 All 9th - 12th grade students "on-track" data.	Spring 2020 46 additional students graduate.
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	Summer School Administrator	1. Summer credit recovery program		June 2019 Completed
	Superintendent and High School Principal	2. Create a freshman cohort model		August 2019 completed
	Director of Alternative Education	3. Create credit recovery options in alternative education		August 2019 Completed
	Director of Human Resources and School Improvement Administrator	4. Train teachers on trauma informed practices		June 2019 Completed and ongoing

	Superintendent and High School Principal	5. Assign a school counselor to each high school grade level.	January 2019 based on availability
	Director of Alternative Education	6. Align Behavior RTI process throughout K-12 schools	August 2019 completed
	Director of Alternative Education	7. Social Emotional Learning program at the middle school level	December 2018 Completed
	LCSD Leadership	8. Redesign structure of secondary summer school program.	June 2020
	LCSD Leadership	9. Increase Staffing support for freshman cohort and include professional development. SPDG grant will support.	June 2020
	LCSD Leadership	10. Increase proficiency based instruction core classes grades 9 and 10.	Spring 2020
	Director of Alternative Education	11. Using trauma informed practices to guide behavior professional development	May 2020 In progress
	Director of SPED	12. Middle level SPED teachers placed in content level. Push-in model.	August 2019 completed and supporting
	LCSD Leadership	13. Middle level support of instruction - Instructional Consultant providing monthly professional development and classroom visits with feedback.	August 2019 completed and ongoing
	Director of SPED	14. High School SPED teachers co-teaching.	August 2019 completed
	Director Of Alternative Education	15. Behavior transition meetings between levels to prepare for the next grade.	June 2020
	LCSD Leadership	16. Increase access to CTE programs for traditionally marginalized or underserved students.	June 2020 and ongoing
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input checked="" type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 2.1, 2.2, 2.3 etc.)

District Goal this strategy supports	98% of our intact cohort will read at or above grade level by 3 rd grade.			
What are we going to do?	Strategy # 3.1 Written as a Theory of Action and reflects evidence-based practices	If we align our support programs AND gather data on students through STAR testing THEN appropriate instruction will be delivered and 100% of our intact cohort will read at or above grade level by 3 rd grade.		
How we will know the plan is working	Measures of Evidence of Adult Actions ("Then" statements)	Fall 2019 Use STAR/EasyCBM/ KAPP data to identify focus skills to instruct whole groups, small groups, and individual students.	Winter 2020 Use STAR/EasyCBM/ KAPP data to identify focus skills to instruct whole groups, small groups, and individual students.	Spring 2020 Use STAR/EasyCBM/ KAPP data to identify focus skills to instruct whole groups, small groups, and individual students.
	Measures of Evidence for student outcomes ("And" statements)	Fall (2019) 47% of students (grade 3) are on track to pass SBAC in reading.	Winter (2019) 60% of students (grade 3) are on track to pass SBAC in. All 1st graders will take the STAR reading assessment during the Winter screener	Spring (2020) 3% increase in overall SBAC achievement for English language arts and math in 2020. All Kindergarten students will take the STAR early literacy assessment during the Spring screener
How we will get the work done	Person or Team Responsible	Action Steps To be completed this year		Due Date
	School Improvement Administrator	1. All kindergarten students will be screened for dyslexia using EasyCBM.		June 2019 completed and ongoing
	School Improvement Administrator	2. All elementary schools will receive Title Reading support		January 2019 completed
	School Improvement Administrator	3. All elementary students will be STAR tested five times per year.		June 2019 completed
	School Improvement Administrator	4. Provide an after-school program for students identified to benefit from additional instruction		January 2019 completed and ongoing

	School Improvement Administrator and Director of Alternative Education	5. Provide Extended Year program (6 weeks) during the summer for students who need additional time for learning.	June 2019 completed and ongoing
	Director of Alternative Education	6. Align behavior RTI process K-3	August 2019 completed
	Director of Alternative Education	7. Create social emotional learning programs using common curriculum in elementary to support behavior	June 2019 completed
	Director of Student Improvement	8. STAR Champions trained and ensure fidelity of STAR assessment administration, report analysis and decision making.	Fall 2019 completed
	LCSD Leadership	9. Create a common form for student and parent goal setting.	Spring 2020 Completed
	School Improvement Administrator	10. Professional development provided to all K - 5 staff (certified and classified) on the Reading foundations.	August 2019
	Director of SPED	11. Auditing and unifying curriculum being used in SPED programs.	Spring 2020 in progress
ORIS Domain Alignment	ORIS Domain(s) this strategy supports	<input type="checkbox"/> Leadership <input type="checkbox"/> Talent Development <input type="checkbox"/> Stakeholder Engagement and Partnership <input checked="" type="checkbox"/> Well-Rounded, Coordinated Learning <input type="checkbox"/> Inclusive Policy and Practice	

Additional strategies may be added to support this goal (example: Strategy 3.1, 3.2, 3.3 etc.)

District Plan
Self-Monitoring Routine Preview

This chart does not need to be completed prior to installation of district self-monitoring routines.

This chart is placed here as a preview for the types of information a quarterly self-monitoring routine aims to answer and the subsequent steps and actions taken after each routine.

- What did we say we were going to do?
- How are we doing?
- How do we know?
- What will we do next?

The leadership team will review our CIP quarterly (August, October, January, March) We will look at each goal and strategy to determine our progress. The measures of evidence outlined in our CIP will be used to assess the implementation of and to adjust action steps as needed.

The leadership team will also meet with each school principal (August, October, January, March) quarterly to review School Improvements which are aligned to the CIP.

Data to be reviewed at quarterly review meetings:

STAR achievement and growth - disaggregated
Grades: Every six weeks at the middle and high schools
SBAC: Spring and fall - disaggregated
Departmental improvement plans and goals
PGA review (Staff evaluations)
Attendance data
Behavior data

1. Standards-aligned Curriculum--Tami

How will the LEA ensure the defined curriculum includes clearly defined scope and sequences and learning objectives aligned to state and / or national standards?

- All adopted curriculum aligns to the state and national standards.
- Priority Standards identified with common formative assessments for ELA K - 8. Needs are 9 - 12 for ELA and then all other content areas. Vertical alignment has begun.
- Social Studies Priority Standards for K - 12 completed by June 2020
- Math priority standards for Kinder by Jan 2020
- Teacher leaders in place to guide the conversation around grade level PLC's to ensure curriculum fidelity for individuals, alignment across the grade level, accountability and areas of growth.
- The district will maintain an online grade book to organize and manage the current content standards as they align assignments and assessments. The 1st - 5th grade teachers use the grade book to attach standards, the 6 - 12 are currently identifying priority standards.

2. High-quality Instruction--Tami & Kim & Jen

What is the LEA's process for ensuring classroom instruction is intentional, engaging and challenging for all students?

- Administration conducts regular observations both formal and informal and provides feedback to teachers, based on the Professional Growth and Accountability system (PG&A). The PG & A outlines all observation requirements differentiated by probationary and veteran teachers and classified employees.
- The district is bringing together teams of teachers to review and update curriculum on a regular basis. The teams are led by "teacher leaders." The teacher leaders facilitate Kinder - 6th grade teachers Professional Learning Communities (PLC's) and 7th and 9th grade content area PLC's. The district meets with the teacher leaders to establish the priorities for the year and guidance related to agendas and specific assessment and curriculum review protocols.
- The district is committed to the implementation of AVID strategies across all grade levels K - 12. There is an AVID Professional development plan that includes five AVID workshops over the course of the 2019-20 school year.
- The Title program is serving students Kinder - 5th grades. Each school has a Title teacher that monitors student interventions as well as specific instructional strategies that support the students ability and growth.

How are feedback and coaching used to guide instructional staff towards research-based improvements to teaching and learning (such as formative assessment practices, culturally responsive pedagogy and trauma informed practices)?

- The administration team has a common walkthrough template for evaluative observations. The team calibrated on walkthroughs to inform how our teachers are doing with implementing instructional practices. This walkthrough observation will then be shared with the classroom teacher.

Continuous Improvement Processes, Planning and Practice Supplemental Questions

- The middle school administration team is currently calibrating observation feedback and then looking for evidence once the teacher receives feedback.
- The instructional mentors are assigned to new teachers and they provide high quality feedback to their mentee on a “just-in-time” format.

3. Talent Management and Professional Development--Kim and Jen

How does the LEA align professional development and learning activities to the needs of teachers?

- We use needs and interest surveys with certified and classified staff to develop our professional development. We also look at student outcome data and behavior data to look at trends across the district in order to align our training to ultimately meet the needs of our students. Finally, we offer choices when we are able to differentiate for the needs/interests. For example, have five monthly AVID training modules and staff can attend the one they need for their individual level of skills/knowledge.

What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers?

- It is a priority for us to have highly qualified staff in front of every student. Every new or inexperienced teacher has a building mentor as well as an instructional mentors.

4. Safe and Inclusive Climate--Jen & Rachel & Jan

What has the LEA done to ensure students, parents, caregivers and community members experience a safe and welcoming educational environment?

- Training on trauma informed practices for all staff
- PBIS in all buildings
- Welcome Center to help families/students access resources in the community.
- District safety program

What efforts has the LEA undertaken to remove barriers that impede equity of opportunity for all students, specifically for Native American students, students of color, students learning English, students experiencing poverty and students with disabilities?

- Equity training for staff
- Equity Policy
- Welcome Center (bilingual community liaison)
- Consistent RTI systems across the district for behavior and academics
- Equity Data Toolkit - a way to look at disaggregated to identify barriers within our system.

How will the LEA support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students.

- PBIS system
- RTI System
- Social Emotional Curriculum

Continuous Improvement Processes, Planning and Practice Supplemental Questions

- Behavior Support People Assigned to each building
- Increase in school counselors
- Training on Trauma Informed Practices
- Training on behavior practices

5. Family, Community and Stakeholder Engagement--Bo

What steps have been taken to engage parents, caregivers, communities, stakeholders and partners regarding continuous improvement efforts?

- Surveys
- Emails
- Newspaper
- Facebook
- Web-Site
- Focus Groups
- Adoption of a formal communication plan
- Presentations to community groups (Chamber, Optimists, Rotarians, Athletic boosters, Lebanon Education Foundation).

Where necessary, how has the LEA consulted with Oregon's nine Federally Recognized tribes?

6. Leadership Development--Kim and Jen

How does the LEA recruit, onboard, and develop quality leaders?

- Our district believes in growing our leaders from within as often as we can. When that is not possible, efforts are made to recruit and hire leaders who have a passion and mindset to work in our community with our students and staff.
- We have recently created and implemented an Admin Academy for new and returning administrators based on the need for consistent and clear trainings and messages. We will continue to provide Admin Academy/training opportunities for our leaders in order to build capacity and skill.

How does the LEA align professional growth and development to the needs of school and district leaders?

- We aligned the Administrators Academy (August 2019) to the needs of our leaders as assessed by multiple points of data: informal conversations, student outcome data, teacher level data, etc.

7. High-quality Data Systems--Tami & Will

How does the LEA review data aligned to demographic, student performance, staff characteristics and student access to and use of educational opportunities to inform strategic planning and resource allocation?

- Title IA funds serve all K - 5 students in the elementary schools. The funds are distributed based on the percentage of families in poverty.
- The Linn-Benton-Lincoln ESD provides data warehouse, called ARGOS. This tool provides district, school and teacher comprehensive data. This data warehouse is used to review all levels of the LEA. There is frequent reviews of the data warehouse during district administration meetings.

8. Continuous Improvement Planning- Bo & Will

How does the LEA use data to set goals, making ongoing decisions about instructional practices and supports, and prioritize resources to schools with the highest needs?

- We have implemented a formal assessment schedule utilizing multiple measures in order to provide LEA with formative as well as summative data. We are utilizing a PLC framework in order to examine district, grade level, and classroom data in order to fuel a continuous improvement process.

Describe the LEA's process for monitoring continuous improvement processes, including updating the school board and other stakeholders on progress.

- A district scoreboard is utilized to provide stakeholders with ongoing growth and achievement data. We are measuring LA and math growth using STAR five times a year. The results from our common assessments are used to help identify high functioning classrooms which to base ongoing professional development on. All students will be setting goals based on their data to further help institutionalize the utilization of data.

9. Supports and Interventions for Students-Jan and Rachel

How will the LEA support and / or integrate early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?

- Early intervention transition meetings each spring
- Developmental preschool at elementary school
- Host early intervention classrooms when space allows in our schools
- Collaborative Problem solving classes for parents all ages

What strategies does the LEA use to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education? (Examples: coordination with institutions of higher education, employers, and other local partners, access to early college, high school or dual or concurrent enrollment opportunities, career counseling, etc.)

- Summer school program for 8th grade students transitioning to 9th grade
- Partnership with LBCC
- Partnership with local BGC
- Career fair
- AP courses
- Special education transition between grade level every spring

What policies and procedures are in place to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youths?

- McKinney Vento Policies

How does the LEA support the academic needs of students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

- After school programs
- Title programs
- SPED groups

Continuous Improvement Processes, Planning and Practice Supplemental Questions

- Summer School program
- TAG
- Tutoring
- Mentoring

How does the LEA support the academic needs of historically underserved students who are not yet meeting or exceeding state and national standards as well as those who have exceeded state and national standards?

- Follow RTI process for all students
- Increased behavior support personnel
- After school programs
- Title programs
- SPED groups
- Summer School program
- Access to social emotional learning curriculum
- School counselor for alternative education program

10. Library Program--Jen

What steps have been taken to ensure all students have access to strong school library programs?

- Each school in our district has a library open to all students. Each of the libraries is managed/run by a media assistant. The district contracts with LBLESD for consultation with a certified librarian. The librarian assists the media assistants with managing their collections (weeding, ordering, using the Destiny system).

BOARD MEMORANDUM



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

From: William H. Lewis III, Business Director

Date: November 8, 2019

Meeting Date: November 14, 2019

Re: Budget Calendar Adoption

Recommendation

The district would like to request approval of the 2020-21 proposed budget calendar.

**Lebanon Community School District #9
Lebanon, Oregon**

PROPOSED BUDGET CALENDAR FOR 2020-2021

November 14, 2019	*	Regular Board Meeting: Review/Approve Budget Calendar
February 13, 2020	*	Special Board/Budget Meeting: Budget Committee Training, and Set Budget Parameters
February 14 – May 21, 2020	*	Preparation of Proposed Budget: Budget Officer
April 29, 2020	*	Send notice of Budget Committee meeting to paper (2 days prior to publication)
May 1, 2020	*	Publication of public notice of Budget Committee meeting in newspaper and webpage (not more than 30 days before the meeting and & not less than 10 days before meeting).
May 21, 2020	*	Budget Committee Meeting #1: Continued budget discussion
May 28, 2020	*	Budget Committee Meeting #2: Target date for approval of budget
June 3, 2020	*	Send notice of Budget Hearing to paper (2 days prior to publication)
June 5, 2020	*	Publication of Notice of Budget Hearing, Financial Summary and Fund Summaries (not more than 30 days nor less than 5 days prior to the hearing).
June 11, 2020	*	Public Budget Hearing & Special Board Meeting on budget as approved by Budget Committee Adopt final budget and make appropriations (<i>after Budget Hearing</i>). The amount of tax levy in the published budget may not be increased, a new fund added, or expenditures increased by more than 10 percent without full republication and another public hearing.



**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
October 10, 5:00 PM**

Lebanon High School Land Lab

31000 Land Lab Rd., Lebanon, OR 97355

MEETING MINUTES

Superintendent Yates and Agriculture Teacher Mike Wilson gave tours of the Land Lab facilities to any interested board members or audience members prior to the board meeting.

<u>BOARD MEMBERS PRESENT:</u> Tom Oliver, Chair Nick Brooks, Vice Chair Tammy Schilling <u>BOARD MEMBERS ABSENT:</u> Richard Borden Mike Martin	<u>EXECUTIVE STAFF PRESENT:</u> Bo Yates, Superintendent Jennifer Meckley, Assistant Superintendent Kim Grousbeck, HR-Director of Employee Relations Tami Volz, Director of School Improvement Rachel Cannon, Director of Alternative Education
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The meeting minutes were recorded by Executive Secretary Ruth Hopkins.

1. WELCOME AND CALL TO ORDER

Chair Tom Oliver called the meeting to order at 5:49 PM and led the Pledge of Allegiance.

2. LHS UPDATE

LHS student Mary Workman shared that all of the high school fall sports were in full swing. The National Honor Society Club recently held an election for club leadership and they are currently looking for service projects. Cadet teachers started last Tuesday.

LHS student Kate Underwood shared that last week was spirit week and homecoming at the high school. There are now two new gender neutral bathrooms available at the high school. The SATs will be held October 16th for the seniors, and everyone else will participate in PSATs on that day. There will be a Class of 2020 rock placed in the parking lot under the sign in front of the high school that the senior class will be able to decorate.

3. RALSTON ACADEMY UPDATE

Shane Herring and Dawn Rose gave an update on the Ralston Academy. They shared what the Ralston Academy was, how the classes were set up, and information about their Student First projects that they were currently working on. Ralston has a leadership class that is working on a memorial garden for those that have committed suicide. The students like the way the staff works with them at the academy. They indicated that the program helps them to be successful and sets them up to prepare for college. They thanked everyone who was involved with getting Ralston Academy started this school year.

4. AUDIENCE COMMENTS

Audience Member Mike Wilson addressed the Board. He shared that one of his goals for the Land Lab was for students to get as much real life experience as possible, as well as have animal projects for students. He indicated that of the students that have projects, 85% of them are housed at the Land Lab. The new agricultural science building will be used for Ag labs and would have technology that would broadcast out to other classrooms in the district. They have teamed up with OSU and beginning in October they will be bringing in student teachers and using the facility to teach their students how to teach at a land lab. The veterinary hospital at OSU will also come over and help them use some of the technology that will be installed.

Superintendent Yates also shared that the two older classrooms at the Land Lab were completely remodeled and updated last year.

5. 2018-19 DATA REVIEW

Superintendent Yates shared the SBAC data that was included in the information packet of this meeting and posted online. He said the purpose of dissecting the data was to take a holistic approach to how we are going to improve classrooms and student outcomes. The goal as a district is to establish continual improvement across the board, with a target of 49 percent of students being at a level 3 and 4 by the end of the school year.

He then shared the high school SBAC data and indicated that it was a different data set. He pointed out that the graduation rate has improved. Superintendent Yates said he really appreciates the new leadership at the high school. He explained that Principal Swanson went through all of the student data at the high school to try to identify who needed help to get back on track to graduate.

A discussion was held around how to improve attendance, parental expectations and current staffing needs at the high school.

Assistant Superintendent Meckley added that the Welcome Center currently has 100+ on their case load that were homeless. Superintendent Yates indicated that 15 percent of our student population is homeless, which equals 600 students. He said it comes down to the individual level for how to help students succeed or make sure that they are engaged. Whatever systemic thing the district comes up with, it comes down to the individual needs for improvement.

6. SUPERINTENDENT EVALUATION

Kim Grousbeck provided the timeline for the superintendent evaluation. She indicated that Superintendent Yates went over the OSBA evaluation model at the September board meeting. This year is more of a formative year since Superintendent Yates was just hired in July. At the November board meeting, he will bring forward a self-assessment for the Board to look at. He has asked for feedback from the leadership team on the self-assessment as well. Kim Grousbeck indicated that 50 percent would be on the OSBA template weight and 50 percent would be on the student achievement and growth for the 2019-20 school year. Then in March 2020, the Board will need to set goals to move forward for the next school year.

There were no questions on the superintendent evaluation process.

7. COMMUNICATION PLAN

Superintendent Yates shared that he has been working with Linda Horner to create a communication plan and has presented that as part of the board packet that has been provided online. His main point was to create the year-at-a-glance for communication, so that the Board would know what to expect and when. He will also be looking at the best way to communicate with parents. He wants parents to know that the information they are receiving is useful, timely and accurate. One of the reasons he had been pushing for having a communication plan in place was to get ahead of the OSCIM Grant that the district applied for last month. The district did not receive that grant. He indicated the district was seventh in line to receive it. He is moving forward with a communication plan and is hopeful of getting the grant next time the district applies, so he would like to have the plan in place ahead of the bond process. He has asked an outside consultant to look over the plan and provide feedback as well.

8. STUDENT GOALS, SUPPORT PROGRAMS AND STAR DATA

Tami Volz shared an update on the assessment programs, including information on STAR and easyCBM. She said that the schools have just finished the STAR fall screener and goal setting with students. All of those will be shared with parents at the parent-teacher conferences on November 7th and 8th.

She also shared that support programs were being developed at the schools. Schools were developing something that was unique to their schools for after school programs, and it was partly funded from Title funds.

9. ALTERNATIVE EDUCATION PROGRAM UPDATE

Rachel Cannon provided an update on the numbers for the alternative education program. This information was provided on her memorandum that was included in the packet that is available online. She shared that as an addition to the numbers, she has interviewed five new students that would like to attend Ralston Academy and they will be starting Monday, October 14th.

She said that Weyerhaeuser contributed school supplies and hygiene products and that they were really appreciated by the students at Ralston.

There were no questions.

10. RESOLUTION 1920-3 SUPPLEMENTAL TRANSPORTATION PLAN

Superintendent Yates explained that this was for the students that were on the north side of Reeves Parkway. The district needs for a variance to be allowed to create a bus stop there to pick up students so that they do not have to cross Reeves Parkway.

Upon motion made by Nick Brooks, seconded by Tammy Schilling, the Board voted unanimously to approve Resolution 1920-3, Supplemental Transportation Plan, as presented.

11. APPROVAL OF PROPERTY PURCHASE

Upon motion made by Tammy Schilling, duly seconded by Nick Brooks, the Board voted unanimously to approve the purchase of the property at 1543 and 1544 S. 2nd Street, Lebanon, OR 97355, as presented in the online board information packet.

12. CONSENT AGENDA

- A. September 12, 2019 Board meeting minutes
- B. Hiring of Ashley Earls, temporary teacher
- C. First Reading of Policies GBC – Staff Ethics, GBC-AR – Staff Ethics and GBDA – Mother Friendly Workplace

Upon motion made by Nick Brooks, duly seconded by Tammy Schilling, the Board voted unanimously to approve the September 12, 2019 board meeting minutes, hiring of Ashley Earls, and the first reading of policies GBC, GBC-AR and GBDA, as presented, as a whole.

13. DEPARTMENT REPORTS

A. Operations

Superintendent Yates shared that we have some really good people who are working hard to have things running and supporting students in our schools, and that they are doing a great job.

B. Finance

Business Director William Lewis was not in attendance, so Superintendent Yates shared for Lewis. He discussed the possible need to have an ending fund balance amount in policy. He said that William Lewis felt that it was best practice to have a fixed amount for the ending fund balance.

Chair Tom Oliver indicated that historically we were already in the practice of holding over between five and eight percent of the total budget amount. He was not in favor of having a defined amount for the ending fund balance in policy. He prefers the flexibility of having money available for classroom needs, if they arise.

Tammy Schilling asked for an example. Chair Oliver said that we had 4.2 percent this year, which is below the threshold that was discussed. He felt it was a policy that force the hand of the Board and budget committee. He indicated that they looked at that every year and he did not see a benefit to having it as part of policy.

C. Human Resources

Assistant Superintendent Jennifer Meckley provided an update for human resources. She shared that on October 11, 2019, Kim Grousbeck will be holding a professional development day for all classified staff in the district.

14. COMMUNICATION

A. Board

Nick Brooks mentioned pace and intensity. He indicated that kids were something that we needed to work with at a certain pace and that we needed to do all that we could to work with them. He said we needed to have intensity with that and he was seeing that in the

district more and more. He also shared that the community was asking for a Warrior mascot again.

B. Superintendent

Superintendent Yates said that urgency went along with the pace and intensity to help push and pull students forward to succeed.

He said he will have SPED data at the next board meeting. He explained that some schools were over 20 percent SPED identified, and that was a challenge. He also shared that the behavior data has come in and that we are down about 50 percent from where we were last year. He feels that the schools are calmer and we have better processes in place for behavior issues.

Chair Tom Oliver added that we have the support system in place and that we are addressing the behaviors sooner.

Assistant Superintendent Jennifer Meckley added that the district is working on our Continuous Improvement Plan. It will be on the November agenda for approval and it needs to be submitted to the state in December.

15. AUDIENCE COMMENTS

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

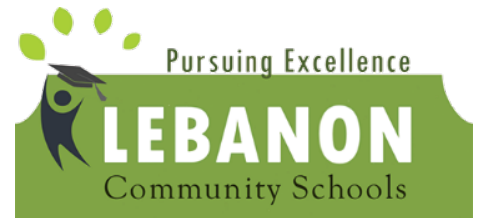
16. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 7:03 PM.

Tom Oliver, Chair

Bo Yates, Superintendent

BOARD MEMORANDUM



To: Board of Directors

From: Jennifer Meckley, Assistant Superintendent

Date: November 7, 2019

Meeting Date: November 14, 2019

Re: Policy Updates

OSBA NOVEMBER POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommend Adoption? (Yes/No)
AC	Nondiscrimination	Required	Jen	Updates required by law	Yes
AC-AR	Discrimination Complaint Procedure	Required	Jen	Updates required by law	Yes
GBDA	Expression of Milk	Required	Jen	Updates required by law	Yes
GCDA/GD DA GCDA/GD DA-AR	Criminal Record Checks and Fingerprinting	Required	Jen	Updates required by law	Yes
IGBBA	Talented and Gifted Students - Identification	Required	Jen	Updates required by law	Yes
IGBBC	Talented and Gifted -Program and Services	Required	Jen	Updates required by law	Yes
				Updates based on changes made to the Essential Skills Assessment for English Language Learners by the State Board of Education.	Yes
IKF	Graduation Requirements	Required	Jen		
JED	Student Absences and Excuses	Required	Jen	Updates to reflect passing	Yes

Attachment

			of HB 2191 and HB 2556.	
JFCF	Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence - Student	Required	Jen	Updates to reflect repeal of ORS 339.254 and 339.257 Yes
JFCJ	Weapons in the Schools	Required	Jen	Updates to reflect repeal of ORS 339.254 and 339.257 Yes

Weapons in the Schools**

Students shall not bring, possess, conceal or use a weapon on or at district property, activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization approved by the State Board of Education (i.e., Oregon School Activities Association).

For purposes of this policy, and as defined by state and federal law, “weapon” includes:

1. A “dangerous weapon” means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. A “deadly weapon” means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A “firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, ~~or~~ any firearm silencer or any destructive device;
4. A “destructive device” means any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and patrons.

Replicas of weapons, fireworks are also prohibited by Board policy. Exceptions to the district’s replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.

Prohibited weapons, replicas of weapons, fireworks are subject to seizure or forfeiture.

In accordance with Oregon law, any employee who has reasonable cause to believe a student or other person has, within the previous 120 days, unlawfully been in possession of a firearm or destructive device as defined by this policy, shall immediately report such violation to an administrator, his/her designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device. Parents will be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students found to have brought, possessed, concealed or used a firearm in violation of this policy or state law shall be expelled for a period of not less than one year. All other violations of the policy will result in discipline up to and including expulsion and/or referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The district may also request suspension of a student's driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation, as provided by law. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA/JGEA – Discipline of Students with Disabilities, and accompanying administrative regulation. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports.

The district may post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under ORS 166.370.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A "school zone," as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

"Gun-Free School Zone" signs may be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise accepted by law or this policy, shall be reported to the appropriate law enforcement agency.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)
[ORS 166.382](#)
[ORS 332.107](#)
[ORS 339.115](#)
[ORS 339.240](#)
[ORS 339.250](#)

[ORS 339.315](#)
[ORS 339.327](#)
[ORS 809.135](#)
[ORS 809.260](#)

[OAR 581-021-0050 to -0075](#)
[OAR 581-053-0010\(5\)](#)

[OAR 581-053-0230\(9\)\(k\)](#)
[OAR 581-053-0330\(1\)\(r\)](#)
[OAR 581-053-0430\(17\)](#)
[OAR 581-053-0531\(16\)](#)
[OAR 581-053-0630](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2006).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2006).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2006).

OSBA Model Sample Policy

Code: JFCJ

Adopted:

Weapons in the Schools**

Students shall not bring, possess, conceal or use a weapon on or at district property, activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization.

For purposes of this policy, and as defined by state and federal law, “weapon” includes:

1. A “dangerous weapon” means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. A “deadly weapon” means any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. A “firearm” means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm silencer or any destructive device;
4. A “destructive device” means any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

[Weapons may also include, but are not limited to, knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents and patrons.]

[Replicas of weapons[, fireworks] [and pocket knives] are also prohibited by Board policy. Exceptions to the district’s replicas prohibition may be granted only with prior principal approval for certain curriculum or school-related activities.]

Prohibited weapons[, replicas of weapons[, fireworks] [and pocket knives]] are subject to seizure or forfeiture.

In accordance with Oregon law, any employee who has reasonable cause to believe a student or other person has, within the previous 120 days, unlawfully been in possession of a firearm or destructive device as defined by this policy, shall immediately report such violation to an administrator, his/her designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations have occurred or that a student has been

expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device. Parents will be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator.

Students found to have brought, possessed, concealed or used a firearm in violation of this policy or state law shall be expelled for a period of not less than one year. All other violations of the policy will result in discipline up to and including expulsion and/or referral to law enforcement, as appropriate. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are age appropriate, and shall provide such information in writing to the student and the parent in accordance with law. ~~The district may also request suspension of a student's driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation, as provided by law.~~ Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA – Discipline of Students with Disabilities and accompanying administrative regulation.

Weapons under the control of law enforcement personnel [or a person who has a valid license under ORS 166.291 and 166.292] are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property [including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports].

The district [will] [may] post a notice at any site or premise off district grounds that at the time is being used exclusively for a school program or activity. The notice shall identify the district as the sponsor, the activity as a school function and that the possession of firearms or dangerous weapons in or on the site or premises is prohibited under ORS 166.370.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone,” as defined by federal law, means in or on school grounds or within 1,000 feet of school grounds.

“Gun-Free School Zone” signs [will] [may] be posted in cooperation with city and/or county officials as appropriate. Violations, unless otherwise excepted by law or this policy, shall be reported to the appropriate law enforcement agency.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)
[ORS 166.382](#)
[ORS 332.107](#)
[ORS 339.115](#)
[ORS 339.240](#)
[ORS 339.250](#)

[ORS 339.315](#)
[ORS 339.327](#)
[ORS 809.135](#)
[ORS 809.260](#)

[OAR 581-021-0050 – 021-0075](#)
[OAR 581-053-0010\(5\)](#)

[OAR 581-053-0230\(9\)\(k\)](#)
[OAR 581-053-0330\(1\)\(r\)](#)
[OAR 581-053-0430\(17\)](#)
[OAR 581-053-0531\(16\)](#)
[~~OAR 581-053-0630~~](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2012).
Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
Youth Handgun Safety Act, 18 U.S.C. §§ 922(x), 924(a)(6) (2012).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101, 7111-7121 (2012).

Hazing/Harassment/Intimidation/Menacing/Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence – Student ** (Version 2)

The Board, in its commitment to providing a positive and productive learning environment will consult with parents/guardians, employees, volunteers, students, administrators and community representatives in developing this policy in compliance with applicable Oregon Revised Statutes. Hazing, harassment, intimidation or bullying, menacing and acts of cyberbullying by students, staff and third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited. Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment or coercion. Students may also be referred to law enforcement officials.

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

Definitions

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

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

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

or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

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

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student and may be based on, but not limited to, the protected class of the person.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation¹, national origin, marital status, familial status, source of income or disability.

“Teen dating violence” means:

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

“Domestic violence” means abuse as defined by Oregon Revised Statute (ORS) 107.705 between family and household members, as those terms are described in ORS 107.705.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully. Students and staff will refrain from using personal communication devices or district property or equipment to violate this policy.

“Retaliation” means hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of hazing, harassment, intimidation or bullying, menacing, teen dating violence and acts of cyberbullying or retaliation.

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

¹“Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

Reporting

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

Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated or bullied, menaced, a victim of teen dating violence and acts of being cyberbullied in violation of this policy is encouraged to immediately report his/her concerns to the administrator who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the administrator who has overall responsibility for all investigations.

This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

Complaints against the administrator shall be filed with the superintendent. Complaints against the superintendent shall be filed with the Board chair.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the superintendent] review the actions taken in the initial investigation, in accordance with administrative regulations.

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 163.190](#)
[ORS 166.065](#)
[ORS 166.155 to -166.165](#)
[ORS 174.100\(6\)](#)
[ORS 332.072](#)

[ORS 332.107](#)
[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.254](#)
[ORS 339.351 to -339.366](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0055](#)
[OAR 581-022-1140](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2006).

OSBA Model Sample Policy

Code: JFCF

Adopted:

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

(Version 2)

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

[Hazing,] [h]arassment, intimidation or bullying[, menacing], and acts of cyberbullying by students, staff, or third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited.

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

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion. ~~The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for assaulting or menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment, or coercion against a district employee or another student.~~

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

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

The [principal and the] superintendent [are] [is] responsible for ensuring that this policy is implemented.

Definitions

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

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

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

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

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

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation¹, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

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

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

¹ “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

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

“Retaliation” means any acts of, including but not limited to, [hazing,]harassment, intimidation or bullying,[menacing,], or cyberbullying toward the victim, a person in response to an actual or apparent reporting of, or participation in the investigation of, [hazing,] harassment, intimidation or bullying,[menacing,] teen dating violence, acts of cyberbullying, or retaliation.

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

Reporting

The [employee position title²] will take reports and conduct a prompt investigation of any reported acts of [hazing,] harassment, intimidation or bullying,[menacing,] cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the [employee position title] who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity, or in a vehicle used for district-provided transportation shall immediately report the incident to the [employee position title]. Failure of an employee to report any act of [hazing,] harassment, intimidation or bullying[, menacing], cyberbullying, or teen dating violence to the [employee position title] may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

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

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

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

² [Required by ORS 339.356(2)(g). Other bracketed language regarding hazing and menacing exceeds the requirements of ORS 339.356 and is under Board authority ORS 332.107.]

Training and Education

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

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

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

Notice

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

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

END OF POLICY

Legal Reference(s):

[ORS 163.190]	ORS 332.072	OAR 581-021-0045
[ORS 163.197]	ORS 332.107	OAR 581-021-0046
ORS 107.705	ORS 339.240	OAR 581-021-0055
ORS 166.065	ORS 339.250	OAR 581-022-2310
ORS 166.155 - 166.165	ORS 339.254	OAR 581-022-2370
ORS 174.100(7)	ORS 339.351 - 339.368	

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

Student Absences and Excuses (Version 2)**

The Board considers regular school attendance essential for educational success. All students are expected to attend school as required by law and by Board policy.

The principal will be responsible for assessing and acting upon parental requests for students to be excused.

The principal has the authority to excuse students for absences due to illness, educational/occupational interviews, quarantine, bereavement or serious illness in the family, inclement weather, religious instruction or emergencies. Physicians, psychiatrists, psychologists, dentists and similar professionals may request permission for students' excused absences. Excused absences may also be granted for other reasons where satisfactory arrangements have been made in advance of the absence. Excused absences do not relieve the students of his or her responsibility to meet the attendance requirements of the district and state of Oregon for grade advancement and/or graduation requirements.

Students may be excused on a limited basis from a particular preplanned classroom activity or from selected portions of the established curriculum on the basis of religious or disability considerations.

A student who is excused must still fulfill the school's requirements.

Notwithstanding any grading policy of the district permitting teachers to consider a student's attendance in determining the student's grade or deciding whether the students should be granted or denied credit, if the student has an excused absence(s) as determined by this policy then the grade shall not be reduced or the credit shall not be denied based on said absences.

Each school shall notify parents/guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent/guardian. If the parent/guardian cannot be notified by the above methods, a message shall be left, if possible.

END OF POLICY

Legal Reference(s):

ORS 109.056	OAR 581-021-0046
ORS 332.107	OAR 581-021-0050
ORS 339.030	OAR 581-022-1910
ORS 339.055	OAR 581-023-0006(11)
ORS 339.065	
ORS 339.420	HB 3197 (2011)

OSBA Model Sample Policy

Code: JED
Adopted:

Student Absences and Excuses**

It is the student's responsibility to maintain regular attendance in all assigned classes. A student's absence from school or class will be excused under the following circumstances:

1. Illness ~~of the student~~, including mental and behavioral health of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Student is a dependent of a member of the U.S. Armed Forces¹ who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
5. Field trips and school-approved activities;
6. Medical (dental) appointments. Confirmation of appointments may be required;
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Each school shall notify a parents or guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

Additionally, the superintendent will develop procedures whereby those students who are considered truant may be subject to the following penalties: detention, suspension² and/or ineligibility to participate in athletics or other activities.

END OF POLICY

¹ U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marines Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

² The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

Legal Reference(s):

[ORS 109.056](#)
[ORS 332.107](#)
[ORS 339.030](#)
[ORS 339.055](#)

[ORS 339.065](#)
[ORS 339.071](#)
[ORS 339.250](#)
[ORS 339.420](#)

[OAR 581-021-0046](#)
[OAR 581-021-0050](#)
[OAR 581-023-0006\(11\)](#)

Lebanon Community Schools

Code: **IKF**

Adopted: 5/20/10

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

Graduation Requirements (Version 2)**

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if he/she is 18 years of age or older or emancipated.

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

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that other district or public charter school².

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

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in the Essential Skills of Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

1. Are on track to meet all other graduation requirements; and

¹As defined in ORS 30.297.

²For a high school diploma awarded on or after January 1, 2018.

2. Are unable to demonstrate proficiency in the Essential Skills in English.

The district will allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:

3. Are on track to meet all other graduation requirements;
4. Are unable to demonstrate proficiency in the Essential Skills in English;
5. Have been enrolled in a U.S. school for five years or less; and
6. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)³.

The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual*, in the ELL student's language of origin for those ELL students who meet the criteria above, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

The district may not deny a student, who has the documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers, or of a medical condition that creates a barrier to achievements, the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history.

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

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

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

Beginning in grade five when a student is taking an alternative assessment or after a documented history to qualify for a modified diploma, an extended diploma or an alternative certificate has been established, the

³This criteria does not apply to students seeking a diploma in 2017-2018.

district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma and an alternative certificate.

A student who qualifies to receive or receives a modified diploma, an extended diploma or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives an extended diploma or an alternative certificate shall have access to individually designed instructional hours, hours of transition services and hours of other services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school, as determined by the individualized education program (IEP) team.

A student who qualifies to receive a modified diploma but has not yet been awarded the modified diploma shall continue to have access to individually designed instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.⁴

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

The district will issue a high school diploma, upon request and pursuant to Oregon law (ORS 332.114), to a person or a representative of a deceased person who served in the U.S. Armed Forces⁵ and the person was discharged or released under honorable conditions.

⁴A student who received a modified diploma prior to July 1, 2018 shall continue to have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student.

⁵The policy applies to any person who:

1. Served in the Armed Forces of the U.S. at any time during:
 - a. World War I;
 - b. World War II;
 - c. The Korean Conflict; or
 - d. The Vietnam War;
2. Served in the Armed Forces of the U.S. and was physically present in:

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.095	ORS 343.295	OAR 581-022-2025
ORS 329.451	OAR 581-022-1910	OAR 581-022-2030
ORS 329.479		OAR 581-022-2115
ORS 332.107	OAR 581-022-2000	OAR 581-022-2120
ORS 332.114	OAR 581-022-2010	OAR 581-022-2505
ORS 339.115	OAR 581-022-2015	
ORS 339.505	OAR 581-022-2020	

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION (FEBRUARY 4, 2016).
Essential Skills and Local Performance Assessment Manual, published by the OREGON DEPARTMENT OF EDUCATION (MARCH 17, 2016)

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- a. Operation Urgent Fury (Grenada);
 - b. Operation Just Cause (Panama);
 - c. Operation Desert Shield/Desert Storm (Persian Gulf War);
 - d. Operation Restore Hope (Somalia);
 - e. Operation Enduring Freedom (Afghanistan); or
 - f. Operation Iraqi Freedom (Iraq);
3. Served in the Armed Forces of the U.S. in an area designated as a combat zone by the President of the U.S.

Graduation Requirements - IKF

4-4

OSBA Model Sample Policy

Code: **IKF**
Adopted:

Graduation Requirements**

(This policy requires an administrative regulation, see IKF-AR.)
(Version 2)

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

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

1. A foster child¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

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

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

Essential Skills

The district [will] [will not] allow English Language Learner (ELL) students to demonstrate proficiency in ~~the all required~~ Essential Skills ~~of apply mathematics in a variety of settings,~~ in the student's language of origin ~~for those ELL students who by the end of high school:~~

¹ As defined in ORS 30.297.

- ~~1. Are on track to meet all other graduation requirements; and~~
- ~~2. Are unable to demonstrate proficiency in the Essential Skills in English.~~

~~The district [will] [will not] allow ELL students to demonstrate proficiency in Essential Skills other than Apply Mathematics in a variety of settings, in the student's language of origin for those ELL students who by the end of high school:~~

- ~~1. Are on track to meet all other graduation requirements;~~
- ~~2. Are unable to demonstrate proficiency in the Essential Skills in English;~~
- ~~3. Have been enrolled in a U.S. school for five years or less; and~~
- ~~4. Have demonstrated sufficient English language skills using the English Language Proficiency Assessment for the 21st Century (ELPA21)².~~

[³The district will develop procedures to provide assessment options as described in the *Essential Skills and Local Performance Assessment Manual* ~~Test Administration Manual~~, in the ELL student's language of origin ~~for those ELL students who meet the criteria above~~, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.]

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

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

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

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

² ~~This criteria does not apply to students seeking a diploma in 2017-2018 or 2018-2019.~~

³ [This paragraph is required if the district allows ELL students to demonstrate proficiency in Essential Skills ~~of Apply Mathematics and other courses~~ in their language of origin.]

Beginning in grade five or after a documented history to qualify for a modified diploma, an extended diploma, or an alternative certificate has been established, the district will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma, and an alternative certificate.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

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

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

[The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.]

The district may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

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

The district shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)
[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)

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

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

~~*Essential Skills and Local Performance Assessment Manual*, published by the OREGON DEPARTMENT OF EDUCATION.~~
~~OREGON DEPARTMENT OF EDUCATION Executive Numbered Memo 003-2015-16.~~

Lebanon Community Schools

Code: **IGBBC**
Adopted: 12/16/10
Readopted: 03/08/18

Talented and Gifted Programs and Services **

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options as reflected in the district Talented and Gifted handbook.

The Board has established an appeals process for a parent or guardian to utilize if he/she is dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. See Board Policy KL – Complaints and the accompanying administrative regulation.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. See Board Policy KL – Complaints and the accompanying administrative regulation.

END OF POLICY

Legal Reference(s):

[OAR 581-002-0040](#)
[OAR 581-022-2325](#)
[OAR 581-022-2330](#)
[OAR 581-022-2370](#)
[OAR 581-022-2500](#)

Cross Reference(s):

IGBBA - Identification - Talented and Gifted
IGBBB - Identification - Talented and Gifted Students among Nontypical Populations
IGBBD - Parent Notification and Participation

OSBA Model Sample Policy

Code: IGBBC

Adopted:

Talented and Gifted – Programs and Services**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options. [These options may include, but are not limited to, the following:

1. [Early Entrance;]
2. [Grade Skipping;]
3. [Ungraded/Multi-age Classes;]
4. [Cluster Grouping in Regular Classes;]
5. [Continuous Progress;]
6. [Cross Grade Grouping;]
7. [Compacted/Fast-Paced Curriculum;]
8. [Special Full- or Part-Time Classes;]
9. [Advanced Placement Classes;]
10. [Honors Classes;]
11. [Block Classes;]
12. [Independent Study;]
13. [Credit by Examination;]
14. [Concurrent Enrollment;]
15. [Mentorship/Internship;]
16. [Academic Competitions;]
17. [Magnet Programs/Schools.]

The Board has established an appeal process for a parent or guardian to utilize if ~~he/she is~~ they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in [Board policy

HR9/28/177/18/19 | PH

Talented and Gifted – Programs and Services** – IGBBC

1-2

KL – Public Complaints**] [administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement].

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the home page of the district's website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

~~OAR 581-002-0040~~
[OAR 581-022-2325](#)

[OAR 581-022-2330](#)
[OAR 581-022-2370](#)

[OAR 581-022-2500](#)

Identification – Talented and Gifted Students**

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

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Assessment for assistance in identifying academically talented students.

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

If a parents is dissatisfied with the identification process or placement of their student, they may appeal the decision through Board policy KL - Public Complaints. After exhausting the district's appeal procedure and receiving a final decision, a parent may appeal the decision to the State Superintendent of Public Instruction.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-021-0030](#)
[OAR 581-022-1310 to -1330](#)
[OAR 581-022-1940](#)

[OAR 581-022-1941](#)

R4/28/16 | SL

OSBA Model Sample Policy

Code: **IGBBA**
Adopted:

Talented and Gifted Students - Identification**

In order to serve academically talented and intellectually gifted students in grades K through 12, the district directs the superintendent [after due consideration of the input of staff, parents and the community] to establish a written identification process.

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.
2. Behavioral, learning and/or performance information.
3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.
4. A nationally standardized academic achievement test of reading or mathematics [or a test of total English Language Arts/Literacy or total mathematics] on the Smarter Balanced Assessment [Consortium] for assistance in identifying academically talented students.

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

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through [Board policy KL - Public Complaints] [the accompanying administrative regulation, IGBBA-AR].

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARS upon request.

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.411](#)

[OAR 581-021-0030](#)
[OAR 581-022-2325](#)
[OAR 581-022-2330](#)

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

Criminal Records Checks and Fingerprinting*

In a continuing effort to further ensure the safety and welfare of students and staff, the district shall require all newly hired full-time and part-time employees not requiring licensure to undergo a criminal records check and/or fingerprinting. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall have criminal records checks and/or fingerprinting as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

As required by state law, a criminal records check and/or fingerprinting shall be required of the following individual or individuals (subject individuals and requirements are further outlined in GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting):

1. All district contractors and/or their employees, whether employed part-time or full-time, considered by the district to have unsupervised access to students;
2. All contractors and/or their employees who provide early childhood special education or early intervention services in accordance with rules established by the Oregon Department of Education, Child Care Division;
3. Any community college faculty member providing instruction at the site of an early childhood education program or at a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day;
4. Any individual who is an employee of a public charter school and not requiring licensure; and
5. Any individual considered for volunteer service with the district.

The identity of an individual requiring fingerprinting will be provided by the district to the authorized fingerprinter for verification.

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

The district shall begin the employment of subject individual or terms of a district contractor on a probationary basis pending the return and disposition of the required criminal records checks and/or fingerprinting.

The service of a volunteer with direct, unsupervised access to students will not begin before the return and disposition of a criminal records check.

A subject individual who has failed to disclose the presence of convictions that would not otherwise prohibit his/her employment with the district as provided by law, may be employed or contracted with by the district. The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

An individual who knowingly made a false statement as to the conviction of any crime on district volunteer forms, as determined by the district, may result in immediate termination from the ability to volunteer in the district.

Fees associated with a criminal records check and/or fingerprinting may be charged.

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

Appeals

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

END OF POLICY

Legal Reference(s):

[ORS 181A.180](#)

[ORS 181A.230](#)

[ORS 326.603](#)

[ORS 326.607](#)

[ORS 332.107](#)

[ORS 336.631](#)

[ORS 342.143](#)

[ORS 342.223](#)

[OAR 414-061](#)-0010 to -0030

[OAR 581-021](#)-0500

[OAR 581-022](#)-~~4730~~2430

[OAR 584-036](#)-0062

[OAR 584-050](#)-0012

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2017).

R9/28/17 | PH

OSBA Model Sample Policy

Code: GCDA/GDDA

Adopted:

Criminal Records Checks and Fingerprinting *

In a continuing effort to ensure the safety and welfare of students and staff, the district shall require all newly hired full-time and part-time employees not requiring licensure under Oregon Revised Statute (ORS) 342.223 to ~~undergo~~ submit to a criminal records check and/or fingerprinting as required by law. Other individuals, as determined by the district, that will have direct, unsupervised contact with students shall submit to criminal records checks and/or fingerprinting as established by Board policy and as required by law.

“Direct, unsupervised contact with students” means contact with students that provides the person opportunity and probability for personal communication or touch when not under direct supervision.

~~As required by~~ Pursuant to state law, a criminal records check ~~and/or fingerprinting-based criminal records checks~~ shall be required of the following individuals²:

1. All ~~district~~ individuals employed as or by a contractors ~~and their employees~~, whether employed part-time or full-time, and considered by the district to have direct, unsupervised contact with students;
- ~~2. All district contractors and their employees who provide early childhood special education or early intervention services in accordance with rules established by the Oregon Department of Education, Child Care Division;~~
- ~~3.2.~~ Any community college faculty member providing instruction at the site of an early childhood education program, at a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day;
- ~~4.3.~~ Any individual who is an employee of a public charter school and not requiring licensure under ORS 342.223; and
- ~~5.4.~~ ^[3]Any individual considered for volunteer service with the district who is allowed to have direct, unsupervised contact with students.

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

² Subject individuals and requirements are further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

³ [If the district allows volunteer service and the volunteers have direct, unsupervised contact with students, this policy language is required, and districts are required to conduct ~~background~~ criminal records checks on these volunteers.]

The district will provide the written notice about the requirements of fingerprinting and criminal records checks through means such as staff handbooks, employment applications, contracts or [volunteer] forms.

[The district shall require a ~~nationwide~~ fingerprint-based criminal records check ~~based on fingerprinting~~ for ~~a~~ volunteers ~~with~~ allowed direct, unsupervised contact with students,] in the following positions⁴:

1. [Head coach;]
2. [Assistant coach;]
3. [Overnight chaperone;]
4. [Volunteers transporting students, other than their own, in a private vehicle off district property for a district-sponsored activity] [:] [.]
5. [List of other positions subject to this fingerprinting, if any.]]

~~The identity of a subject individual requiring fingerprinting will be provided by the district to the authorized fingerprinter for verification.~~ The procedure for processing fingerprint collection is further outlined in GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting.

A subject individual shall be subject to the collection of fingerprinting information, only after ~~acceptance of an~~ the offer of employment or contract from the district and may be charged a fee by the district. A subject individual may request the fee be withheld from the amount otherwise due the individual.

The district [shall] [shall not] begin the employment of a subject individual or terms of a district contractor [on a probationary basis pending] [before] the return and disposition of the required criminal records checks.

When the district is notified of ~~A~~ a subject individual who has been convicted of any crimes prohibiting employment or contract ~~will be terminated and/or~~ the individual will not be employed or contracted, or if employed will be terminated. When the district is notified of a subject individual who knowingly made a false statement as to the conviction of any crime, the individual [may] [will not] be employed or contracted with by the district, or if employed by the district [may] [will not] be terminated. A subject individual who fails to disclose the presence of convictions that would not otherwise prohibit employment or contract with the district as provided by law [may] [will not] be employed or contracted with by the district. ~~A subject individual who knowingly made a false statement as to the conviction of any crime [may] [will not] be employed or contracted with by the district.~~

The district's use of criminal history must be relevant to the specific requirements of the position, services or employment.

[The service of a volunteer allowed to have direct, unsupervised contact with students [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of a criminal records check.]

⁴ [If the district requires fingerprinting for certain volunteer positions, the district is required to list those volunteer positions in board policy. The bracketed language is only possible examples; modify to identify the ~~needs of~~ positions in the district that require such fingerprinting.]

[The service of a volunteer into a position identified by the district as requiring a ~~nationwide fingerprint-based criminal records check including fingerprinting~~ [may] [will not] begin [on a probationary basis pending] [before] the return and disposition of ~~the nationwide a state and national criminal records check including based on fingerprintings.~~]

[A ~~subject individual~~ volunteer who knowingly made a false statement or has ~~been a convicted~~ ion of a the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number [may] [will] result in immediate termination from the ability to volunteer in the district.]

~~Fees associated with a criminal records check and/or fingerprinting may be charged.~~

The superintendent shall develop administrative regulations as necessary to meet the requirements of law.

Appeals

A subject individual may appeal a determination ~~from ODE~~ that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case ~~and will be notified of such in writing by ODE~~ under ORS 183.413 – 183.470.

A volunteer ~~required to submit to a fingerprint based criminal records check~~ may appeal a determination ~~from a fingerprint-based criminal records checks by ODE~~ that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case, ~~if the results of the background check were provided by ODE or ODE's vendor and will be notified of such in writing by ODE~~ under ORS 183.413 – 183.470.

END OF POLICY

Legal Reference(s):

ORS 181A.180	ORS 336.631	OAR 581-021-0501
ORS 181A.230	ORS 342.143	OAR 581-022-2430
ORS 326.603	ORS 342.223	OAR 584-050-0012
ORS 326.607	OAR 414-061-0010 – 061-0030	
ORS 332.107	OAR 581-021-05000510 – 021-0512	

Field Code Changed

Field Code Changed

Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et. seq. (2012).

R6/21/187/18/19 | PH

Criminal Records Checks and Fingerprinting * – GCDA/GDDA

3-3

Criminal Records Checks/Fingerprinting

Subject Individual Requirements

1. Any individual newly hired, full-time or part-time, and not requiring licensure as a teacher, administrator, personnel specialist or school nurse shall be required to undergo a nationwide criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a nationwide criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to undergo a nationwide criminal records check and fingerprinting with TSPC.
4. Any district contractor¹, whether part-time or full-time, or an employee of a district contractor, whether part-time or full-time, hired into a position having direct, unsupervised contact with students shall be required to undergo a nationwide criminal records check and fingerprinting.

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

5. Any contractor or an employee of the contractor who provides early childhood special education or early intervention services shall be required to undergo a nationwide criminal records check and fingerprinting with the Oregon Department of Education (ODE), Child Care Division.
6. Any community college faculty member providing instruction at the site of an early childhood education program or at a school site as part of an early childhood program, or at a grade K through 12 school site during the regular school day, shall be required to undergo a nationwide criminal records check and fingerprinting.
7. Any individual who is an employee of a public charter school not requiring licensure shall be required to undergo a nationwide criminal records check and fingerprinting.
8. Any individual authorized by the district for volunteer service into a position having direct, unsupervised contact with students shall be required to undergo an Oregon criminal records check.
9. Any individual authorized by the district for volunteer service that does not have direct, unsupervised contact with students will be required to undergo an Oregon criminal records check.

¹Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

Exceptions

A newly hired employee is not subject to fingerprinting if the district has on file evidence that the newly hired employee previously and successfully completed an Oregon and a FBI criminal records check for a previous employer that was a school district.

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

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

Notification

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

Processing/Reporting Procedures

1. Any individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms or requirements as approved by ODE (information available through the district).
2. If the individual is subject to fingerprinting per state law, he/she will be required by the district, and is responsible to report within three working days to an authorized fingerprinter for fingerprinting as directed by the district.

Fingerprints may be collected by one of the following:

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

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

3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.
4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify the ODE with the results. The ODE will notify the district of said results and any subject individual it believes has knowingly made a false statement as to conviction of a crime prohibiting employment or contract.
5. A copy of the required form to authorize fingerprinting, and the results of such, will be kept in the employee's personnel file.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including contractors² and their employees, shall be paid by the individual.
2. Fees are payable prior to beginning employment, volunteer service or contract.
3. An individual offered employment in the district may request that the amount of the fee be withheld from the employee's paycheck, including a periodic payroll deduction rather than a lump sum payment, in accordance with Oregon law. The district may withhold such fees only upon the request of the individual.
4. Fees associated with required criminal records checks for volunteers shall be paid by the individual.

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

1. Any individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the superintendent upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification from the Superintendent of Public Instruction or his/her designee that the employee has a conviction of any crimes prohibiting employment with the district as specified in law.
2. Any individual required to submit to a criminal records check and/or fingerprinting in accordance with law may be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the superintendent upon notification from the Superintendent of Public Instruction or his/her designee that the employee has knowingly made a false statement as to the conviction of any crime.

²Contractor employees may not be required to submit fingerprinting until the contractor has been offered a contract.

3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.
4. Any volunteer who will have direct, unsupervised contact with students that refuses to submit to a required, criminal records check to acquire or maintain a volunteer status in the district in accordance with law and/or Board policy will be denied the ability to volunteer in the district.
5. If the district has completed a required criminal records check and the district has been notified by the Superintendent of Public Instruction that the individual knowingly made a false statement on an ODE form as to conviction of any crime that may otherwise prevent a volunteer status in the district, the individual will be denied the ability to volunteer.
6. Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.

Appeals

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

R9/28/17 | PH

OSBA Model Sample Policy

Code: GCDA/GDDA-AR

Revised/Reviewed:

Criminal Records Checks and Fingerprinting

Requirements

1. Any individual newly hired employee¹, whether full-time or part-time, and not requiring licensure under Oregon Revised Statute (ORS) 342.223, such as a teacher, administrator, personnel specialist or school nurse, shall ~~be required to undergo~~ submit to a ~~nationwide~~ criminal records check and fingerprinting.
2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a ~~nationwide~~ criminal records check and fingerprinting with TSPC.
3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to ~~undergo~~ submit to a ~~nationwide~~ criminal records check and fingerprinting with TSPC.
4. Any ~~district~~ individual hired as or by a contractor ~~and its employees~~², whether part-time or full-time, ~~hired~~ into a position having direct, unsupervised contact with students as determined by the ~~district~~ shall be required to ~~undergo~~ submit to a ~~nationwide~~ criminal records check and fingerprinting.

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

~~5. Any contractor or an employee of the contractor who provides early childhood special education or early intervention services shall be required to undergo a nationwide criminal records check and fingerprinting with the Oregon Department of Education (ODE), Child Care Division.~~

~~6.5.~~ Any community college faculty member providing instruction at the site of an early childhood education program, a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day, shall be required to undergo a ~~nationwide~~ criminal records check and fingerprinting.

~~7.6.~~ Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a ~~nationwide~~ criminal records check and fingerprinting.

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

² A person hired as or by a contractor^{2-s} and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

8.7. ³ ~~[Any individual authorized volunteer allowed by the district for volunteer service into a position allowing that has direct, unsupervised contact with students shall be required to undergo an Oregon in-state criminal records check.]~~

9.8. ~~[Any volunteer allowed to have direct, unsupervised contact with students, into a volunteer position identified in Board policy⁴ by the district as requiring fingerprinting a fingerprint-based criminal records check, shall be required to undergo a nationwide state and national criminal records check and fingerprinting based on fingerprints.]~~

10.9. ~~[Any individual authorized by the district for volunteer service that is not likely to have direct, unsupervised contact with students [will] [will not] be required to undergo an Oregon in-state criminal records check.]~~

Exceptions

A newly hired employee⁵ is not subject to fingerprinting if the district has evidence on file that the newly hired employee ~~was previously checked through an Oregon and a FBI~~ successfully completed a state and national criminal records check ~~by for~~ a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment.

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

Furthermore:

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

Notification

1. The district will provide the following notification to individuals subject to criminal records checks and/or fingerprinting:
 - a. Such criminal records checks and/or fingerprinting are required by law or Board policy;
 - b. Any action resulting from such checks ~~completed by the Oregon Department of Education (ODE)~~ that impact employment, contract or volunteering may be appealed as a contested case to ODE;
 - c. All employment or contract offers [or the ability to volunteer] are contingent upon the results of such checks;
 - d. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment[,] [or] contract status[or the ability to volunteer in the district];

³ [If the district allows volunteers to have direct, unsupervised contact with students, districts are required to conduct criminal ~~background~~ records checks on these volunteers. Choose the bracketed language options in ~~87~~, ~~98~~ and/or ~~109~~ of this policy that aligns with district practice. If the district allows volunteers to have direct, unsupervised contact with students the presented language is required. Align policy IICC – Volunteers with chosen language here.]

⁴ See policy GCDA/GDDA – Criminal Records Checks and Fingerprinting.

⁵ Any individual hired within the last three months.

- e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts[,] [or] ODE forms [(written or electronic)] [may][will] result in immediate termination from employment or contract status;
 - f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status[;]
 - g. [A volunteer candidate who knowingly made a false statement or has ~~been~~ a convicted ion of ~~any~~ the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number [may] [will] result in immediate termination from the ability to volunteer in the district.] [The district [may] [will] remove the volunteer from the position allowing direct, unsupervised contact with students.]
2. The district will provide the written notice described above through ~~such~~ means ~~such~~ as ~~staff handbooks~~, employment applications, contracts or [volunteer] forms.

Processing and Reporting Procedures

1. Immediately following an offer and acceptance of employment or contract, ~~Any~~an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms ~~or requirements as approved by ODE (information available through the district)~~ authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.
- ~~2. All individuals subject to fingerprinting pursuant to state law are required to report to an authorized fingerprinter for fingerprinting as directed by the district.~~
- 3.2. Fingerprints may be collected by one of the following:
 - a. Employing district staff;
 - b. Contracted agent of employing district; or
 - c. Local or state law enforcement agency.

~~The individual subject to fingerprinting, shall be subject only after acceptance of an offer of employment or contract.~~
- 4.3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.
- 5.4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement ~~as to conviction of a crime~~, has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment[,] [or] contract[or volunteering].
- 6.5. A copy of the fingerprinting results will be kept by the district.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including persons hired as or by contractors⁶ ~~and their employees~~, shall be paid by the [individual] [district].
2. ~~[Fees are payable [prior to] [within [three] working days of] beginning employment, volunteer service or contract.]~~
- 3.2. ~~[An individual offered a contract or employment in by the district may, only upon request, request that the amount of the fee be withheld from the employee's paycheck, including a periodic payroll deduction rather than a lump sum payment, the amount otherwise due the individual in accordance with Oregon law. The district may withhold such fees only upon the request of the individual.]~~
- 4.3. ~~[Fees associated with required criminal records checks for volunteers shall be paid by the [individual] [district].]~~
- 5.4. ~~[Fees associated with a required fingerprinting for volunteers shall be paid by the [individual] [district].]~~

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

1. Any subject individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the superintendent ~~district~~ upon:
 - a. Refusal to consent to a criminal records check and/or fingerprinting; or
 - b. Notification⁷ from the Superintendent of Public Instruction ~~or designee~~ that the employee has a conviction of any crimes ~~prohibiting employment with the district as specified by law~~ listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.
2. Any subject individual ~~required to submit to a criminal records check and/or fingerprinting in accordance with law~~ [may] [will] be terminated from employment or contract status, ~~or withdrawal of offer of employment or contract will be made by the superintendent~~ upon notification from the Superintendent of Public Instruction ~~or designee~~ that the employee has knowingly made a false statement as to the conviction of any crime.
3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures ~~and appeals~~ and the provisions of Accountability for Schools for the 21st Century Law.
4. [Any volunteer who ~~will be allowed to have direct, unsupervised contact with students that~~ refuses to submit, when required, to a ~~required~~ criminal records check ~~or a fingerprint-based criminal records check to acquire or maintain such a volunteer status in the district~~ in accordance with law and/or Board policy will be denied such ability to volunteer in the district.]
5. [If the district has been notified by the Superintendent of Public Instruction that an individual volunteer knowingly made a false statement or has a conviction ~~of~~ for any crimes listed in ORS

⁶ A person hired as or by a contractor^{2-s} and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

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

342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, the individual [will] [may] be denied the ability to volunteer.]

6. [Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form [will] [may] be denied the ability to volunteer in the district.]

Appeals

A ~~subject~~ individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case ~~and will be notified of such in writing by ODE~~ under ORS 183.413 – 183.470.

A volunteer ~~required to submit to a fingerprint-based criminal records check~~ may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case, ~~if the results of the background check were provided by ODE or ODE's vendor and will be notified of such in writing by ODE~~ under ORS 183.413 – 183.470.

Lebanon Community Schools

Code: **AC**

Adopted: 06/16/09

Readopted: 020/4/10, 09/10/15,
03/08/18

Orig. Code(s): AC

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation¹, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, veterans' status of any other persons with whom the individual associates.

The district prohibits discrimination and harassment, including but not limited to, in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in 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 superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues². 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, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹"Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

²Districts are required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)
[ORS 659.805](#)
[ORS 659.815](#)
[ORS 659.850 to -860](#)
[ORS 659.865](#)
[ORS 659.870](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.100 to -145](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0049](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2017).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2017); 29 C.F.R Part 1626 (2017).

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

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2017).

Rehabilitation Act of 1973, 29 U.S.C. §§ 503, 791, 793-794 (2017).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2017); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2017).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2017).

Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).

Americans with Disabilities Act Amendments Act of 2008.

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, 38 U.S.C. § 4212 (2017).

Title II of the Genetic Information Nondiscrimination Act of 2008 (2017).

OSBA Model Sample Policy

Code: AC
Adopted:

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation², national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, 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, 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 patrons can communicate their concerns to the administration and the Board.

The superintendent shall appoint ~~and make known the~~ individuals at the district to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act ~~of 1973~~, Titles VI, ~~Title~~ and VII of the Civil Rights Act, Title IX of the Education Amendments of 1972, and other civil rights or discrimination issues³, 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, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

¹ Includes discriminatory use of a Native American mascot pursuant to OAR 581-021-0047.

² "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.

³ ~~Districts are required to notify students and employees of the name, office address and telephone number of the employee or employees appointed.~~

Legal Reference(s):

ORS 174.100	ORS 659A.006	ORS 659A.409
ORS 192.630	ORS 659A.009	OAR 581-002-0001 – 002-0005
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0045
ORS 408.230	ORS 659A.030	OAR 581-021-0046
ORS 659.805	ORS 659A.040	OAR 581-021-0047
ORS 659.815	ORS 659A.103 - 659A.145	OAR 581-021-0049
ORS 659.850 - 659.860	ORS 659A.230 - 659A.233	OAR 581-022-2310
ORS 659.865	ORS 659A.236	OAR 581-022-2370
ORS 659.870	ORS 659A.309	OAR 839-003
ORS 659A.003	ORS 659A.321	

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2012).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634~~3~~ (2012); 29 C.F.R Part 1626 (2017)~~8~~.

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-~~12213~~ 12112 (2012); 29 C.F.R. Part 1630 (2017~~8~~); 28 C.F.R. Part 35 (2017~~8~~).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2012).

Rehabilitation Act of 1973, 29 U.S.C. §§ ~~503-~~791, 793-794 (2012); 34 C.F.R. Part 104 (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017~~8~~).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012); 28 C.F.R. §§ 42.101-42.106 (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012); 29 C.F.R. § 1601 (2018).

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 (2012).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, ~~as amended-~~ 38 U.S.C. § 4212 (2012).

~~Title II of the~~ Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2012).

Discrimination Complaint Procedure

Complaints regarding discrimination-or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

- Step 1: Complaints may be oral or in writing and must be filed with the administrator. The administrator shall determine the action to be taken, if any, and reply, in writing, to the complainant within five school days of receipt of the complaint.
- Any staff member that receives a written or oral complaint shall report the complaint to the administrator.
- Step 2: If the complainant wishes to appeal the decision of the administrator he/she may submit a written appeal to the superintendent or designee within five school days after receipt of the administrator's response to the complaint. The superintendent or designee may review the administrator's decision and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the administrator's decision and respond in writing to the complainant within ten school days.
- Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal. The Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 10 days of this meeting.

If the administrator is the subject of the complaint, the individual may start at step 2 and file a complaint with the superintendent or designee. If the superintendent is the subject of the complaint, the complaint may start at step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member, may start at step 3 and should be made to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at step 3 and be made directly to the Board vice chair.

Timelines may be extended based upon mutual consent of both parties.

If the complainant is a person who resides in the district, is a parent or guardian of student who attends school in the district or is a student, and is not satisfied after exhausting local complaint procedures or after 90 days, whichever occurs first, he/she may appeal in writing to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-021-0049.

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint Date School or Activity

Student/Parent ☐ Employee ☐ Nonemployee ☐ (Job applicant) Other ☐ _____

Type of discrimination: ☐ Race ☐ Color ☐ Religion
 ☐ Sex ☐ National Origin ☐ Disability
 ☐ Marital Status ☐ Age ☐ Sexual Orientation
 ☐ Other _____

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of informal discussion.)

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the administrator. Direct complaints related to educational programs and services may be made to the US Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

OSBA Model Sample Policy

Code: AC-AR
Adopted:

Discrimination Complaint Procedure

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: ^[1]Complaints may be oral or in writing and must be filed with the [principal]. Any staff member that receives an oral or written complaint shall report the complaint to the [principal].

The [principal] shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within [10] school days of receipt of the complaint.

~~Any staff member that receives a written or oral complaint shall report the complaint to the [principal].~~

Step 2: If the complainant wishes to appeal the decision of the [principal], ~~he/she~~ the complainant may submit a written appeal to the superintendent [or designee] within [five] school days after receipt of the [principal]'s response to the complaint.

The superintendent [or designee] ~~shall~~ ~~may~~ review the [principal]'s decision within [five] school days and may meet with all parties involved. The superintendent [or designee] will review the merits of the complaint and the [principal]'s decision. ~~and~~ The superintendent [or designee] will respond in writing to the complainant within [10] school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent [or designee], a written appeal may be filed with the Board within [five] school days of receipt of the superintendent's [or designee's] response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may meet with the concerned parties and their representative [at the next regular or special Board meeting] [a Board meeting]. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within [10] days of this meeting.

If the [principal] is the subject of the complaint, the individual may start at ~~s~~Step 2 and should file a complaint with the superintendent [or designee].

If the superintendent is the subject of the complaint, the complaint may start at ~~s~~Step 3 and should be referred to the Board chair. [The Board may refer the investigation to a third party.]

¹ [For district information. The district's timeline established by each step of the district's complaint procedure must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. The district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)]

Complaints against the Board as a whole or against an individual Board member, may start at ~~s~~Step 3 and should be ~~made~~ submitted to the Board chair and may be referred to district counsel. Complaints against the Board chair may start at ~~s~~Step 3 and be ~~made~~ referred directly to the [district counsel] [Board vice chair].

The ~~T~~timelines established in each step of this procedure may be extended ~~based~~ upon mutual consent of ~~both parties~~ the district and the complainant [in writing], but will not be longer than 30 days from the date of the submission of the complaint at any step]. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon written mutual consent of the district and the complainant.

~~If~~ The complainant, ~~is~~ if a person who resides in the district[,] [or] ~~is~~ a parent or guardian of a student who attends school in the district or ~~is~~ a student, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days, ~~whichever occurs first~~ of the initialing filing of the complaint, ~~he/she~~ may appeal² ~~in writing to the Superintendent of Public Instruction under~~ the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) ~~581-021-0049~~ 581-002-0001 – 002-0023.

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint _____ Date _____ School or Activity _____

Student/Parent ☐ Employee ☐ ~~Nonemployee~~ Job applicant ☐ (~~Job applicant~~) Other ☐ _____

Type of discrimination:

<input type="checkbox"/> Race	<input type="checkbox"/> Mental or physical	<input type="checkbox"/> Age
<input type="checkbox"/> Color	<input type="checkbox"/> Disability	<input type="checkbox"/> Sexual Orientation
<input type="checkbox"/> Religion	<input type="checkbox"/> Marital status	<input type="checkbox"/> Pregnancy
<input type="checkbox"/> Sex	<input type="checkbox"/> Familial status	<input type="checkbox"/> Discriminatory use of a
<input type="checkbox"/> National or ethnic origin	<input type="checkbox"/> Economic status	<input type="checkbox"/> Native American mascot
	<input type="checkbox"/> Veterans' status	<input type="checkbox"/> Other _____

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.) _____

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the [principal].

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Mother Friendly Workplace*

The district recognizes that a normal and important role for mothers is to have the option and ability to provide for their child by breast-feeding or expressing milk in the workplace. The Board directs the superintendent or designee to take measures and develop regulations to ensure that all district employees shall be provided with an adequate location for the expression of milk or breast-feeding.

The superintendent or designee shall see that the district makes a reasonable effort to provide a room or other location in close proximity to the employees' work area, other than a restroom, where an employee can breast-feed her child or express milk in privacy. This policy directs the superintendent or designee to include the following in the development of a regulation to ensure the provisions for employees required by this policy:

1. The advice of a school nurse or health professional in determining the most reasonable facility accommodation;
2. The plan shall include an accessible, private room with a lock that would allow a mother:
 - a. To breast-feed a child brought in during a lunch or other break period; or
 - b. To pump breast milk to be stored for later use.
3. The room shall include:
 - a. Electrical outlets for electric pumps;
 - b. Sanitation facilities including a sink close by, for hand washing and the rinsing of containers; and
 - c. A sign up sheet and a sign posting the room as "private during use."

A reasonable effort will be made to provide a flexible work schedule in consideration of the requirements of the staff member's responsibility.

The district shall provide the employee a 30-minute rest period to breast-feed or express milk during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period.¹ If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

¹Districts should refer to their collective bargaining agreements to determine if the "rest period" is paid, nonpaid or a combination.

This policy and a list of designated locations will be published in the employee handbook. A list of designated locations must be readily available upon request in the central office of each school facility and in the district's central office.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 653.077](#)

[ORS 653.256](#)

[OAR 839-020-0051](#)

OSBA Model Sample Policy

Code: GBDA

Adopted:

~~Mother Friendly~~ Expression of Milk [or Breast-feed] in the Workplace *

(This applies to a district that employs ~~25~~10 or more employees)

~~The district recognizes that a normal and important role for mothers is to have the option and ability to express milk [or breast-feed] in the workplace. [¹] [**When possible an E Employees must give reasonable notice of the intent to express milk [or breast-feed] to [see ² below].] [**Unless otherwise agreed upon by the district and the employee, the district shall provide the employee a 30-minute rest period to express milk [or breast-feed] during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period.]~~ The district shall provide the employee a reasonable rest period to express milk [or breast-feed] each time the employee has a need to express milk [or breast-feed]. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.]

[**The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee's work area, where an employee can express milk [or breast-feed] in private, concealed from view and without intrusion by other employees or the public. "Close proximity" means within walking distance from the employee's work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee's work area, the district may not include the time taken to travel to and from the location as part of the break period.]

[³]The following locations have been identified in each facility for milk expression [or breast-feeding]:

1. District office: [location, e.g., a private office in the district office building];
2. Name of elementary school[⁴]: [location, e.g., classrooms with windows covered and door locked;] [staff room located [include location]];
3. Name of middle school[⁵]: [location, e.g., classrooms with the windows covered and door locked;] [staff room located [include location]];
4. Name of high school[⁶]: [location, e.g., the locking file room in the main office];

¹ [**The designated bracketed language identified in this model policy is a requirement of law, but language is not required to be in policy.]

² [List the name of the position of the person to whom an employee must give notice.]

³ [The list of designated locations and facilities is required to be in policy as per Oregon Revised Statute (ORS) 653.077(10)(b).]

⁴ [Must list all elementary schools if more than one within the district.]

⁵ [Must list all middle schools if more than one within the district.]

⁶ [Must list all high schools if more than one within the district.]

5. [Bus barn: [location, e.g., a private office in the transportation building];]
6. [Maintenance: [location, e.g., a private office];]
7. [List other facility locations and designated locations, e.g., room or office, if any.]

[**An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.]

[**This policy and the list of designated locations is published in the employee handbook. The list of designated locations is available upon request in the central office of each school facility and in the district's central office.]

[This policy only applies to employees who are expressing milk [or breast-feeding] for children 18 months of age or younger.]

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 653.077](#)

[ORS 653.256](#)
[OAR 839-020-0051](#)

OSBA Model Sample Policy

Code: JHFDA
Adopted:

Suspension of a Student's Driving Privileges**

(Policy required if the district may utilize this process under ORS 339.254.)

DELETE. ORS 339.254 and 339.257 Repealed.

Conduct

The superintendent [or Board] may, under Oregon Revised Statute (ORS) 339.254, make a request to the Oregon Department of Transportation (ODOT) for the suspension of a student's driving privilege or the right to apply for a driving privilege on the basis of conduct as provided below.

If a request is made, the following requirements will be met:

1. The superintendent will meet with parent or guardian before submitting a request to ODOT;
2. The request to ODOT will be in writing;
3. The student involved is at least 15 years of age;
4. The student has been expelled for bringing a weapon on school property; or
5. The student has been suspended or expelled at least twice for any of the following reasons:
 - a. Assaulting or menacing a school employee or another student;
 - b. Willful damage or injury to district property;
 - c. Use of threats, intimidation, harassment or coercion against a school employee or another student;
 - d. Possessing, using or delivering any controlled substance or being under the influence of any controlled substance at a school or on school property or at a school-sponsored activity, function or event.
6. The request to suspend a student's driving privilege or the right to apply for a driving privilege shall not be for more than one year unless the superintendent [or Board] is filing a second written request. A second request may state suspension of driving privilege until the student reaches 21 years of age;
7. If a driving privilege is suspended the student may apply to ODOT for a hardship permit.

Withdrawal

The superintendent [or Board] may, under ORS 339.257, notify ODOT of the withdrawal from school of a student who is at least 15 years of age and under 18 years of age.

Upon receipt of the district's notice that a student has withdrawn from school, ODOT shall notify the student that driving privileges will be suspended on the 30th day following the date of notice unless the student presents documentation that complies with ORS 807.066. For purposes of this policy, a student shall be considered to have withdrawn from school if the student has:

1. More than 10 consecutive school days of unexcused absences; or
2. Fifteen school days total of unexcused absences during a single semester.

Appeals

The student has a right to appeal the superintendent's [or Board's] decision through district suspension/expulsion due process procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)
[ORS 336.615](#) to -336.665
[ORS 339.240](#)

[ORS 339.250](#)
[ORS 339.254](#)
[ORS 339.257](#)
[ORS 807.065](#)

[ORS 807.066](#)
[ORS 807.240](#)
[OAR 581-021-0065](#)
[OAR 581-021-0070](#)

OSBA Model Sample Policy

Code: JHFDA-AR(1)

Revised/Reviewed:

Request for Suspended Driving Privileges - Conduct

DELETE. ORS 339.254 and 339.257 Repealed.

Name of Student _____

Address of Student _____

Date of Birth _____ ODL Number (if applicable) _____

Number of requests to suspend driving privileges on this student: ☐ one ☐ two or more

Type of privilege requested for suspension:

- ☐ Driving privileges
- ☐ Application for driving privileges

Length of suspension requested:

- ☐ No more than one year
- ☐ Six months
- ☐ Six weeks
- ☐ Other _____

If two or more requests for suspension have been made on this student:

- ☐ [Two years]
- ☐ [Other _____]
- ☐ Until student is 21 years of age

[Type of infraction:

- ☐ Expelled for bringing a weapon on school property.
- ☐ Suspended or expelled at least twice for assaulting or menacing a school employee or another student; for willful damage or injury to district property; for use of threats, intimidation, harassment or coercion against a district employee or another student; or possessing, using or delivering any controlled substance or for being under the influence of any controlled substance at a school or on school property or at a school-sponsored activity, function or event.]

This written request is submitted on _____ by:

Name: _____

Title: _____

District: _____

Date: _____

OSBA Model Sample Policy

Code: JHFDA-AR(2)
Revised/Reviewed:

Notice of Student Withdrawal from School¹

DELETE. ORS 339.254 and 339.257 Repealed.

Student Name (Print Last, First, Middle)		
Student Address	City, State	Zip Code
Date of Birth (MM/DD/YYYY)	Oregon Driver License/ID Number (if known)	Last Day of Attendance (MM/DD/YYYY)
This is a notification that the above named student has withdrawn from school per ORS 339.257. We have established a policy that complies with ORS 339.257 which includes a provision allowing the student to appeal our decision to notify the Department of Transportation of their withdrawal from school.		
Name of School District or Private School		Telephone Number ()
Address	City, State	Zip Code
Title: <input type="checkbox"/> School District Superintendent <input type="checkbox"/> School Board Member/Superintendent <input type="checkbox"/> Authorized Representative of Private School		
Name of Authorized Person (Please Print)		
Signature		Date

735-7186 (4-15)

White copy – DMV, Yellow copy – School

Form STK# 300161

Send to: DMV Driver Suspension
1905 Lana Ave NE
Salem OR 97314

¹ Request required form from DMV.

Suspension of Driving Privileges

Conduct

The superintendent may, under ORS 339.254, make a request to the Oregon Department of Transportation (ODOT) for the suspension of a student's driving privilege or the right to apply for a driving privilege on the basis of conduct as provided below.

If a request is made, the following requirements will be met:

1. The superintendent will meet with parent before submitting a request to Oregon Department Of Transportation;
2. The request to Oregon Department of Transportation will be in writing;
3. The student involved is at least 15 years of age;
4. The student has been expelled for bringing a weapon on school property; or
5. The student has been suspended or expelled at least twice for any of the following reasons:
 - a. Assaulting or menacing a school employee or another student;
 - b. Willful damage or injury to district property;
 - c. Use of threats, intimidation, harassment or coercion against a school employee or another student;
 - d. Possessing, using or delivering any controlled substance or being under the influence of any controlled substance at a school or on school property or at a school-sponsored activity, function or event.
6. The request to suspend a student's driving privilege or the right to apply for a driving privilege shall not be for more than one year unless the superintendent or Board is filing a second written request. A second request may state suspension of driving privilege until the student reaches 21 years of age;
7. If a driving privileges are suspended the student may apply to the Department of Transportation for a hardship permit.

Withdrawal

The superintendent may, under ORS 339.257, notify ODOT of the withdrawal from school of a student who is at least 15 years of age and under 18 years of age.

Upon receipt of the district's notice that a student has withdrawn from school, ODOT shall notify the student that driving privileges will be suspended on the 30th day following the date of notice unless the

student presents documentation that complies with ORS 807.066. For purposes of this policy, a student shall be considered to have withdrawn from school if the student has:

1. More than 10 consecutive school days of unexcused absences; or
2. 15 school days total of unexcused absences during a single semester.

Appeals

The student has a right to appeal the superintendent's decision through district suspension/expulsion due process procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)
[ORS 336.615 - 336.665](#)
[ORS 339.240](#)
[ORS 339.250](#)
[ORS 339.254](#)

[ORS 339.257](#)
[ORS 807.065](#)
[ORS 807.066](#)
[ORS 807.240](#)

[OAR 581-021-0065](#)
[OAR 581-021-0070](#)

Lebanon Community Schools

Code: **JHFDA-AR (1)**
Revised/Reviewed: 1/20/11
Orig. Code(s): JHFDA-AR

Request for a Suspended Driving Privilege - Conduct

Name of Student _____

Address of Student _____

Date of Birth _____ ODL Number (if applicable) _____

Number of requests for suspension on this student: ☐ one ☐ G two or more

Type of privilege requested for suspension:

- ☐ Driving privilege
- ☐ Application for driving privilege

Length of suspension requested:

- ☐ No more than one year
- ☐ Six months
- ☐ Six weeks
- ☐ Other

If two or more requests for suspension have been made on this student:

- ☐ Two years
- ☐
- ☐ Until student is 21 years of age

Type of infraction:

- ☐ Expelled for bringing a weapon on school property.
- ☐ Suspended or expelled at least twice for assaulting or menacing a school employee or another student, for willful damage or injury to district property or for use of threats, intimidation, harassment or coercion against a district employee or another student, possessing, using or delivering a controlled substance or being under the influence of a controlled substance at a school or on school property or at a school-sponsored activity, function or event.

This written request is submitted on _____ by: _____

Name: _____ Title: _____

District: _____ Date: _____

Lebanon Community Schools

Code: **JHFDA-AR (2)**
Revised/Reviewed: 8/2/04; 1/20/11
Orig. Code(s): JHFDA-AR (B)

Notice of Withdrawal

Student Name (Print Last, First, Middle)			
Student Address Code		City	State Zip
Date of Birth (MM/DD/YYYY)	Oregon Driver License/ID Number (If Known)	Last Day of Attendance (MM/DD/YYYY)	
I hereby notify the Department of Transportation to suspend the driving privileges of the above named student because the student is considered to have withdrawn from school per ORS 339.257 (2). The policy adopted under ORS 339.257 meets all requirements of the law including: The number of days of unexcused absence; the age of the student; and, a provision allowing the student to appeal this decision.			
Name of District or Private School		Telephone Number ()	
Address Code		City	State Zip
Title: <input type="checkbox"/> District Superintendent <input type="checkbox"/> Board Member/Supintendent <input type="checkbox"/> Authorized Representative of Private School			
Name of Authorized Person (Please Print)			
Signature X		Date	

735-7186 (-00)

White copy to DMV, Yellow copy for your records

STK# 300161

Notice of Withdrawal - JHFDA-AR (2)

1-1

Lebanon Community Schools

Code: **GBC**
Adopted: 11/3/08
Readopted: 9/16/10, 12/5/13, 9/11/14,
3/10/16
Orig. Code(s): GBC

Staff Ethics

I. Conflict of Interest

No district employee will use his/her district position to obtain personal financial benefit or avoidance of financial detriment or financial gain or avoidance of financial detriment for relatives, household members or for any business with which the employee, household member or relative is associated.

This prohibition does not apply to any part of an official compensation package, honorarium allowed by ORS 244.042, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the \$50 gift limit for one who has a legislative or administrative interest in any matter subject to the decision or vote of the district employee.

District employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as staff members. This means that:

1. Employees will not use their position to obtain financial gain or avoidance of financial detriment from students, parents or staff;
2. Any device, publication or any other item developed during the employee's paid time shall be district property;
3. Employees will not further personal gain through the use of confidential information gained in the course of or by reason of position or activities in any way;
4. No district employee may serve as a Board or budget committee member in the district.
5. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that he/she needs to fulfill the position's responsibilities; nor will an employee use any district facilities, equipment or materials in performing outside work;
6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If an employee has a potential or actual conflict of interest, the employee must notify his/her supervisor in writing of the nature of the conflict and request that the supervisor dispose of the matter giving rise to the conflict.

In order to avoid both potential and actual conflicts of interests, district employees must abide by the following rules when an employee's relative or member of the household is seeking and/or holds a position with the district:

1. A district employee may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or a member of the household, unless he/she complies with the conflict of interest requirements of ORS Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer position, unless it is a Board-related position;
2. A district employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee;
3. More than one member of an employee's family may be hired as a regular district employee. In accordance with Oregon law, however, the district may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position of exercising supervisory, appointment or grievance adjustment authority over another member of the same family. Employees who are members of the same family may not be assigned to work in the same building except by the superintendent's approval.

In the *conflict of interest* context:

"Member of household" means any person who resides with the employee.

"Relative" means: the spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits² to the employee, or who receives any benefit from the employee's public employment.

II. Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. All gift-related provisions apply to the employee, their relatives, and members of their household. The \$50 gift limit applies separately to the employee, and to the employee's relatives or members of household, meaning that the employee and each member of their household and relative can accept up to \$50 each from the same source/gift giver. "Gift" means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions. "Relative" means: the spouse³, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal

¹The term spouse includes domestic partner.

²Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

³Ibid. p. 2

support obligation, whose employment provides benefits⁴ to the employee, or who receives any benefit from the employee's public employment.

"Member of the household" means any person who resides with the employee.

Determining the Source of Gifts

Employees should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the employee's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. If the giver does not have a legislative or administrative interest, the ethics rules on gifts do not apply and the employee need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A "legislative or administrative interest" means an economic interest, distinct from that of the general public, in any action subject to the official decision of an employee.

A decision means an act that commits the district to a particular course of action within the employee's scope of authority and that is connected to the source of the gift's economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor delegates the decision to a subordinate but retains responsibility as the final decision maker, both the subordinate and supervisor's actions would be considered a "decision."

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payer of the employee's admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the employee is \$25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:

⁴Ibid. p. 2

- a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payer reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the employee.
3. Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.
4. Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Employees may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision of the employee unless:

5. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
6. The employee is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when an employee appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees:

7. Gifts from “relatives” and “members of the household” to the employee are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
8. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
9. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions:
 - a. Organized Planned Events. Employees are permitted to accept payment for travel conducted in the employee’s official capacity, for certain limited purposes:
 - (1) Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 - (a) The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND
 - i) The giver is a unit of a:
 - a) Federal, state, or local government;
 - b) An Oregon or federally recognized Native American Tribe; OR
 - c) Nonprofit corporation.
 - (b) The employee is representing the district:
 - i) On an officially sanctioned trade-promotion or fact-finding mission; OR
 - ii) Officially designated negotiations or economic development activities where receipt of the expenses is approved in advance by the superintendent.
 - (2) The purpose of this exception is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.
10. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the employee is representing the district.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;
11. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(6)(b)(I)(i);

12. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement;
13. A gift received by the employee as part of the usual or customary practice of the employee's private business, employment or position as a volunteer that bears no relationship to the employee's district employment;
14. Reasonable expenses paid to employee for accompanying students on an educational trip.

Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee or any relative or member of the household of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token, or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation, or expertise of the employee.

END OF POLICY

Legal Reference(s):

[ORS 244.010](#) to -244.400
[ORS 332.016](#)

[ORS 659A.309](#)
[OAR 199-005](#)-0001 to -199-020-0020

[OAR 584-020](#)-0040

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

HR1/14/16 | PH

OSBA Model Sample Policy

Code: GBC
Adopted:

Staff Ethics

I. ~~Conflict of Interest~~ Prohibited Use of Official Position or Financial Gain

No district employee will attempt to use ~~his/her~~ their district position to obtain ~~personal~~ financial ~~benefit~~ gain or avoidance of financial detriment ~~or financial gain or avoidance of financial detriment~~ for themselves, relatives, ~~household~~ members of household or for any business with which the employee, a household member or relative is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the district employee's employment with the district.

This prohibition does not apply to any part of an official compensation package as approved by the Board, ~~honorarium~~ ~~allowed by Oregon Revised Statute (ORS) 244.042~~, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the \$50 gift limit for one who has a legislative or administrative interest in any matter subject to the decision or vote of the district employee.

The employee may receive district or school logo apparel as part of the employee's official compensation package.

District employees will not engage in, or have a ~~personal~~ financial interest in, any activity that raises a reasonable question ~~of conflict of interest with~~ regarding the use of their official position in regards to their duties and responsibilities as ~~staff members~~ district employees. This would also apply to any ~~personal~~ financial benefit for the district employee's relative or member of household of the employee, or any business with which the district employee or a relative or member of the household of the district employee is associated.

This means that:

1. Employees, relatives or members of the district employee's household will not use ~~their~~ the employee's position to obtain financial gain or avoidance of financial detriment from students, parents or staff;
2. Any device, publication or any other item developed during the employee's paid time shall be district property;
3. Employees will not further personal gain through the use of confidential information gained in the course of or by reason of position or activities in any way;
4. No district employee may serve as a Board or budget committee member in the district[.];] [A district or charter school substitute bus driver in a district with an average daily membership of 50 or less may serve as a Board member;]

5. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that he/she needs to fulfill the position's responsibilities; nor will an employee use any district facilities, equipment or materials in performing outside work;
6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If an district employee has a potential or actual conflict of interest, the district employee must notify his/her supervisor in writing of the nature of the conflict and request that the supervisor dispose of the matter giving rise to the conflict. This must be done on each occasion the district employee is met with a conflict of interest.

"Potential conflict of interest" means any action or any decision or recommendation by a district employee that could result in a financial benefit or detriment for self or relatives or for any business with which the district employee or relatives are associated, unless otherwise provided by law.

"Actual conflict of interest" means any action or any decision or recommendation by a district employee that would result in a financial benefit or detriment for self or relatives or for any business with which the district employee or relatives are associated, unless otherwise provided by law.

In order to avoid ~~both potential and actual conflicts of interests~~ violation of nepotism provisions and district policy, district employees must abide by the following rules when an employee's relative or member of the household of the district employee, is seeking and/or holds a position with the district:

1. A district employee may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or a member of the household, unless he/she complies with the conflict of interest requirements of Oregon Revised Statute (ORS) Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer position, unless it is a Board-related position;
2. A district employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee;
3. More than one member of an employee's family may be hired as a regular district employee. In accordance with Oregon law, however, the district may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position of exercising supervisory, appointment or grievance adjustment authority over another member of the same family. [Employees who are members of the same family may not be assigned to work in the same building except by the superintendent's approval.]

~~In the conflict of interest context:~~

"Member of household" means any person who resides with the employee.

“Relative” means: the spouse¹, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits² to the employee, or who receives any benefit from the employee’s public employment.

II. Gifts

District employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. All gift-related provisions apply to the employee, their relatives, and members of their household. The \$50 gift limit applies separately to the employee, and to the employee’s relatives or members of household, meaning that the employee and each member of their household and relative can accept up to \$50 each from the same source/gift giver. A gift may be received by the district employee from, but not limited to, another district employee, a student or parent of a student or a vendor within the \$50 gift limit. Except for exclusions in ORS 244.040(2), an item received by an employee from the district is prohibited.

“Gift” means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

“Relative” means: the spouse³, parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, son-in-law or daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits⁴ to the employee, or who receives any benefit from the employee’s public employment.

“Member of the household” means any person who resides with the employee.

Determining the Source of Gifts

Employees, the employee’s relatives or members of the employee’s household should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the employee’s personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the district employee. If the giver does not have a legislative or administrative interest, the ~~ethics rules on gifts~~ \$50 limit does not apply and the employee need not keep track of it, although they are advised to do so anyway in case of a later dispute.

¹ The term spouse includes domestic partner.

² Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

³ Ibid. p. 23

⁴ Ibid. p. 23

Determining Legislative and Administrative Interest

A “legislative or administrative interest” means an economic interest, distinct from that of the general public, in any action subject to the official decision of an employee.

A “decision” means an act that commits the district to a particular course of action within the employee’s scope of authority and that is connected to the source of the gift’s economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor delegates the decision to a subordinate but retains responsibility as the final decision maker, both the subordinate and supervisor’s actions would be considered a decision.

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

“Fair market value” is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

1. In calculating the per person cost at receptions or meals the payor of the employee’s admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the employee is \$25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee’s meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the employee.

~~3.~~ Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.

~~4.~~ Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Employees may not solicit or accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision of the employee unless:

1. The entertainment is incidental to the main purpose of another event (i.e., a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The employee is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when an employee appears at an entertainment event for a “ceremonial purpose” at the invitation of the source of the entertainment who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees:

1. Gifts from “relatives” and “members of the household” to the employee are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
2. Informational or program material, publications, or subscriptions related to the recipient’s performance of official duties;
3. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions:
 - a. ~~Organized Planned Events~~. Employees are permitted to accept payment for travel conducted in the employee’s official capacity, for certain limited purposes:
 - a. ~~(1)~~ Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:

(1) ~~(a)~~ The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the district; AND

(a) ~~(i)~~ The giver is a unit of a:

(i) ~~1)~~ Federal, state, or local government;

(ii) ~~2)~~ An Oregon or federally recognized Native American Tribe; OR

(iii) ~~3)~~ Nonprofit corporation.

(2) ~~(b)~~ The employee is representing the district:

(a) ~~(i)~~ On an officially sanctioned trade-promotion or fact-finding mission; OR

(b) ~~(ii)~~ Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the superintendent.*

~~(2)~~ The purpose of ~~this~~ the exception in a. above is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

4. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the employee is representing the district.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal;

5. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(7)(b)(I)(i);

6. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement;

7. An ~~gift item~~ received by the employee as part of the usual or customary practice of the employee’s private business, employment or position as a volunteer that bears no relationship to the employee’s district employment;

8. Reasonable expenses paid to employee for accompanying students on an educational trip.

Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee or any relative or member of the household of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token, or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation, or expertise of the employee.

END OF POLICY

Legal Reference(s):

[ORS 244](#).010 - 244.400
[ORS 332](#).016

[ORS 659A](#).309

[OAR 199-005](#)-0001 - 199-020-0020
[OAR 584-020](#)-0040

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Staff Ethics

District employees are allowed financial benefits as identified in ORS 244.040(2), such as their official compensation package, reimbursed expenses, limited honoraria and unsolicited awards for professional achievement. District employees are prohibited from using or attempting to use his/her district position to obtain a financial gain or to avoid a financial detriment for the district employee, a relative or member of the household of the employee, or any business with which the employee or a relative or member of the household of the employee is associated, if the opportunity for financial gain or avoidance of a financial detriment would not otherwise be available but for the employee's position with the district. Specifically, this means that:

1. Employees will not use district equipment for personal use, unless it is available to a significant segment of the general public. This includes, but is not limited to, the personal use of the district's:
 - a. Fax machine¹;
 - b. Phones to make long distance personal calls;
 - c. District vehicles;
 - d. Professional technology equipment (e.g., wood shop, automotive shop, CAD); and
 - e. Athletic facilities (e.g., pool or weight room).

Further, the district's supplies, facilities, equipment, employees, records or any other public resources are not to be used to engage in private business interests. For example, the district's computer cannot be used to sell products on an auction website during school hours.

2. When employees are traveling on official district business, any gift given because of this travel must be either declined or passed on to the district for use for future district travel. For example, if the hotel where the employee is staying gives the employee a free night's stay on a future visit, this must be declined or given back to the district for future district travel. The frequent flyer miles earned when traveling on official district business can only be used for district travel. If the employee's spouse is traveling with the employee, the employee is responsible for all additional charges (i.e., additional room charge).
3. Employees may not use personal credit cards for district travel or other district business and receive incentives such as cash reimbursements, frequent flyer miles and other benefits based upon the dollar amount of purchases made.
4. Employees may not use discounts offered by private companies for the employee's personal benefit if the discount is only offered because of the employee's official position. For example, an office supplies store provides all teachers a 10 percent discount. Because the teachers are receiving this discount only because of their official position, they cannot use the discount to purchase personal

¹The district could establish a fee schedule that would allow only district employees to pay for the personal use of the district fax machines. If the district established a fee schedule for the use of fax machines the fee schedule must be equal to or exceed the prevailing rates offered at commercial businesses.

items. Teachers may use the discount to purchase items for district use. Employees can also accept the discount if it is also available to a substantial segment of the population who are not public officials.

5. Employees may accept free passes to district extracurricular events if they are attending these events in their official capacity (i.e., chaperoning, ticket sales or managing concession sales). In order to promote employee participation in extracurricular activities, the district may include free passes in employees' official compensation packages or employees may be reimbursed by the district for the cost of admission.
6. The employee's district position is not to be used to take official action that could have a financial impact on a private business with which, the employee, a relative or member of the employee's household are associated. For example, if the employee's brother owns a pest-control business which is seeking a contract with the district, and the employee is part of the decision-making process, the employee must declare an actual conflict of interest in writing, describing the nature of the employee's conflict, and provide this to the employee's supervisor.
7. Confidential information gained as a district employee is not to be used to obtain a financial benefit for the employee, a relative or member of the public official's household or a business with which any are associated. For example, the employee should not use the information that a student in his/her class is falling behind in math to provide the parents a referral to the employee's sister's tutoring business.
8. District employees who mentor student teachers may not receive direct payments from sponsoring colleges or universities. The payment may be provided by the college or university to the district, which can then distribute the compensation to the teachers as an element of their official compensation package.
9. District employees must follow Oregon Government Ethics Commission guidelines for outside employment if the employee acts as a chaperone for student group trips on personal time and the district employee accepts compensation in the form of travel expenses from a private business or organization. Specifically, district employees must conduct all activities related to the trip on personal time and cannot use the classroom or school environment to plan the off-campus trip. Employees may use district facilities for this purpose only if they comply with the district's public use of facilities policy. It is not an ethics violation for the employee to accept reasonable expenses for accompanying students on an education trip.

These restrictions do not apply if the teacher is chaperoning students on a fact-finding mission that is officially sanctioned by the Board.

OSBA Model Sample Policy

Code: GBC-AR

Revised/Reviewed:

Staff Ethics

District employees are allowed financial benefits as identified in Oregon Revised Statute (ORS) 244.040(2), such as their official compensation package, reimbursed expenses, limited honoraria and unsolicited awards for professional achievement. District employees are prohibited from using or attempting to use his/her district position to obtain a financial gain or to avoid a financial detriment for the district employee, a relative or member of the household of the employee, or any business with which the employee or a relative or member of the household of the employee is associated, if the opportunity for financial gain or avoidance of a financial detriment would not otherwise be available but for the employee's position with the district. Specifically, this means that:

1. Employees will not use district equipment for personal use, unless it is available to a significant segment of the general public. This includes, but is not limited to, the personal use of the district's:
 - a. Fax machine¹;
 - b. Phones to make long distance personal calls;
 - c. District vehicles;
 - d. Professional technology equipment (e.g., wood shop, automotive shop, CAD); and
 - e. Athletic facilities (e.g., pool or weight room).

Further, the district's supplies, facilities, equipment, employees, records or any other public resources are not to be used to engage in private business interests. For example, the district's computer cannot be used to sell products on an auction website during school hours.

2. When employees are traveling on official district business, any gift given because of this travel must be either declined or passed on to the district for use for future district travel. For example, if the hotel where the employee is staying gives the employee a free night's stay on a future visit, this must be declined or given back to the district for future district travel. The frequent flyer miles earned when traveling on official district business can only be used for district travel. If the employee's spouse is traveling with the employee, the employee is responsible for all additional charges (i.e., additional room charge).
3. Employees may not use personal credit cards for district travel or other district business and receive incentives such as cash reimbursements, frequent flyer miles and other benefits based upon the dollar amount of purchases made.
4. Employees may not use discounts offered by private companies for the employee's personal benefit if the discount is only offered because of the employee's official position. For example, an office supplies store provides all teachers a 10 percent discount. Because the teachers are receiving this discount only because of their official position, they cannot use the discount to purchase personal

¹ The district could establish a fee schedule that would allow only district employees to pay for the personal use of the district fax machines. If the district established a fee schedule for the use of fax machines the fee schedule must be equal to or exceed the prevailing rates offered at commercial businesses.

items. Teachers may use the discount to purchase items for district use. Employees can also accept the discount if it is also available to a substantial segment of the population who are not public officials.

5. Employees may accept free passes to district extracurricular events if they are attending these events in their official capacity (i.e., chaperoning, ticket sales or managing concession sales). ²In order to promote employee participation in extracurricular activities, the district may include free passes in employees' official compensation packages or employees may be reimbursed by the district for the cost of admission.
6. The employee's district position is not to be used to take official action that could have a financial impact on a private business with which, the employee, a relative or member of the employee's household are associated. For example, if the employee's brother owns a pest-control business which is seeking a contract with the district, and the employee is part of the decision-making process, the employee must declare an actual conflict of interest in writing, describing the nature of the employee's conflict, and provide this to the employee's supervisor.
7. Confidential information gained as a district employee is not to be used to obtain a financial benefit for the employee, a relative or member of the employee's household or a business with which any are associated. For example, the employee should not use the information that a student in his/her class is falling behind in math to provide the parents a referral to the employee's sister's tutoring business.
8. District employees who mentor student teachers may not receive direct payments from sponsoring colleges or universities. The payment may be provided by the college or university to the district, which can then distribute the compensation to the teachers as an element of their official compensation package.
9. District employees must follow Oregon Government Ethics Commission guidelines for outside employment if the employee acts as a chaperone for student group trips on personal time and the district employee accepts compensation in the form of travel expenses from a private business or organization. Specifically, district employees must conduct all activities related to the trip on personal time and cannot use the classroom or school environment to plan the off-campus trip. Employees may use district facilities for this purpose only if they comply with the district's public use of facilities policy. It is not an ethics violation for the employee to accept reasonable expenses for accompanying students on an education trip.

These restrictions do not apply if the teacher is chaperoning students on a fact-finding mission that is officially sanctioned by the Board.

² [Include this language only if the district chooses to use such language, i.e., allowing employees free admission for extracurricular activities to promote participation, in Board policy DFEA - Admission to District Events (OSBA model sample policy Version 3).]

Mother Friendly Workplace*

The district recognizes that a normal and important role for mothers is to have the option and ability to provide for their child by breast-feeding or expressing milk in the workplace. The Board directs the superintendent or designee to take measures and develop regulations to ensure that all district employees shall be provided with an adequate location for the expression of milk or breast-feeding.

The superintendent or designee shall see that the district makes a reasonable effort to provide a room or other location in close proximity to the employees' work area, other than a restroom, where an employee can breast-feed her child or express milk in privacy. This policy directs the superintendent or designee to include the following in the development of a regulation to ensure the provisions for employees required by this policy:

1. The advice of a school nurse or health professional in determining the most reasonable facility accommodation;
2. The plan shall include an accessible, private room with a lock that would allow a mother:
 - a. To breast-feed a child brought in during a lunch or other break period; or
 - b. To pump breast milk to be stored for later use.
3. The room shall include:
 - a. Electrical outlets for electric pumps;
 - b. Sanitation facilities including a sink close by, for hand washing and the rinsing of containers; and
 - c. A sign up sheet and a sign posting the room as "private during use."

A reasonable effort will be made to provide a flexible work schedule in consideration of the requirements of the staff member's responsibility.

The district shall provide the employee a 30-minute rest period to breast-feed or express milk during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period.¹ If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.

¹Districts should refer to their collective bargaining agreements to determine if the "rest period" is paid, nonpaid or a combination.

This policy and a list of designated locations will be published in the employee handbook. A list of designated locations must be readily available upon request in the central office of each school facility and in the district's central office.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 653.077](#)

[ORS 653.256](#)

[OAR 839-020-0051](#)

OSBA Model Sample Policy

Code: **GBDA**
Adopted:

Mother Friendly Workplace *

(This applies to a district that employs 25 or more employees)

The district recognizes that a normal and important role for mothers is to have the option and ability to express milk [or breast-feed] in the workplace. [¹][**Employees must give notice of intent to express milk [or breast-feed] to [see ² below].] [**Unless otherwise agreed upon by the district and the employee, the district shall provide the employee a 30-minute rest period to express milk [or breast-feed] during each 4-hour work period, or the major part of a 4-hour work period, to be taken by the employee approximately in the middle of the work period. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the district.]

[**The district will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee's work area, where an employee can express milk [or breast-feed] in private, concealed from view and without intrusion by other employees or the public. "Close proximity" means within walking distance from the employee's work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee's work area, the district may not include the time taken to travel to and from the location as part of the break period.]

[³]The following locations have been identified in each facility for milk expression [or breast-feeding]:

1. District office: [location, e.g., a private office in the district office building];
2. Name of elementary school[⁴]: [location, e.g., classrooms with windows covered and door locked;] [staff room located [include location]];
3. Name of middle school[⁵]: [location, e.g., classrooms with the windows covered and door locked;] [staff room located [include location]];
4. Name of high school[⁶]: [location, e.g., the locking file room in the main office];
5. [Bus barn: [location, e.g., a private office in the transportation building];]

¹ [**The designated bracketed language identified in this model policy is a requirement of law, but language is not required to be in policy.]

² [List the name of the position of the person to whom an employee must give notice.]

³ [The list of designated locations and facilities is required to be in policy as per Oregon Revised Statute (ORS) 653.077(10)(b).]

⁴ [Must list all elementary schools if more than one within the district.]

⁵ [Must list all middle schools if more than one within the district.]

⁶ [Must list all high schools if more than one within the district.]

6. [Maintenance: [location, e.g., a private office];]

7. [List other facility locations and designated locations, e.g., room or office, if any.]

[**An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The district must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.]

[**This policy and the list of designated locations is published in the employee handbook. The list of designated locations is available upon request in the central office of each school facility and in the district's central office.]

[This policy only applies to employees who are expressing milk [or breast-feeding] for children 18 months of age or younger.]

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 653.077](#)

[ORS 653.256](#)
[OAR 839-020-0051](#)

BOARD MEMORANDUM



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

From: William H. Lewis III, Business Director

Date: November 08, 2019

Meeting Date: November 14, 2019

Re: Financial Report

Financial Report

The 2019-2020 Financial Board Report included in this packet reflects all revenues and expenditures for 2015-2018, and the budgeted YTD expenditures, plus encumbered amounts for 2019-2020 as of 11/08/19. The current 2018-19 ending fund balance estimate is \$2,000,000. This is a pre audit number and may be adjusted during the audit process. I will provide a Construction Excise Tax update at the meeting.

Charter School Review

Sand Ridge Charter School has submitted its 2018-19 annual report to the district. The annual report has the schools audit, current financial statements, school leadership information, the required certificate of insurance, and academic performance information. Sand Ridge did an excellent job in 2018-19. They have a strong financial position, meet all the requirements of the districts contract, and had strong academic performance. Pauly Rogers, and Co., P.C. completed the audit of Sand Ridge, and their financial statements are in compliance with financial reporting standards with no deficiencies.

Budget Calendar Review

The district is asking for approval of the 2020-21 budget calendar.

Bond Refunding Update

I am resubmitting the information below in preparation for a discussion considering a district ending fund balance policy.

The district is in the process of refunding its 2011 general obligation bonds. Prior to the sale of its refunding bonds, the district must have a rating agency (the district uses Standard and Poor) review the district's current fiscal and economic conditions, and any other information that might impact the interest rate that will be used in the refunding bond sale.

The district administration is asking the Lebanon Community School District Board of Directors to

consider an ending fund balance (EFB) policy. An EFB policy is designed to clearly define the minimum amount of money the district is targeting to set aside for emergencies. Not having an EFB policy will not be looked upon favorably by rating agencies. Any school district in the State of Oregon who has sold bonds in the last 10+ years currently has an EFB policy in place.

There are two key factors to consider when putting together an EFB policy. The first consideration is the amount of money that will be set aside. This is usually calculated as a percentage of revenue. Attached is a summary page from the OSBA regarding EFB options. The OSBA and the GFOA (Government Finance Officer's Association) state that a 5% EFB is the minimum any district should consider. A 5% EFB is considered the minimum from a rating's perspective as well. The second key factor to consider is whether or not to have "add back language" in the policy. In practice, add back language works to bring the savings account back up to minimum levels after an emergency. When an emergency takes place, the ending fund balance reserves are used to help meet the needs of the organization. At that point, the ending fund balance could drop below minimum levels. The add back language would then help guide the organization as to how to bring the savings back to minimum levels. This can be done over a number of years to help reduce the impact on the district.

The district administration is recommending a 5% EFB policy with add back language. I want to make sure you have this information for the November meeting to allow time for consideration and any questions the board may have.

We would like to ask the board to consider the EFB policy options at the November meeting, and weigh in on next steps. The rating agency call is scheduled for the week after the November board meeting.

See attachment for additional information.

Attachment

2019-2020 General Fund Expenditure Report

Obj	Description	15/16 Actual	16/17 Actual	17/18 Actual	18/19 Project	19/20 Budget	11-08-19 YTD	11-08-19 Encumb	11-08-19 Balance
111	Certified salaries	9,311,147	10,161,648	10,831,007	12,299,845	12,665,056	2,131,986	9,834,608	698,462
112	Classified salaries	4,164,521	4,545,055	4,757,666	5,617,686	6,227,931	1,273,304	4,386,722	567,905
113	Administrative salaries	1,464,907	1,648,330	1,614,127	1,782,092	1,873,807	607,794	1,195,161	70,852
114	Managerial - classified	94,714	178,755	187,797	249,120	154,577	74,369	187,370	(107,162)
116	Retirement stipends	76,123	51,134	35,621	19,904	91,904	14,550	65,099	12,255
119	Confidential salaries	125,785	84,504	131,698	159,789	162,808	84,507	189,456	(111,155)
121	Certified subs	373,350	432,293	446,157	43,660	2,000	-	-	2,000
122	Classified subs	148,818	155,004	150,074	42,523	1,500	33,903	-	(32,403)
123	Temp certified	62,030	73,949	133,971	162,287	82,264	-	-	82,264
124	Temp classified	982	-	-	23,111	8,000	25,891	-	(17,891)
127	Student helpers salaries	11,768	7,895	6,544	4,413	21,000	6,343	-	14,657
132	Compensation time	23,861	25,767	37,764	77,738	52,300	13,751	-	38,549
133	Extra duty	254,381	324,897	286,017	350,933	279,579	105,923	3,636	170,020
134	Classified extra hrs	142,975	185,048	192,566	200,393	208,000	-	-	208,000
135	Vacation Payoff	4,377	6,938	12,246	14,017	29,817	81	-	29,736
136	Mentor teacher pay	990	609	-	-	-	-	-	-
137	Personal Leave Payout	75	-	-	-	-	-	-	-
138	Department Head Extra Duty	2,159	1,613	1,556	788	6,000	2,000	4,000	-
142	Taxable Meal Reimbursement	436	903	1,503	2,073	-	367	-	(367)
143	Cell Phone Stipend					-	360	720	(1,080)
145	Travel Stipend					-	3,800	7,600	(11,400)
150	Club Advisor				34,950	29,650	38,179	70,694	(79,224)
	Total Salaries	16,263,399	17,884,343	18,826,313	21,136,091	21,896,193	4,417,108	15,945,066	1,534,019
210	PERS	3,976,407	4,187,401	4,442,519	5,780,868	7,398,130	1,427,278	5,189,826	781,026
220	Social Security	1,207,537	1,328,140	1,385,595	1,550,125	1,655,388	323,183	1,154,266	177,939
231	Worker's Comp	136,822	173,370	196,943	238,867	293,025	43,974.00	129,045.00	120,006
241	Employee Ins - Admin	177,948	212,862	208,912	239,427	215,642	80,915	164,227	(29,500)
242	Employee Ins - Certified	2,307,416	2,328,554	2,370,817	2,831,052	2,449,421	449,743	2,138,225	(138,547)
243	Employee Ins - Classified	1,874,827	2,137,321	2,102,847	2,408,513	2,327,520	480,358	1,824,740	22,422
244	Employee Ins - Other	20,700	7,731	27,124	36,487	33,429	18,250	43,232	(28,053)
245	Employee Ins - Retired	276,090	228,774	195,821	122,925	83,600	27,643	-	55,957
247	TSA	42,912	40,991	22,082	24,336	25,200	15,200	30,400	(20,400)
	Total Benefits	10,020,660	10,645,144	10,952,659	13,232,600	14,481,355	2,866,544	10,673,961	940,850
311	Instructional Services	152,856	157,581	110,051	121,558	103,800	8,469	-	95,331
312	Instr Prog Improve Service	43,468	36,748	39,424	33,042	53,000	21,996	100	30,904
319	Other Instr-Prof-Tech SVCS	21,870	9,745	23,110	11,205	20,000	0	0	20,000
322	Repairs & Maintenance	163,270	168,482	173,295	254,579	190,300	79,985	7,791	102,524

2019-2020 General Fund Expenditure Report

323	Radio Service	-	7,767	38,310	12,455	11,100	756	252	10,092
324	Rentals	135,308	104,777	102,560	121,067	129,400	16,529	2,063	110,808
325	Electricity	467,896	473,758	466,093	453,206	502,620	122,777	303,130	76,713
326	Fuel	177,759	187,899	223,740	181,534	223,135	15,717	96,949	110,469
327	Water & Sewer	139,255	121,239	150,725	138,029	153,520	68,901	-	84,619
328	Garbage	86,324	96,811	95,095	112,864	102,400	17,758	-	84,642
329	Other Property Services	13,001	19,246	34,726	10,550	20,000	105	-	19,895
330	Reimb. Student Transportation	6,950	-	1,589	(64,563)	10,200	3,993	-	6,207
340	Travel	114,592	140,225	178,985	149,454	164,930	13,110	1,262	150,558
343	Travel - Student - Out of Dist.	-	-	2,916	1,140	5,300			5,300
346	Meals/Transportation	104	48	99	153	200			200
348	Staff Tuition	49,577	44,768	71,830	92,746	47,000	17,358	-	29,642
351	Telephone	82,642	70,529	39,486	44,987	73,165	14,885	24,882	33,398
353	Postage	23,607	21,909	14,712	24,224	26,074	6,260	-	19,814
354	Advertising	4,416	3,551	1,087	2,761	4,300	425	0	3,875
355	Printing & Binding	68,861	48,223	51,996	13,712	29,400	5,037	-	24,363
360	Charter School Payments	2,064,403	1,961,788	1,866,943	2,159,564	2,195,000	-	-	2,195,000
371	Tuitions Payments to Other Dist.	40,570	29,701	29,536	-	-	-	-	-
373	Tuition Pay Private School	-	-	-	-	5,000			5,000
374	Other Tuition	605,954	625,503	162,192	240,090	92,500	-	-	92,500
381	Audit Services	27,650	25,150	27,700	29,150	30,000	-	7,500	22,500
382	Legal Services	2,028	5,288	11,261	33,971	35,000	7,911	-	27,089
384	Negotiation Services	5,934	13,784	8,590	-	10,000			10,000
386	Data Processing SVCS	59,787	76,794	75,380	65,278	89,600	18,824	-	70,776
388	Election Services	4,565	-	1,573	4,623	5,000			5,000
389	Other Non_instr Pro/Tech	515,889	539,114	292,488	451,897	363,700	127,802	7,591	228,307
391	Physical Exams - Drivers	2,380	3,168	4,193	4,072	4,400	1,210.00	2,690.00	500
392	Drug Tests Drivers	1,110	635	1,255	1,670	3,000	165	1,835	1,000
393	Child Care Services	22,000	22,000	22,000	-	15,000	0	0	15,000
394	Sub calling service	5,559	7,489	6,464	14,113	15,000	8,730	-	6,270
396	Criminal History checks	2,546	2,928	3,179	4,066	3,200	1,172	34	1,994
398	Fingerprinting	639	462	266	38	1,000	59	-	941
	Total P. Services	5,112,768	5,027,111	4,332,849	5,448,375	5,356,244	1,695,467	456,079	3,204,698
406	Gas Oil & Lubricants	152,805	103,868	115,426	190,500	190,500	24,325.00	140,168.00	26,007
410	Supplies & Materials	457,671	419,096	486,014	452,860	648,024	137,355	11,982	498,687
413	Vehicle repair parts	50,201	48,980	44,746	27,649	52,800	12,973	27,471	12,356
414	Transportation operations	5,674	6,060	8,776	30,655	15,000	14,584	6,090	(5,674)
420	Textbooks	240,685	131,379	83,687	68,642	24,700	2,939	766	20,995
430	Library Books	9,934	8,588	5,880	5,914	15,694	-	-	15,694
440	Periodicals	6,012	1,937	5,354	6,511	6,000	185	8,988	(3,173)
460	Equipment under 5K	125,632	212,514	184,119	162,389	178,842	62,414	1,151	115,277
470	Computer software	173,513	195,888	181,289	184,472	264,360	124,569	975	138,816

2019-2020 General Fund Expenditure Report

480	Computer hardware	255,516	252,444	221,873	146,797	170,593	36,614	1,040	132,939
	Total Supplies & Materials	1,477,643	1,380,753	1,337,164	1,276,389	1,566,513	415,958.00	198,631.00	951,924
540	Equipment	6,779	20,047	65,034	39,805	54,500	3,500	-	51,000
564	Bus Replacement	-	-	-	258	-	123	-	(123)
	Total Capital Outlay	6,779	20,047	65,034	47,641	54,500	32,422	0	22,078
621	Regular Interest	-	-	-	-	500	-	-	500
640	Dues & Fees	92,488	67,655	178,632	101,706	171,847	58,345.00	1,519.00	111,983
650	Insurance & Judgments	216,456	218,639	230,250	245,279	265,588	262,015.00	0	3,573
659	Settlements	-	-	34,000	-	-	-	-	-
670	Taxes & Licenses	49	-	-	-	200	97	-	103
	Total Other Objects	308,993	286,294	442,882	346,985	438,135	320,457	1,519	116,159
707	Transfer - Vocational House Fund	-	-	-	40,000	-	-	-	-
710	Transfer - Technology	175,000	200,000	225,000	100,000	-	-	-	-
711	Transfer - Classroom Furniture	50,000	50,000	25,000	50,000	-	-	-	-
712	Transfer - Textbook Adoption	350,000	350,000	300,000	400,000	400,000	-	-	400,000
713	Transfer - Capital Improvement	225,000	250,000	250,000	400,000	-	-	-	-
714	Transfer - Track and Turf Fund	110,000	110,000	10,000	85,000	10,000	-	-	10,000
715	Transfer - Athletic Fund	365,000	365,000	405,000	446,000	450,000	-	-	450,000
716	Transfer - Bus Replacement	250,000	250,000	250,000	300,000	150,000	-	-	150,000
717	Transfer - Unemploy Ins	25,000	15,000	25,000	25,000	25,000	-	-	25,000
718	PERS Reserve	150,000	500,000	500,000	525,000	-	-	-	-
719	Transfer - Food Service	50,000	65,225	90,656	100,000	100,000	-	-	100,000
730	Transfer - Debt Service	-	-	100,000	150,000	50,000	-	-	50,000
731	Transfer - Academic Achievemen	10,000	-	-	-	-	-	-	-
	Total Transfers	1,760,000	2,155,225	2,180,656	2,621,000	1,185,000	-	-	1,185,000
810	Reserve/Contingency	-	-	-	-	1,750,000	-	-	1,750,000
	Grand Total	<u>34,950,241</u>	<u>37,398,917</u>	<u>38,137,559</u>	<u>44,109,082</u>	<u>46,727,940</u>	<u>9,747,956.71</u>	<u>27,275,256.06</u>	<u>9,704,727</u>

2019-2020 General Fund Summary Report

	15/16 Actual	16/17 Actual	17/18 Actual	18/19 Budget	19/20 Budget	11-08-19 YTD & Enc	11-08-19 Balance
General Fund - Revenue							
SSF Formula	36,036,233	37,131,855	40,190,370	39,633,000	42,592,940	13,323,457	29,269,483
SSF Adjustment	(254,069)	390,697	280,233	-	-	-	-
Interest	91,245	156,492	267,981	100,000	300,000	67,426	232,574
Third Party Billing	45,178	102,447	72,379	80,000	-	-	-
TMR	149,514	208,252	210,894	175,000	150,000	-	150,000
JROTC	66,034	73,726	69,777	65,000	65,000	24,017	40,983
Other	297,128	299,398	360,539	420,000	490,000	44,878	445,122
Interfund Transfer	60,000	60,000	82,657	70,000	850,000	-	850,000
BFB	3,932,387	3,024,733	3,310,041	5,075,000	2,280,000	2,000,000	280,000
Total	40,423,650	41,447,600	44,844,870	45,618,000	46,727,940	15,459,778	31,268,162
	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	17,884,343	18,826,313	19,506,444	21,146,522	21,896,193	20,362,175	1,534,019
Benefits	10,645,144	10,952,659	12,144,929	13,883,105	14,481,355	13,540,505	940,850
P. Services	5,027,111	4,332,849	4,321,151	4,804,971	5,356,244	2,151,546	3,204,698
Supplies	1,380,753	1,337,164	1,742,328	1,670,267	1,566,513	614,589	951,924
Capital Outlay	20,047	65,034	195,888	54,500	54,500	32,422	22,078
Other Objects	286,294	442,882	335,817	437,635	438,135	321,976	116,159
Transfers	2,155,225	2,180,656	1,335,000	2,621,000	1,185,000	-	1,185,000
Contingency	-	-	-	1,000,000	1,750,000	-	1,750,000
Total	37,398,917	38,137,559	39,581,557	45,618,000	46,727,940	37,023,213	9,704,727
	=====	=====	=====	=====	=====	=====	=====

2019-2020 General Fund Revenue Report

		15/16	16/17	17/18	18/19	19/20	11-08-19	11-08-19
		Actual	Actual	Actual	Project	Budget	YTD	Balance
SSF Formula								
1111,	Taxes	8,533,160	9,048,901	10,057,517	10,136,079	10,633,240	296,641	10,336,599
4801,4899	Federal Forest Fees	205,708	23,160	142,770	179,478	130,000	-	130,000
3103	Common School	492,013	502,314	410,848	437,082	405,245	-	405,245
3104	State Timber	181,382	137,286	167,068	167,048	160,000	-	160,000
3101/3199	School Support Fund	26,623,971	27,420,195	29,412,167	29,101,930	31,264,455	13,026,816	18,237,639
Adjustments to SSF Payments								-
Adj for Prior Year payments		(330,463)	261,223	250,598	(755,646)			-
Adj for HC Disability Grant		76,394	129,474	29,635	439,748	-	-	-
Total SSF Formula		35,782,164	37,522,552	40,470,603	39,705,718	42,592,940	13,323,457	29,269,483
								-
1510	Interest on Investments	91,245	156,492	267,981	322,591	300,000	67,426	232,574
								-
4200	Third Party billing	45,178	102,447	72,379	72,372	-	-	-
								-
2210	TMR	149,514	208,252	210,894	180,556	150,000	-	150,000
								-
4300	JROTC reimbursement	66,034	73,726	69,777	35,236	65,000	24,017	40,983
								-
Other								-
1910	Rental Fees	10,474	9,114	7,731	3,626	10,000	1,206	8,794
1980	Fees Charged to Grants	800	-	-	-	100,000	-	100,000
1312,								
1960,								
1990,								
5300	Miscellaneous	202,944	213,437	284,801	358,144	300,000	43,672	256,328
1994	E-Rate reimbursement	82,910	76,847	68,007	-	80,000	-	80,000
								-
5200	Interfund Transfer - Athletics	60,000	60,000	82,657	8,029	850,000	-	850,000
								-
5400	Beginning Fund Balance	3,932,387	3,024,733	3,310,041	5,263,314	2,280,000	2,000,000	280,000
								-
Total		40,423,650	41,447,600	44,844,870	45,949,586	46,727,940	15,459,778	31,268,162
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