LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

**District Office | Teaching & Learning Center**
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
T 541-265-9211 | F 541-265-3059
www.lincoln.k12.or.us

# Board of Directors
# NOTICE OF A BOARD MEETING
# Lincoln County School District Business Meeting of the Board

| | |
|---|---|
| **Date** | **Tuesday, October 11, 2022** |
| **Time** | **Executive Session- 5:30 Re: (ORS 192.660(2)(e)) Regular Business Meeting- 6:30** |
| **Place** | **Toledo Elementary, 600 SE Sturdevant Rd, Toledo, OR 97391** |

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Business Meeting of the Board of the Board beginning at Executive Session- 5:30 Re: (ORS 192.660(2)(e)) Regular Business Meeting- 6:30.

Public comment will only be heard if a specific public comment time is designated on the agenda. Not all meetings of the Board have public comment.
If you are a member of the community and wish to speak before the Board, please email the following information to eddie.symington@lincoln.k12.or.us by **12:00 pm on the business day prior to the meeting: Name, address and phone number (optional), and topic.** Once your request is received, you will be contacted with details regarding making the comment during the meeting. Public comment cards will also be available at the door and must be completed and given to the Board Secretary. All public comment will follow Board Policy BDDH – "Public Comment at Board Meetings."

**The session will be streamed and can be accessed by visiting our website.**

The agenda is attached.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting.

THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.
For further information or to request accommodations, please contact:
Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

**LINCOLN COUNTY SCHOOL DISTRICT**
**Board of Directors – Lincoln County School District Business Meeting of the Board**
**Tuesday, October 11, 2022 - Executive Session- 5:30 Re: (ORS 192.660(2)(e))**
**Regular Business Meeting- 6:30**
**Toledo Elementary, 600 SE Sturdevant Rd, Toledo, OR 97391**

## Agenda

1. Call to Order & Reading of Land Acknowledgment

LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Karen Gray
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
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**Lincoln County School District Equity Team**

**Land Acknowledgement Statement**

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.



Resources: https://www.ctsi.nsn.us/heritage/
Last updated: October 8th, 2021

2. Roll Call- Establishment of a quorum
3. Introductions
4. Communications
    4.a. Written
    4.b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
    4.c. Recognition
        4.c.1. Centennial Year Proclamation

# Lincoln County School District Proclamation Declaring The Year 2023 as the 100th Year Celebration of The Creation of the Lincoln County School District

**Whereas,** The first school in Lincoln County was in Eddyville in 1866 with the first teacher being named Elizabeth Ann Porter ; and
**Whereas,** In 1923, more than 70 individual schools were consolidated into one Lincoln County School District; and
**Whereas,** In 2023 Lincoln County School District is now celebrating its 100th or Centennial birthday; and
**Whereas,** The Lincoln County School District has provided outstanding educational opportunities to its students and support for its many and diverse families and communities for now 100 years; and
**Whereas,** We now take this opportunity to proclaim to all people 2023 as the Centennial Year of the Lincoln County School District with pride and honor while at the same time honoring the land we now inhabit as belonging to the Confederated Tribes of Siletz Indians.

**Now, therefore, be it resolved that the residents of Lincoln County, and most notably, the Children and Families of the Lincoln County School District:**

- honor the role of the all Educators and Support Staff in the education of all of our students;
- reaffirm the opportunity for students and adults in the county to learn about and commemorate the efforts of the Lincoln County School District in its 100th year of operation;
- reaffirm our desire to continue to strengthen democratic participation and to inspire future generations to cherish and preserve the historic precedent established;
- And, finally, recognize the Lincoln County School District for its dedication and commitment to excellence in Education for many, many years to come.

**WE DECLARE 2023 THE YEAR OF CENTENNIAL FOR THE LINCOLN COUNTY SCHOOL DISTRICT AND WISH TO CELEBRATE WITH EVERYONE EVERYWHERE IN LINCOLN COUNTY.**

4.d. LCEA Report

5. Consultant Reports/Staff Reports/Student Reports

5.a. Area Report

5.b. Student Report

5.c. Financial Report

5.c.1. September 2022 Financial Report

**General Fund Revenue & Expenditure Summary (Unaudited)**
**Fiscal Year 2022-23**
**Year To Date Transactions as of September 30, 2022**

| | Period 1 Actual July '22 | Period 2 Actual Aug '22 | Period 3 Actual Sept '22 | Period 4 Projected Oct '22 | Period 5 Projected Nov '22 | Period 6 Projected Dec '22 | Period 7 Projected Jan '23 | Period 8 Projected Feb '23 | Period 9 Projected March '23 | Period 10 Projected April '23 | Period 11 Projected May '23 | Period 12 Projected June '23 | Period 13 Projected July '23 | Projected 2022-23 Totals | | Adopted 2022-23 BUDGET | Year-To-Date 2022-23 Actuals | YTD Difference Budget vs. | % of Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **R E V E N U E S** | | | | | | | | | | | | | | | | | | | |
| LOCAL SOURCES: | | | | | | | | | | | | | | | | | | | |
| Current year's levy | - | - | - | 321 | 29,313,707 | 7,736,172 | 524,228 | 285,753 | 966,885 | 170,343 | 181,559 | 1,048,815 | 406,385 | 40,634,167 | * | 40,634,480 | - | (313) | 0% |
| Prior years' taxes | 428 | 134,420 | 89,038 | 107,936 | 47,794 | 88,681 | 19,360 | 23,330 | 103,003 | 57,176 | 42,073 | 72,688 | 35,806 | 821,734 | * | 805,000 | 223,886 | 16,734 | 28% |
| Interest on Investments | 39,739 | 53,288 | 57,307 | 7,218 | 10,323 | 31,785 | 29,793 | 24,663 | 24,978 | 14,460 | 19,567 | 24,067 | 10,903 | 348,090 | | 225,000 | 150,333 | 123,090 | 67% |
| Fees Charged to Grants | | | 34,786 | 22,785 | 28,176 | 27,989 | 49,333 | 27,178 | 46,035 | 54,057 | 31,568 | 132,152 | 63,952 | 518,012 | | 492,298 | 34,786 | 25,714 | 7% |
| Rentals | | | - | | | 2,500 | | | 2,500 | | | 2,500 | | 7,500 | | 10,000 | - | (2,500) | 0% |
| Contributions | | | | | | | | | | | | | | 0 | | 0 | - | - | #DIV/0! |
| Other Local Income | 489 | 3,575 | 146 | 54,802 | 50,215 | 45,369 | 49,783 | 31,088 | 48,601 | 50,473 | 66,536 | 57,921 | 155,633 | 614,632 | | 665,162 | 4,210 | (50,530) | 1% |
| INTERMEDIATE SOURCES: | | | | | | | | | | | | | | 0 | | | - | - | #DIV/0! |
| ESD - Severe Disab Support | | | | | | 73,000 | | | | | 73,000 | | | 146,000 | | 146,000 | - | - | 0% |
| County School Fund | | | | | | 150,000 | | | | | 150,000 | | | 300,000 | * | 300,000 | - | - | 0% |
| Other, Hvy Eq Rent Tax, etc | | | 2,502 | | | | | | | | | | | 2,502 | | | 2,502 | 2,502 | #DIV/0! |
| STATE SOURCES: | | | | | | | | | | | | | | 0 | | | - | - | #DIV/0! |
| SSF- Current Year | 3,781,859 | 1,889,795 | 1,889,795 | 1,921,812 | 1,951,917 | 1,951,843 | 1,952,083 | 1,972,387 | 1,955,687 | 1,963,179 | 2,020,369 | | | 23,250,726 | | 23,378,834 | 7,561,449 | (128,108) | 32% |
| SSF- Prior Year | | | | | | | | | | | | | | 0 | | | - | - | #DIV/0! |
| Common School Fund | | | | | | 283,940 | | | | | | 283,940 | | 567,880 | * | 567,880 | - | - | 0% |
| State Timber | | | | | 132,780 | | | 140,723 | | | 226,496 | | | 500,000 | * | 500,000 | - | (0) | 0% |
| Unrestricted Grants, HCD | | | | | | | | | | | | | | | | 967,796 | - | | |
| FEDERAL SOURCES: | | | | | | | | | | | | | | 0 | | | - | - | #DIV/0! |
| Federal Forest Fees | | | | | | | | | | | | | | 0 | * | | - | - | 0% |
| Foster Care Transp Reimb | | | | | | | | | | | | 74,000 | | 74,000 | | 74,000 | - | - | #REF! |
| OTHER RESOURCES: | | | | | | | | | | | | | | 0 | | | - | - | #DIV/0! |
| Interfund Transfer | | | | | | | | | | | | | | 0 | | | - | - | #DIV/0! |
| Sale of Assets/Ins Proceeds | | | | | | | | | | | | | | 0 | | | - | - | #DIV/0! |
| Beginning Fund Balance | 16,266,455 | | | | | | | | | | | | | 16,266,455 | | 15,314,192 | 16,266,455 | 952,263 | 106% |
| **Total Monthly Revenues** | **20,088,970** | **2,081,078** | **2,073,574** | **2,114,874** | **31,534,913** | **10,391,279** | **2,624,581** | **2,505,122** | **3,147,689** | **2,309,687** | **2,811,169** | **1,696,082** | **672,679** | **84,051,698** | | **84,080,642** | **24,243,622** | **938,852** | **29%** |
| **CUMULATIVE RESOURCES** | **20,088,970** | **22,170,048** | **24,243,622** | **26,358,496** | **57,893,409** | **68,284,688** | **70,909,269** | **73,414,391** | **76,562,080** | **78,871,766** | **81,682,936** | **83,379,018** | **84,051,698** | | | | | | |
| **E X P E N D I T U R E S** | | | | | | | | | | | | | | | | | | | |
| Salaries (100) | 569,730 | 740,007 | 2,360,342 | 2,466,720 | 2,580,169 | 2,493,945 | 2,455,633 | 2,540,984 | 2,467,620 | 2,472,443 | 2,555,988 | 6,084,707 | 0 | 29,788,288 | | 29,741,290 | 3,670,078 | 46,998 | 12% |
| Employee benefits (200) | 282,988 | 357,272 | 1,346,607 | 1,565,058 | 1,627,984 | 1,569,270 | 1,568,399 | 1,594,786 | 1,604,491 | 1,608,808 | 1,639,370 | 4,046,400 | 10,685 | 18,822,117 | | 19,114,087 | 1,986,866 | (291,970) | 10% |
| Purchased services (300) | 1,369,286 | 893,674 | 995,497 | 1,354,238 | 1,379,928 | 1,658,069 | 1,426,787 | 1,407,015 | 1,459,368 | 1,471,877 | 1,741,472 | 1,502,553 | 377,484 | 17,037,247 | | 16,981,882 | 3,258,457 | 55,365 | 19% |
| Supplies (400) | 77,086 | 323,925 | 171,283 | 270,986 | 232,925 | 153,838 | 153,120 | 141,849 | 157,568 | 223,113 | 286,240 | 406,749 | 229,247 | 2,827,928 | | 3,071,592 | 572,294 | (243,664) | 19% |
| Capital outlay (500) | 6,228 | | | 3,058 | 3,683 | 2,144 | 50 | 1,188 | 1,694 | 2,456 | 2,415 | 997 | | 23,913 | | 40,000 | 6,228 | (16,087) | 16% |
| Insurance/Other (600) | 711,469 | 23,255 | 14,591 | 16,137 | 20,010 | 12,439 | 11,643 | 8,333 | 5,595 | 9,748 | 18,321 | 12,829 | 14,181 | 878,552 | | 939,599 | 749,314 | (61,047) | 80% |
| Interfund Transfers (700) | | 1,650,000 | | | | 3,900,000 | | | | | | | | 5,550,000 | | 5,550,000 | 1,650,000 | - | 30% |
| Contingency (800) | | | | | | | | | | | | | | 0 | | 3,750,000 | - | | 0% |
| Unappropriated Funds (800) | | | | | | | | | | | | | | 0 | | 4,892,192 | - | | 0% |
| **Total Monthly Expenditures** | **3,016,787** | **3,988,131** | **4,888,319** | **5,676,197** | **5,844,698** | **9,789,706** | **5,615,631** | **5,694,155** | **5,696,336** | **5,788,446** | **6,243,806** | **12,054,234** | **631,597** | **74,928,044** | | **84,080,642** | **11,893,238** | **(510,406)** | **14%** |
| **CUMULATIVE EXPENDITURES** | **3,016,787** | **7,004,919** | **11,893,238** | **17,569,435** | **23,414,133** | **33,203,839** | **38,819,470** | **44,513,625** | **50,209,961** | **55,998,407** | **62,242,213** | **74,296,447** | **74,928,044** | | | | | | |
| **Month-end Fund Balance** | **17,072,183** | **15,165,129** | **12,350,384** | **8,789,061** | **34,479,275** | **35,080,849** | **32,089,799** | **28,900,766** | **26,352,118** | **22,873,359** | **19,440,723** | **9,082,571** | **9,123,653** | **9,123,653** | | | | **12,350,384** | |

**Revenue Assumptions:**

Projection amounts based on Adopted Budget and avg % received during same time period over past 6 years

| | | |
|---|---|---|
| *** Local Revenue - Projected** | **42,823,781** | |
| Local Revenue included in 5/19/22 SSF Estimate | 42,936,508 | |
| **Estimated 2022/23 SSF Adjustment (May 2024)** | **112,727** | Will depend on Actual Local Revenue at Yr End |
| **Anticipated Ending Fund Balance** | **9,236,380** | |

**Expenditure Assumptions:**

Projection amounts based on Adopted Budget and avg % expended during same time period over past 6 years

**Monthly ADM - Prior Years**

| 2016/17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | Monthly ADMr Comparison | Monthly ADM 2022-23 | YTD ADM 2022-23 |
|---|---|---|---|---|---|---|---|---|
| 5,430.9 | 5,489.2 | 5,523.3 | 5,567.9 | 4,892.4 | 5,163.5 | September | | |
| 5,451.6 | 5,487.6 | 5,549.3 | 5,586.5 | 4,945.8 | 5,189.8 | October | | |
| 5,456.6 | 5,477.9 | 5,541.6 | 5,596.7 | 4,968.0 | 5,191.8 | November | | |
| 5,485.7 | 5,480.6 | 5,538.8 | 5,585.9 | 5,089.1 | 5,192.9 | December | | |
| 5,470.3 | 5,480.8 | 5,512.2 | 5,577.6 | 5,054.0 | 5,184.1 | January | | |
| 5,476.7 | 5,470.6 | 5,491.0 | **5,569.1** | 5,052.3 | 5,180.8 | February | | |
| 5,463.4 | 5,438.7 | 5,476.0 | COVID-19 | 5,048.6 | 5,170.4 | March | | |
| 5,438.9 | 5,411.8 | 5,447.3 | ADM Frozen | 5,048.6 | 5,167.2 | April | | |
| 5,410.1 | 5,378.6 | 5,401.7 | 2nd Qtr (Dec) | 5,049.0 | 5,157.0 | May | | |
| 5,357.7 | 5,332.9 | 5,482.5 | | 5,090.2 | | June | | |
| 5,440.0 | 5,443.2 | 5,482.5 | | 5090.2 | | June YTD | | |

# Lincoln County School District
## Monthly Comparison - Projected to Actual
## September 2022

| REVENUES | Projected | Actual | Actual Compared to Projected | | Comments |
|---|---|---|---|---|---|
| **LOCAL SOURCES:** | | | | | |
| Current year's levy | 132 | | (132) | * | Timing of payments varies |
| Prior years' taxes | 94,885 | 89,038 | (5,847) | * | Timing of payments varies |
| Interest on Investments | 8,983 | 57,307 | 48,323 | | Int Not Yet Seg/Waiting for PY Audit |
| Fees Charged to Grants | 7,131 | 34,786 | 27,655 | | Timing of expenses |
| Rentals | 2,500 | | (2,500) | | Billed Quarterly |
| Contributions | | | - | | |
| Other Local Income | 32,453 | 146 | (32,307) | | |
| **INTERMEDIATE SOURCES:** | | | | | |
| ESD - Severe Disability Support | | | - | | |
| County School Fund | | | - | * | |
| Other, Hvy Eq Rent Tax, etc | | 2,502 | 2,502 | | |
| **STATE SOURCES:** | | | | | |
| SSF- Current Year | 1,921,812 | 1,889,795 | (32,017) | * | |
| SSF- Prior Year | | | - | * | |
| Common School Fund | | | - | * | |
| State Timber | | | - | | |
| Unrestricted Grants | | | - | * | |
| **FEDERAL SOURCES:** | | | | | |
| Federal Forest Fees | | | - | * | |
| Foster Care Transport Reimb | | | - | | |
| **OTHER RESOURCES:** | | | | | |
| Interfund Transfer | | | - | | |
| Sale of Assets/Ins Proceeds | | | - | | |
| Beginning Fund Balance | | | - | | |
| **Total Monthly Revenue** | **2,067,897** | **2,073,574** | **5,677** | | |
| **EXPENDITURES** | | | | | |
| Salaries (100) | 2,417,208 | 2,360,342 | (56,866) | | |
| Employee benefits (200) | 1,554,210 | 1,346,607 | (207,603) | | |
| Purchased services (300) | 928,399 | 995,497 | 67,098 | | |
| Supplies (400) | 268,855 | 171,283 | (97,572) | | |
| Capital outlay (500) | 1,984 | | (1,984) | | |
| Insurance/Other (600) | 17,802 | 14,591 | (3,211) | | |
| Interfund Transfers (700) | | | - | | |
| Contingency (800) | | | | | |
| Unappropriated Funds (800) | | | | | |
| **Total Monthly Expenditures** | **5,188,458** | **4,888,319** | **(300,139)** | | |

*Indicates SSF formula revenue -- excesses are returned to the State

**Lincoln County School District**
**Purchased Services Monthly Comparison**
**September 30, 2022**

| | | July | | Aug | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | YTD Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Professional Instruction Services | | 654 | | 7,142 | 10,200 | | | | | | | | | | 17,996 |
| Cleaning Services | | 164,284 | | 164,404 | 164,284 | | | | | | | | | | 492,973 |
| Repairs & Maintenance | | 24,369 | | 99,245 | 55,108 | | | | | | | | | | 178,723 |
| Rentals | | | | 26 | 20,964 | | | | | | | | | | 20,990 |
| Utilities | | 7,189 | | 31,324 | 89,077 | | | | | | | | | | 127,589 |
| Transportation | | 2,534 | | 122,421 | 155,125 | | | | | | | | | | 280,080 |
| Travel | | 159 | | 1,838 | 6,047 | | | | | | | | | | 8,045 |
| Telephone | | | | 8,533 | 8,688 | | | | | | | | | | 17,221 |
| Postage | | 1,173 | | 566 | 1,770 | | | | | | | | | | 3,509 |
| Advertising | | | | | 4,464 | | | | | | | | | | 4,464 |
| Printing & Binding | | 4,076 | | 4,076 | 16,545 | | | | | | | | | | 24,697 |
| Data Lines | | | | 163 | 163 | | | | | | | | | | 327 |
| Charter School Payments | | 846,891 | | 423,853 | 423,853 | | | | | | | | | | 1,694,597 |
| Tuition | | | C | 24,909 | 24,909 | | | | | | | | | | |
| Audit Services | | | | | | | | | | | | | | | - |
| Legal Services | B | 273,387 | | 4,272 | 7,471 | | | | | | | | | | 285,130 |
| Architect/Engineer Services | | | | | | | | | | | | | | | - |
| Negotiation/Labor Consulting Svcs | | | | | | | | | | | | | | | - |
| Management Services | | | | | | | | | | | | | | | - |
| Data Processing/Tech Svcs | | | | | | | | | | | | | | | - |
| Election Services | | | | | | | | | | | | | | | - |
| Other General Professional Svcs | | 44,570 | | 900 | 6,828 | | | | | | | | | | 52,298 |
| **Total Purchased Services** | | **1,369,286** | | **893,674** | **995,497** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **3,208,639** |
| **For Reference Only:** | | | | | | | | | | | | | | | |
| Less Transportation | | (2,534) | | (122,421) | (155,125) | - | - | - | - | - | - | - | - | - | |
| Less Charter School Payments | | (846,891) | | (423,853) | (423,853) | - | - | - | - | - | - | - | - | - | |
| **Balance of Purchased Services** | | **519,861** | | **347,400** | **416,519** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **A** |

**Notes:**

A: Removing Transportation & Charter Payments with their irregular payment patterns from the totals smooths the monthly totals for comparison purposes. For Reference Only.

B: Special Education Legal Fees RE: Out of State Placement

C: Special Education Out of State Placement Student Tuition

# LINCOLN COUNTY SCHOOL DISTRICT

## 2022-23 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of September 30, 2022 UNAUDITED

| | Budget | Encumb'd | YTD Actual | Remaining |
|---|---|---|---|---|
| **Special Revenues & Grants (200-285 & 900-994)** | | | | |
| Revenues: | | | | |
| Local | 1,101,756 | | 45,994 | 1,055,762 |
| Intermediate | | | | |
| State | 4,634,711 | | | 4,634,711 |
| Federal | 13,670,355 | | 18,365 | 13,651,990 |
| Fund Tfrs/Asset Sales | | | | 1,639,679 |
| Beg. Fund Balance * | 1,639,679 | | 1,522,504 | 19,523,997 |
| Total Revenues | 21,046,501 | | 1,586,863 | 19,459,638 |
| Expenditures: | | | | |
| Instruction | 6,712,188 | 3,156,756 | 656,190 | 2,899,242 |
| Support Services | 6,826,064 | 1,415,051 | 490,455 | 4,920,558 |
| Enterprise | 566,563 | 72,329 | 19,511 | 474,723 |
| Facilities Acq & Const | 6,941,686 | 3,637,956 | 360,258 | 2,943,473 |
| End Fund Bal/Tfrs | | | | 0 |
| Total Expenditures | 21,046,501 | 8,282,092 | 1,526,414 | 11,237,995 |
| **Fund Balance** | | | **60,449** *** | |
| **Indigenous Peoples (286)** | | | | |
| Revenues: | | | | |
| Local | | | | |
| Fund Tfrs/Asset Sales | 100,000 | | | 100,000 |
| Beg. Fund Balance* | 3,316 | | 3,316 | 0 |
| Total Revenues | 103,316 | 0 | 3,316 | 100,000 |
| Expenditures: | | | | |
| Instruction | 23,000 | | | 23,000 |
| Support Services | 10,000 | | | 10,000 |
| End Fund Balance | 70,316 | | | 70,316 |
| Total Expenditures | 103,316 | 0 | 0 | 103,316 |
| **Fund Balance** | | | **3,316** | |
| **Musical Instruments (287)** | | | | |
| Revenues: | | | | |
| Transfers | 300,000 | | | 300,000 |
| Beg. Fund Balance* | 150,000 | | 152,555 | (2,555) |
| Total Revenues | 450,000 | | 152,555 | 297,445 |
| Expenditures: | | | | |
| Instruction | 89,000 | 103,925 | 10,938 | (25,863) |
| Support Services | 61,000 | | | 61,000 |
| End Fund Balance | 300,000 | | | |
| Total Expenditures | 450,000 | 103,925 | 10,938 | 335,137 |
| **Fund Balance** | | | **141,617** | |

| | Budget | Encumb'd | YTD Actual | Remaining |
|---|---|---|---|---|
| **Pre-School Promise (288)** | | | | |
| Revenues: | | | | |
| State | 459,576 | | | 459,576 |
| Beg. Fund Balance* | | | | |
| Total Revenues | 459,576 | | 0 | 459,576 |
| Expenditures: | | | | |
| Instruction | 415,795 | 363,848 | 34,325 | 17,621 |
| Support Services | 43,781 | 9,576 | 6,389 | 27,816 |
| Enterprise | | | | 0 |
| Facilities Acq & Const | | | | |
| End Fund Balance | | | | |
| Total Expenditures | 459,576 | 373,424 | 40,714 | 45,438 |
| **Fund Balance** | | | **(40,714)** *** | |
| **Student Investment Account (289/989)** | | | | |
| Revenues: | | | | |
| State | 4,505,628 | | | 4,505,628 |
| Beg. Fund Balance* | | | 449,351 | |
| Total Revenues | 4,505,628 | | 449,351 | 4,056,277 |
| Expenditures: | | | | |
| Instruction | 1,750,526 | 1,209,185 | 228,704 | 312,637 |
| Support Services | 2,755,102 | 2,060,431 | 264,118 | 430,553 |
| Enterprise | | | 164,434 | |
| Facilities Acq & Const | | | | |
| End Fund Balance | | | | |
| Total Expenditures | 4,505,628 | 3,269,616 | 657,256 | 578,757 |
| **Fund Balance** | | | **(207,904)** *** | |
| **Curriculum (290)** | | | | |
| Revenues: | | | | |
| Transfers | 1,000,000 | | | 1,000,000 |
| Beg. Fund Balance* | 900,000 | | 900,000 | 0 |
| Total Revenues | 1,900,000 | | 900,000 | 1,000,000 |
| Expenditures: | | | | |
| Instruction | | | | 0 |
| Support Services | | | | |
| End Fund Balance | 1,900,000 | | | |
| Total Expenditures | 1,900,000 | | 0 | 1,900,000 |
| **Fund Balance** | | | **900,000** | |

| | Budget | Encumb'd | YTD Actual | Remaining |
|---|---|---|---|---|
| **Small Schools Grant (291) WHS & Toledo 7-12** | | | | |
| Revenues: | | | | |
| Local | 500 | | | 500 |
| State | 70,000 | | | 70,000 |
| Beg. Fund Balance * | 193,000 | | 192,370 | 630 |
| Total Revenues | 263,500 | | 192,370 | 71,130 |
| Expenditures: | | | | |
| Instruction | 125,394 | 36,208 | 2,858 | 86,328 |
| Support Services | 48,106 | | 10,442 | 37,664 |
| Enterprise | | | | |
| Facilities Acq & Const | | | | |
| End Fund Balance | 90,000 | | | 90,000 |
| Total Expenditures | 263,500 | 36,208 | 13,299 | 213,993 |
| **Fund Balance** | | | **179,070** | |
| **High School Success (292)** | | | | |
| Revenues: | | | | |
| State | 1,373,700 | | | 1,373,700 |
| Beg. Fund Balance * | | | | |
| Total Revenues | 1,373,700 | | 0 | 1,373,700 |
| Expenditures: | | | | |
| Instruction | 606,332 | 327,250 | 94,425 | 184,656 |
| Support Services | 767,368 | 287,179 | 75,537 | 404,652 |
| Enterprise | | | | 0 |
| Facilities Acq & Const | | | | 0 |
| End Fund Balance | | | | |
| Total Expenditures | 1,373,700 | 614,429 | 169,962 | 589,309 |
| **Fund Balance** | | | **(169,962)** *** | |
| **Building Maintenance (293)** | | | | |
| Revenues: | | | | |
| Local | 5,000 | | 2,991 | 2,009 |
| State | | | | |
| Federal | | | | |
| Fund Tfrs/Asset Sales | 2,410,000 | | 1,650,000 | 760,000 |
| Beg. Fund Balance * | 350,000 | | 484,226 | (134,226) |
| Total Revenues | 2,765,000 | | 2,137,217 | 627,783 |
| Expenditures: | | | | |
| Support Services | 1,499,000 | 379,196 | 178,915 | 940,889 |
| Enterprise | | | | |
| Facilities Acq & Const | 676,000 | 261,124 | 857,177 | (442,302) |
| End Fund Bal/Tfrs | 590,000 | | | 590,000 |
| Total Expenditures | 2,765,000 | 640,320 | 1,036,093 | 1,088,588 |
| **Fund Balance** | | | **1,101,124** | |

*** Beginning Fund Balances are Unaudited**
**** Fund Balances do NOT include encumbered expenditures**
***** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

# LINCOLN COUNTY SCHOOL DISTRICT

## 2022-23 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of September 30, 2022 UNAUDITED

| | Budget | Encumb'd | YTD Actual | Remaining | |
|---|---|---|---|---|---|
| **Food Services (294)** | | | | | |
| Revenues: | | | | | |
| Local | 156,550 | | 4,130 | 152,420 | |
| State | 35,000 | | | 35,000 | |
| Federal | 3,099,460 | | | 3,099,460 | |
| Beg. Fund Balance * | 800,000 | | 1,530,287 | (730,287) | |
| Total Revenues | 4,091,010 | | 1,534,417 | 2,556,593 | |
| Expenditures: | | | | | |
| Instruction | 113,004 | 64,276 | 22,424 | 26,304 | |
| Support Services | 32,715 | 24,328 | 9,520 | (1,133) | |
| Enterprise | 3,645,291 | 3,438,917 | 305,712 | (99,338) | |
| Facilities Acq & Const | 50,000 | 8,000 | 27,933 | 14,067 | |
| End Fund Balance | 250,000 | | | 250,000 | |
| Total Expenditures | 4,091,010 | 3,535,520 | 365,590 | 189,900 | |
| **Fund Balance** | | | **1,168,827** | *** | |
| **Student Activities (295)** | | | | | |
| Revenues: | | | | | |
| Local | 1,300,000 | | 340,144 | 959,856 | |
| Beg. Fund Balance * | 880,500 | | 1,105,603 | (225,103) | |
| Total Revenues | 2,180,500 | | 1,445,747 | 734,753 | |
| Expenditures: | | | | | |
| Instruction | 1,232,000 | 77,717 | 110,755 | 1,043,528 | |
| Support Services | 85,000 | 2,082 | 100 | 82,819 | |
| Enterprise | 20000 | | 1,250 | 18,750 | |
| End Fund Balance | 843,500 | | | 843,500 | |
| Total Expenditures | 2,180,500 | 79,799 | 112,105 | 1,988,597 | |
| **Fund Balance** | | | **1,333,642** | | |
| **Outdoor School for All (296)** | | | | | |
| Revenues: | | | | | |
| State | 112,649 | | | 112,649 | |
| Total Revenues | 112,649 | | 0 | 112,649 | |
| Expenditures: | | | | | |
| Instruction | 110,149 | | | 110,149 | |
| Support Services | 2,500 | | | | |
| Total Expenditures | 112,649 | 0 | 0 | 112,649 | |
| **Fund Balance** | | | **0** | *** | |
| **Technology (298)** | | | | | |
| Revenues: | | | | | |
| Local | 653,020 | | 1 | 653,019 | |
| Local - Tech Fees | 46,800 | | 20,185 | 26,615 | |
| Transfers | 1,500,000 | | | 1,500,000 | |
| Beg. Fund Balance* | 645,000 | | 734,106 | (89,106) | |
| Total Revenues | 2,844,820 | | 754,292 | 2,090,528 | |
| Expenditures: | | | | | |
| Instruction | 37,500 | | | 37,500 | |
| Support Services | 1,140,417 | 377,368 | 90,114 | 672,935 | |
| Contingency | 300,000 | | | 300,000 | |
| End Fund Balance | 1,366,903 | | | 1,366,903 | |
| Total Expenditures | 2,844,820 | 377,368 | 90,114 | 2,377,338 | |
| **Fund Balance** | | | **664,178** | | |

| | Budget | Encumb'd | YTD Actual | Remaining |
|---|---|---|---|---|
| **Vehicle Replacement (299)** | | | | |
| Revenues: | | | | |
| Local | 20,500 | | | 20,500 |
| Sale of Assets | | | | 0 |
| Beg. Fund Balance * | 173,500 | | 91,501 | 81,999 |
| Total Revenues | 194,000 | | 91,501 | 102,499 |
| Expenditures: | | | | |
| Support Services | 194,000 | | | 194,000 |
| End Fund Balance | | | | |
| Total Expenditures | 194,000 | | | 194,000 |
| **Fund Balance** | | | **91,501** | |
| **PERS Bonds Debt Service (320)** | | | | |
| Revenues: | | | | |
| Local | 6,746,068 | | 798,731 | 5,947,337 |
| Beg. Fund Balance * | 9,610,492 | | 9,827,240 | (216,747) |
| Total Revenues | 16,356,560 | | 10,625,970 | 5,730,590 |
| Expenditures: | | | | |
| Debt Service | 5,834,753 | | | 5,834,753 |
| End Fund Balance | 10,521,807 | | | 10,521,807 |
| Total Expenditures | 16,356,560 | | 0 | 16,356,560 |
| **Fund Balance** | | | **10,625,970** | |
| **GO Bonds Debt Service (330 & 331)** | | | | |
| Revenues: | | | | |
| Local | 5,559,380 | | 33,255 | 5,526,125 |
| Intermediate Sources | | | 352 | (352) |
| State | | | | 0 |
| Beg. Fund Balance * | 1,477,485 | | 1,671,694 | (194,209) |
| Total Revenues | 7,036,865 | | 1,705,302 | 5,331,563 |
| Expenditures: | | | | |
| Debt Service | 6,210,000 | | | 6,210,000 |
| End Fund Balance | 826,865 | | | 826,865 |
| Total Expenditures | 7,036,865 | | 0 | 7,036,865 |
| **Fund Balance** | | | **1,705,302** | |
| **Capital Construction Fund (405)** | | | | |
| Revenues: | | | | |
| Local | 500,000 | | 367,890 | 132,110 |
| Beg. Fund Balance * | 1,400,000 | | 1,549,908 | (149,908) |
| Total Revenues | 1,900,000 | | 1,917,798 | (17,798) |
| Expenditures: | | | | |
| Support Services | | | | |
| Facilities Acq & Const | 1,345,000 | 748,376 | 86,064 | 510,560 |
| End Fund Balance | 555,000 | | | 555,000 |
| Total Expenditures | 1,900,000 | 748,376 | 86,064 | 1,065,560 |
| **Fund Balance** | | | **1,831,734** | |

| | Budget | Encumb'd | YTD Actual | Remaining |
|---|---|---|---|---|
| **Future Property Purchases Reserve (420)** | | | | |
| Revenues: | | | | |
| Local | 2,500 | | | 2,500 |
| Fund Tfrs/Asset Sales | 1,000,005 | | | 1,000,005 |
| Beg. Fund Balance * | | | | 0 |
| Total Revenues | 1,002,505 | | | 1,002,505 |
| Expenditures: | | | | |
| Facilities Acq & Const | 1,002,505 | | | 1,002,505 |
| End Fund Balance | | | | |
| Total Expenditures | 1,002,505 | | | 1,002,505 |
| **Fund Balance** | | | **0** | |
| **Dental/Vision Self Insurance (610)** | | | | |
| Revenues: | | | | |
| Local | 839,000 | | 98,613 | 740,388 |
| Beg. Fund Balance * | 919,750 | | 1,054,326 | (134,576) |
| Total Revenues | 1,758,750 | | 1,152,939 | 605,811 |
| Expenditures: | | | | |
| Support Services | 953,555 | | 216,236 | 737,319 |
| End Fund Balance | 805,195 | | | 805,195 |
| Total Expenditures | 1,758,750 | | 216,236 | 1,542,514 |
| **Fund Balance** | | | **936,703** | |
| **District Medical Group HRA (620)** | | | | |
| Revenues: | | | | |
| Local | 756,500 | | 55,546 | 700,954 |
| Beg. Fund Balance | 1,465,000 | | 1,582,019 | (117,019) |
| Total Revenues | 2,221,500 | | 1,637,565 | 583,935 |
| Expenditures: | | | | |
| Support Services | 440,300 | | 59,676 | 380,624 |
| End Fund Balance | 1,781,200 | | | 1,781,200 |
| Total Expenditures | 2,221,500 | 0 | 59,676 | 2,161,824 |
| **Fund Balance** | | | **1,577,889** | |

*** Beginning Fund Balances are Unaudited**

**** Fund Balances do NOT include encumbered expenditures**

***** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

**LINCOLN COUNTY SCHOOL DISTRICT**
**Bills & Claims Over $10,000**
**2022-2023 Fiscal Year**
**September 2022**

| Date | Payee | Description | Amount |
|---|---|---|---|
| 9/2/2022 | CDW GOVERNMENT, INC. | CLASSROOM PROJECTORS | $ 19,136.00 |
| 9/2/2022 | FIRST STUDENT, INC. | STUDENT TRANSPORTATION - CHARTER SCHOOLS | $ 24,346.97 |
| 9/2/2022 | SMEED COMMUNICATION SERVICES | TLC INTERCOMM SYSTEM | $ 32,978.24 |
| 9/9/2022 | FIRST STUDENT, INC. | STUDENT TRANSPORTATION | $ 146,838.61 |
| 9/9/2022 | IDEA PRINT WORKS, INC | CENTENNIAL BANNERS, CLOTHING VARIOUS LOCATIONS | $ 10,795.35 |
| 9/9/2022 | NORTHWEST SPORTS TURF SOLUTIONS | RUBBER INFILL - SAM CASE FIELD | $ 159,400.00 |
| 9/9/2022 | OMLID & SWINNEY | NEW SPRINKLER SYSTEM - CVH | $ 27,500.00 |
| 9/9/2022 | SODEXO, INC & AFFILIATES (CAFE) | SUMMER SUPPLIES & MEALS | $ 17,595.05 |
| 9/16/2022 | APPLE INC. | ELD IPADS | $ 47,040.00 |
| 9/16/2022 | LATHAM CENTERS, INC. | SPECIAL EDUCATION TUITION - OUT OF STATE PLACEMENT | $ 24,908.81 |
| 9/16/2022 | NCS PEARSON INC | SPECIAL EDUCATION ASSESSMENT SOFTWARE | $ 11,088.00 |
| 9/16/2022 | SODEXO, INC & AFFILIATES (CUST) | MONTHLY CONTRACT SERVICES | $ 164,284.26 |
| 9/16/2022 | VOYAGER SOPRIS LEARNING | SPECIAL EDUCATION CURRICULUM | $ 100,926.70 |
| 9/23/2022 | CENTRAL RESTAURANT PRODUCTS | REUSABLE BOWLS & TUMBLERS - FOOD SERVICES | $ 36,433.33 |
| 9/23/2022 | COMMUNITY SERVICES CONSORTIUM | 2022-23 SSF PAYMENT | $ 19,157.00 |
| 9/23/2022 | EDDYVILLE CHARTER SCHOOL | 2022-23 SSF PAYMENT | $ 227,264.46 |
| 9/23/2022 | GLAS ARCHITECTS | ARCHITECT SERVICES - YAQUINA VIEW GYM | $ 18,869.45 |
| 9/23/2022 | OMLID & SWINNEY | SPRINKLER PUMP RENTAL - CVH | $ 20,770.00 |
| 9/23/2022 | PACIFIC COMBUSTION ENGINEERING | NHS BOILER REPAIR | $ 11,119.33 |
| 9/23/2022 | ROAD & DRIVEWAY CO | ASPHALT OVERLAY - ARCADIA | $ 21,394.13 |
| 9/23/2022 | SCHOOL OUTFITTERS | CAFETERIA TABLES ($57,655), DRY ERASE BOARDS VAR LOC | $ 66,540.82 |
| 9/23/2022 | SHIFFLER EQUIPMENT SALES | CAFETERIA TABLES ($12,943), MUSIC EQUIPMENT | $ 19,958.80 |
| 9/23/2022 | SILETZ VALLEY CHARTER SCHOOL | 2022-23 SSF PAYMENT & ESSER REIMBURSEMENT | $ 177,566.00 |
| 9/23/2022 | STAPLES ADVANTAGE | STUDENT SCHOOL SUPPLIES - SC & NMS | $ 14,142.60 |
| 9/23/2022 | TOM STEVENS BOILER REPAIR, INC. | TAFT HIGH BOILERS | $ 106,542.50 |
| 9/23/2022 | UW COLLEGE OF EDUCATION | PROFESSIONAL DEVELOPMENT - PLC'S | $ 16,050.00 |
| 9/30/2022 | AMAZON | SUPPLIES VARIOUS LOCATIONS | $ 17,368.80 |
| 9/30/2022 | DELL MARKETING, LP | STAFF & KITCHEN COMPUTERS ($15K) | $ 17,551.49 |
| 9/30/2022 | DSL BUILDERS, LLC | CONSTRUCTION SERVICES - YAQUINA VIEW GYM | $ 196,876.48 |
| 9/30/2022 | FRONTLINE EDUCATION | HR & NURSING SOFTWARE | $ 13,804.97 |

**LINCOLN COUNTY SCHOOL DISTRICT**
**INVESTMENT REPORT**
**September 2022**

**Oregon State Treasury - Local Government Investment Pool**

| | |
|---|---|
| Beginning Balance | $ 27,851,200 |
| Additions | 1,500,403 |
| Reductions | 7,000,000 |
| **Ending Balance** | **$ 22,351,603** |

**Oregon Coast Bank - Money Market Account**

| | |
|---|---|
| Beginning Balance | $ 9,830,427 |
| Additions | 7,015,789 |
| Reductions | 3,900,000 |
| **Ending Balance** | **$ 12,946,215** |

**Oregon Coast Bank - 12 Month Time CD (HELP Program)**

.50% APY

| | |
|---|---|
| Beginning Balance | $ 46,212 |
| Additions | |
| Reductions | - |
| **Ending Balance** | **$ 46,212** |

**Oregon Coast Bank - 13 Month Time CD (Fund 331 QSCB Sinking Fund)**

1.66% APY

| | |
|---|---|
| Beginning Balance | $ 376,670 |
| Additions | 285 |
| Reductions | - |
| **Ending Balance** | **$ 376,955** |

**Monthly Totals**

| | |
|---|---|
| Beginning Balance | $ 38,104,508 |
| Additions | 8,516,477 |
| Reductions | 10,900,000 |
| **Ending Balance** | **$ 35,720,985** |

| **Interest Rates** | **July** | **Aug** | **Sept** |
|---|---|---|---|
| **LGIP** | **1.25%** | **1.58%** | **1.84%** |
| **Oregon Coast Bank** | **1.27%** | **1.61%** | **1.86%** |

## 5.d. First Student Report (Written)

**Board Meeting 10/11/2022-Report Prepared by Darleen Van Riper, Location Manager First Student**

**Talking Points-Please contact me at Darleen.vanriper@firstgroup.com with any comments or questions**

1. **Month One of SY 2022/2023**

   With the loss of multiple drivers and all but one or two dispatchers on route, we still managed to provide transportation for all students who stood waiting at their bus stops on Tuesday morning. Other than answering the many phone calls of parents who didn't review their messages or otherwise didn't receive their student's pick-up/drop-off times, everything seemed to run as smoothly as possible.

   While taking our students from their school bus stops to school and back, we also worked on scheduling athletic trips to the best of our ability. For the most part, our trip coordinators are able to facilitate trips by asking the teams to leave earlier, so route drivers could take the teams to their destinations and be back in time for route. Other solutions include using the Type 20 vehicles and certified LCSD coaches and calling our to our sister locations to see if they have a driver who could pick up our team and take them to their schools before they have to go on route.

2. **Type 20 Drivers:**

   Currently, many LCSD coaches are cetified Type 20 drivers. To provide an incentive for these drivers to take a trip (other than their own), Rich, Majalise and First Student discussed the opportunity for these drivers to be hired on and paid by First Student, driving a Type 20 trip for LCSD students. Of course, we are still hiring for all positions, so maybe you know of someone who would like to become a trip driver (Type 20 or even CDL) and support our students by transporting them to their events. The application process is simple; just go to www.workatfirst.com and enter your area's zip code. You will see many openings, including those for Charter (CDL) and Van Drivers (Type 20).

3. **Student Behavior Management on School Buses**

   First Student and LCSD are continuing to bridge the reporting gap for incident reports between MTSS Workflow (Synergy) and FirstActs. We are currently continuing with the reporting process as it was established last year. So far, it is working well, but there is always room for improvement.

   LCSD, East schools and First Student were able to implement three "loops" in the East just like we did in the West. During an East "loop," the driver loads at ToES, drives to a few nearby stops to drop off students, and then proceeds to ToHS to pick up students only to then complete the full route. This has a couple fo benefits: (1) the wait time at ToHS doesn't cause the little ones to become impatient and (2) the student load becomes more manageable, avoiding the overcrowding of buses.

4. **Driver/Candidate Comparison Report (as of 10/04/2022)**

| | 9/5/2022 | | 10/4/2022 | |
|---|---|---|---|---|
| Lincoln County Bus Routes | 73 | Driver Shortage | 73 | Driver Shortage |
| Drivers on hand (as of 09/05/2022, LOA excluded) | 50 | 23 | 52 | 21 |
| Out of Town Drivers | 0 | 23 | 0 | 21 |
| Routes not currently serviced (combos) | 15 | 8 | 15 | 6 |
| Other Considerations: | | | | |
| Cover Drivers positions not staffed | 5 | 28 | 5 | 26 |
| Route Monitor positions not staffed | 7 | | 5 | |
| Drivers on LOA/FMLA/WC (Regular & Casual) | 5 | | 5 | |
| Casual Drivers with limited availability | 13 | | 11 | |
| LCSD & FS Staff (1 & 9) Available to Drive | 10 | | 9 | |

*Please note that this information is subject to frequent changes.*

As the data shows, we able to gain two drivers and two monitors; however, we did lose two of our technicians of whom one was also driving a route. We have interviewed multiple candidates for the tech psitions and are now in the thrid phase during which our Regional Mantenance Manager will personally speak with the applicants to talk about First Student expectations, and their role as First Student technicians.

In order to cover the open routes, we continue to reach out to other First Student Locations to avoid combining routes even further. The recent influx of Covid-19 cases and the current flu that is going around, didn't stop at our doors, so we did have a few days where runs needed to be combined. Because we also lost one of our trainers who was the driver of an East route, we combined one of the Eddyville routes to free up a driver to take over one of the open East routes. So far, the combo is going well.

Currently, the following staff cover routes: Kim Bolden, ALM (W71); Sheila Morris, LSM (W77); Donald Ayarza, SN (W70); Brenda Porter, Dispatcher (SN3); Karen Howard, Dispatcher (W78); Dave Pearson, Tech (W75); Annette Brooks-Flatt, LCSD Staff (W71-currently out on a well-deserved vacation); and Darleen Van Riper, LM (SN15). Lisa Loring covers SN routes as needed, which then leaves Mona Miller as our sole dispatcher. Our two newest drivers took over a routes in the north and the east.

6. Board Reports
    6.a. Centennial Update
7. Superintendent's Report
    7.a. Board Strategic Plan- Drop Foundation Goal and Add Political Action Committee Goal (Future Bond)
    7.b. 2021-2022 Division 22 Assurance Review

# DIVISION 22 STANDARDS/EVIDENCE

## Internal Tracking Sheet for Lincoln County SD

## 2021-2022 School Year Compliance

| Rule Number & Title<br><br>*New Rules/Requirements for reporting on the 2021-22 SY are highlighted in yellow<br><br>**New Rules/Requirements for implementation in the 2022-23 SY are highlighted in blue | Summary<br><br>* *Modifications and waivers for 2021-22 are in italics and highlighted in yellow*<br><br>***Modifications and waivers for 2022-23 are in italics and highlighted in blue* | Evidence that supports meeting requirements of the rule (policy, program, systems/process, etc.) | Name of person Confirming for LCSD | Compliance Status | If not in compliance, what is the corrective action/plan and Timeline? |
|---|---|---|---|---|---|
| 581-022-0102 Definitions | All definitions as they pertain to D22 | n/a | | n/a | |
| *581-022-0106(4) State Standards for the 2021-22 School Year | School districts and public charter schools must periodically submit to the Department a plan for operation during the 2021-22 school year. The plan must be submitted on a timeline to be determined by the Department and on a form provided by the Department.<br><br>**This requirement will carry over to the 2022-23 school year under OAR 581-022-0107 Operational Plans for the 2022-23 School Year. | When the Department gives the timeline and form, the district will comply | | Compliant | |

| Rule Number & Title<br><br>*New Rules/Requirements for reporting on the 2021-22 SY are highlighted in yellow<br><br>**New Rules/Requirements for implementation in the 2022-23 SY are highlighted in blue | Summary<br><br>** Modifications and waivers for 2021-22 are in italics and highlighted in yellow*<br><br>***Modifications and waivers for 2022-23 are in italics and highlighted in blue* | Evidence that supports meeting requirements of the rule (policy, program, systems/process, etc.) | Name of person Confirming for LCSD | Compliance Status | If not in compliance, what is the corrective action/plan and Timeline? |
|---|---|---|---|---|---|
| 581-022-2000 Diploma Requirements | **Waiver – Essential Skills for class of 2022. OAR 581-022-2000(7) is waived for students first enrolled in ninth grade in the 2018-19 school year or earlier or who were first enrolled in ninth grade in the 2019-2020 SY and have an approved early graduation plan.*<br><br>All requirements for standard diploma. | LCSD Board Policy with graduation recuirements.<br>Transcripts.<br>Policy: IKF | Majalise Tolan | Compliant | |
| 581-022-2005 Veterans Diploma | Basic information regarding the requirement to offer Veterans Diploma. | Veteran would be in contact with local high school principal and registrar.<br>Policy: IKF | Majalise Tolan | Compliant | |
| 581-022-2010 Modified Diploma | All requirements for the Modified Diploma. | LCSD Board Policy: IKF | Majalise Tolan | Compliant | |
| 581-022-2015 Extended Diploma | All requirements for the Extended Diploma. | LCSD Board Policy: IKF | Majalise Tolan | Compliant | |
| 581-022-2020 Alternative Certificate | All requirements for the Alternative Certificate. | LCSD Board Policy: IKF | Majalise Tolan | Compliant | |

| Rule Number & Title<br><br>*New Rules/Requirements for reporting on the 2021-22 SY are highlighted in yellow<br><br>**New Rules/Requirements for implementation in the 2022-23 SY are highlighted in blue | Summary<br><br>* *Modifications and waivers for 2021-22 are in italics and highlighted in yellow*<br><br>***Modifications and waivers for 2022-23 are in italics and highlighted in blue* | Evidence that supports meeting requirements of the rule (policy, program, systems/process, etc.) | Name of person Confirming for LCSD | Compliance Status | If not in compliance, what is the corrective action/plan and Timeline? |
|---|---|---|---|---|---|
| 581-022-2025 Credit Options | Elective or content credit may be earned based on mastery of recognized standards, competencies and skills. | Proficiency earned credit by project or portfolio or work experience. | Majalise Tolan | In compliance | |
| 581-022-2030 District Curriculum | Outlines all required components of a district's planned K–12 instructional program. | School master schedules, instructional minutes document | Katie Barrett/Majalise Tolan | In compliance | |
| 581-022-2045- Prevention Education in Drugs and Alcohol | Emphasizes prevention strategies, availability of school/community resources, management of peer pressure, responsible decision-making, positive health choices.<br><br>Includes staff training re: referral procedures and staff responsibilities. | Instructional Materials<br>Counseling Program | Katie Barrett<br>Majalise Tolan<br>Kelly Beaudry | In compliance | |
| 581-022-2050 Human Sexuality Education | Districts must plan for and implement K-12 comprehensive sexuality education program that meets the Health Education Standards, including providing instruction on child abuse prevention, healthy relationships, and healthy sexuality. | Elementary staff has been provided with curriculum and resources that support the instruction in the required state standards. School master schedules show time for health instruction. Secondary has | Katie Barrett/Majalise Tolan | In compliance | |

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| | | adopted curriculum, teach state standards and support from counseling department. | | | |
| 581-022-2055 Career Education | K-12 Career Education as part of Comprehensive School Counseling. | Overgrad. Campus visits. College and Career support in Counseling Center. Graduation coaches. Aspire Programs | Majalise Tolan | In compliance | |
| 581-022-2060 Comprehensive School Counseling | Comprehensive district and school counseling program at each school based on Oregon's Framework for Comprehensive School Counseling Programs to support the academic, career, social-emotional and community involvement development of every student. Education and career plan and profile for all students in grades 7-12, that builds upon itself each year. Annual review of the district and each schools' comprehensive counseling program.<br><br>Districts operating remote or online programs and serving | Requirements met (Policy IJ-AR) | Kelly Beaudry | In compliance | N/A |

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| | students in a remote instructional model must ensure full access to comprehensive counseling services. | | | | |
| 581-022-2100 Administration of State Assessments | Definitions and policies related to Test Administration. | The district has a district test coordinator and follows the assessment admin guide (TAM) and the | Vince Dye | Compliant | |
| 581-022-2110 Exception of Students with Disabilities from State Assessments | Applies to students with disabilities with an IEP or a Section 504 plan.<br><br>States that a public entity cannot exempt a student from state testing, unless the parent has made a request for exemption. | A review of the Oregon State Assessment System would show that we have set the exemptions that are possible controlled via that ODE assessment management site. | Vince Dye | Compiant | |
| 581-022-2115 Assessment of Essential Skills | **Waiver – Essential Skills for class of 2022, 2023, and 2024. See section (22) of the rule.*<br><br>Policies governing the Assessment of Essential Skills, including diploma requirements and local performance | Secondary provides worksampels with state scoring guides. Work sample bank is used. | Majalise Tolan | Compliant | |

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| | assessments.<br>One worksample per grade must be provided to students in grades 3-8 and one offered in high school, using Official State Scoring Guides, in the following areas: writing, speaking, math problem-solving, and scientific inquiry; or, comparable measure adopted by the district.<br><br>Also defines Assessment of Essential Skills Review Panel (AESRP) policies/practices. | | | | |
| 581-022-2120 Essential Skill Assessments for English Language Learners | Districts must determine policy whether to allow students to demonstrate proficiency in the student's native language. | We allow it by Policy. | | Compliant | |
| 581-022-2130 Kindergarten Assessment | *Waived for 2021-22.*<br>**Waived for 2022-2023*<br><br>KA measures school readiness, which may include the following: physical and social-emotional development, early literacy, | | | n/a | |

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| | language, cognitive, logic and reasoning. | | | | |
| 581-022-2205 Policies on Reporting of Child Abuse | School Boards must adopt policies on Child Abuse Reporting. Outlines all requirements that the policy must include. | We have adopted policy | | Compliant | |
| 581-022-2210 Anabolic Steroids and Performance Enhancing Substances | Includes training requirements for coaches and athletic directors and utilization of evidence-based programs, e.g. ATLAS and ATHENA. | Train coaches and athletes based on Life of an Athlete principles for steroid and drug prevention. | Majalise Tolan | In compliance | |
| 581-022-2215 Safety of School Sports – Concussions | Definitions and policies for athletic participation, including training requirements.. | Heads Up concussion protocol and training. Concussion committee meets to review reporting forms. Impact test required for all participating athletes. | Majalise Tolan | In compliance | |
| 581-022-2220 Health Services | Policies/practices that govern district health, including: school nurses services, prevention of communicable disease, availability of health | | | Compliant | |

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| | rooms/space, vision and hearing screenings, health records, staff CPR training requirements, medically fragile student services, medication administration, and medical emergency response for each building. | | | | |
| 581-022-2223 Healthy and Safe Schools Plan | Definitions,HASS Plan requirements, final plan due by 7/1/19.<br><br>Building lead levels checked every 6 years, testing requirements defined. | | | Compliant | |
| 581-022-2225 Emergency Plans and Safety Programs | Regulations for establishing and updating HASS Plans, annual statements/final test results re:lead in water tested as per ODE schedule set forth in HASS plan. | | | Compliant | |
| 581-022-2230 Asbestos Management Plans | Asbestos Management Plan requirements.<br><br>Training requirement for | | | Compliant | |

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| | custodial and maintenance staff-OSHA. | | | | |
| 581-022-2250 District Improvement Plan | Definitions and guidelines for requirements for district CIP.<br><br>Must be done once every 4 years, unless there are substantial changes, which are defined in the Standard.<br><br>Community input and evaluation of the plan are critical components. | Continuous Improvement Plan updated yearly by District Implementation based on data analyzed by Routine Teams. CIP is posted on district website. | Katie Barrett | In compliance | |

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| 581-022-2255 School and District Performance Report Criteria | Definitions and required components of state, district and school report cards, based on identified performance standards.<br><br>State Superintendent must make available to the public and media by 12/15.<br><br>School districts must make a copy of the state provided district and school to parent(s) or guardian(s) by 1/15. They may be mailed, sent electronically, or posted on the school or district website. | | | Compliant | |
| 581-022-2260- Records and Reports | Requirements for filing state records and reports; maintaining student records and policy for Student Activity Funds. | | | Compliant | |
| *581-022-2263 Physical Education Requirements | Grade level time requirements for PE instruction.<br><br>K-5 requirement: 150 | 7-8 250 minutes a week in Master Schedules | | Compliant | |

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| | minutes/week (4 day week = 120 minutes).<br><br>*6-8 requirement for 2021-22 SY: 180 minutes/week (4 day week = 144 minutes). **Increase to 225 for the 2022-23 SY (4 day week = 180).<br><br>Requirements must also be met for students being served in a remote and online instructional model. | | | | |
| 581-022-2265 Report on PE Data | Provide data to ODE annually on PE minutes, physical capacity and facilities.<br><br>**Note for the 22-23 SY: These collections are suspended from July 1, 2022 through June 30, 2023. | Suspended data collection | | In Compliance | |
| 581-022-2267 Annual Report on Restraint and Seclusion | Definitions and guidance on requirements for annual report completed via the ODE Restraint and Seclusion Incidents Data | | | Compliant | |

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| | Collection and the ODE Seclusion Rooms Data Collection. | | | | |
| 581-022-2270 Individual Student Assessment, Recordkeeping and Reporting | Includes requirements for proficiency-based instruction and assessment, grading systems, and annual reports on student progress. | Grade reports, transcripts, iReady assessment data, DIBLES data, staff PLCs, family conferences | Majalise Tolan | In Compliance | |
| 581-022-2300 Standardization | Outlines methods of verifying compliance with Division 22 standards. | | | Compliant | |
| 581-022-2305 District Assurances of Compliance with Public School Standards | Requirements for annual Division 22 Standards assurances process: make report to board in September or October, report to ODE by November 15, must use ODE provided form for report to community, post report on district website and provide ODE with link to precise location. | Oct 12, 2021 Board minutes<br>District Website | Katie Barrett | In compliance | |
| **581-022-2308 Agreements Entered | New rule for 2022-23: Requires adoption of a policy governing participation in a voluntary | | | n/a for 2021-22 | |

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| Into with Voluntary Organizations | organization that administers interscholastic activities. Voluntary organization must adopt and implement policies prohibiting discrimination, maintain a complaint process with sanctions, and administer an annual survey. | | | | |
| 581-022-2310 Equal Education Opportunities | Policies regarding Equal Opportunity and prohibition of harassment, intimidation, bullying, and cyberbullying, | | | Compliant | |
| 581-022-2312 Every Student Belongs | Requires adoption of a policy that (among other things) prohibits the use or display of hate symbols, establishes procedures for addressing bias incidents.<br><br>Districts that sponsor public charter schools are also assuring their charter schools have adopted the appropriate policy. | Requirements met (Policy ACB) | Kelly Beaudry | In compliance | N/A |

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| 581-022-2315 Special Education for Children with Disabilities | Mandates a district provide an educational program to serve eligible students with disabilities in accordance with all applicable OARs. | IGBAF | Carol Stock | In compliance | |
| 581-022-2320 Required Instructional Time | Requirements for instructional time in grades K-12: Grade 12 — 966 hours; Grades 9–11 — 990 hours; and Grades K–8 — 900 hours.<br><br>Requirements must also be met for students being served in a remote and online instructional model. See Remote & Online Learning Policy FAQ. | School Schedules | Katie Barrett/Majalise Tolan | In compliance | |
| **581-022-2325 Identification of Academically Talented and Intellectually Gifted Students | Guidelines for TAG identification.<br><br>Revised standard adopted in 2022.<br>**New for 2022-23 SY: Person who is responsible for identification must be trained. | TAG Manual | Carol Stock | In compliance | |

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| 581-022-2330 Rights of Parents of TAG Students | Parent right to notification at time of identification regarding services and programs offered, opportunity to provide input on their child's plan.<br><br>Parents may opt their student out at any time. | TAG Manual<br>TAG Eligibility forms<br>Parent Rights Brochure | | | |
| 581-022-2335 Daily Class Size | Must maintain class sizes that promote effective practices consistent with expected outcomes. | School/grade level numbers monitored and maintenance of staffing levels to support appropriate ratios. | Tiana DeVries | In compliance | |
| 581-022-2340 Media Programs | Provides guidelines for a cohesive K-12 media program, including expectations around facilities and materials, staffing, program development, instructional goals, and program maintenance.<br><br>In regards to staffing, at minimum, a district/school must employ a classified employee to oversee and maintain the media program. If a certificated media | District Media Specialist meets with classified Media Assistants in each school on a bi-weekly basis, plus 4 full day PD events for library staff.<br><br>Data is reviewed with school and district admins annually.<br><br>Media Center upgrades happening in the secondary | Bryan Freschi | In compliance | |

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| | specialist is not employed by the district, the district may consult with Jennifer Maurer, the School Library Consultant at the State Library of Oregon, and should either consult with the local ESD, or a local public librarian to assist with program development, implementation, and maintenance. | schools. | | | |
| 581-022-2345 Auxiliary Services | Compliance with statute and rules regarding transportation, food, custodial, facilities, equipment and materials services. | | | Compliant | |
| 581-022-2350 Independent Adoptions of Instructional Materials | Requirements for conducting an independent adoption of instructional materials.<br><br>Districts that use digital content as core curriculum for a course of study or any part thereof must complete an independent adoption of the digital instructional materials. If | Digital Content was adopted in Social Science prior to 21-22 and will need to have an independent adoption section completed. It was reported to the board - but the OAR sections 1-7 was not. Board process for adoption was followed. | Majalise Tolan | Non-Compliant | Need to complete sections 1 through 7 of OAR 581-022-2350 and report to school board. |

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| | districts did not do this process in the 2021-22 school year or prior, they will need to indicate this in their Division 22 reporting in November 2022, and complete the process to resolve this non-compliance. Districts must provide their local school board with the information in sections 1 through 7 of OAR 581-022-2350 to inform the local school board's review and independent adoption of instructional materials. | | | | |
| 581-022-2355 Instructional Materials Adoption | Districts must follow the adoption cycle established by the State Board of Education and provide free and appropriate instructional materials that meet the NIMAS guidelines. | LCSD has not been adopting within the state established cycle. | Majalise Tolan | Non-Compliant | Review LCSD adoption cycle and state adoption cycle and develop a plan with the state to become |

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| | | | | | compliant. |
| 581-022-2360 Postponement of Purchase of State-Adopted Instructional Materials | Postponement of instructional materials adoption, based on the state adoption cycle, requires an application to the State. | LCSD is not in compliance with State adoption cycle and has not been filing to postpone. | Majalise Tolan | Non-Compliant | Work with ODE on state and LCSD adoption cycles and complete required applications. |
| 581-022-2370 Complaint Procedures | Each district must have a written complaint policy, describing the process. | KL | | Compliant | |
| 581-022-2400 Personnel | All teachers, specialists and administrators employed must be licensed | Daily checks through HR | Tiana DeVries | In compliance | |
| 581-022-2405 Personnel Policies | District must adopt personnel policies that include: Affirmative action, staff development, Equal Employment Opportunity, Evaluation Procedures, Employee Communication | All policies posted and up to date. | Tiana DeVries | In compliance | |

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| | System, release of information in employee file for anyone convicted of a crime under ORS 342.143<br><br>Includes requirements for bonded employees. | | | | |
| 581-022-2410 Teacher and Administrator Evaluation and Support | Districts must establish local evaluation systems aligned to the requirements in the Oregon Framework for Teacher and Principal Evaluation and Support. | Established evaluation system aligned to standards, posted, and implemented. | Tiana DeVries | In compliance | |
| 581-022-2415 Core Teaching Standards | Core teaching standards must be used to evaluate teachers. InTASC standards defined.<br>1. The Learner and Learning.<br>2. Content<br>3. Instructional Practice<br>4. Professional Responsibility | Established evaluation system aligned through the Danielson Standards for Professional Growth. | Tiana DeVries | In compliance | |

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| 581-022-2420 Educational Leadership - Administrator Standards | Administrators must be evaluated on adopted leadership standards.<br>1. Visionary Leadership<br>2. Instructional Improvement<br>3. Effective Management<br>4. Inclusive Practice<br>5. Ethical Leadership<br>6. Socio-political context | Established evaluation system aligned to standards, posted, and implemented. | Tiana DeVries | In compliance | |
| 581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses | Compliance with OAR 581-021-0510 | All staff fingerprinted through the approved vendors and cleared before contact with students. | Tiana DeVries | In compliance | |
| 581-022-2440 Teacher Training Related to Dyslexia | School districts must ensure that at least one kindergarten through grade five teacher in each kindergarten through grade five school has received training related to dyslexia. | All elementary schools have at least one teacher having received training related to dyslexia as of 4/01/22 | Katie Barrett | In compliance | |

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| | A waiver may be obtained using the process outlined in 581-002-1810. | | | | |
| 581-022-2445 Universal Screenings for Risk Factors of Dyslexia | School districts must universally screen for risk factors of dyslexia in kindergarten, and for students entering Oregon schools for the first time in first grade, using a screening test that is on the Department's approved list.<br><br>Districts may select a tool not on the approved list through a petition process outlined in the rule. | All kindergarteners and first graders having never attended kindergarten are screened three times a year using the Acadience Reading Benchmarking and the Rapid Automatic Naming screeners. Staff have protocols, interventions, and procedures for supporting students screening high risk and all state requirements are followed. | Katie Barrett | In compliance | |
| **581-022-2500 Programs and Services for TAG Students | Written plan required. Must include<br>1. Identification process<br>2. Services<br>3. Statement of district philosophy<br>4. Statement of district | | | Compliant | |

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| | goals<br>5. Description of nature of services to meet goals.<br>6. Evaluation plan<br><br>Student plans must address level and rate of learning.<br><br>Other rule requirements defined.<br><br>Revised standard adopted in 2022 (SB 486).<br>**New for 2022-23 SY: Districts shall post current TAG plan on the district website and have it available on request. Districts shall update ODE annually with district TAG contact information. Parents and students have the right to discuss the TAG plan. Updated TAG plans are due to ODE by May 1, 2023. | | | | |
| 581-022-2505 Alternative Education Programs | Policies and procedures relative to alternative education programs. | | | Compliant | |

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| 581-022-2510 Suicide Prevention Plan | Requires adoption of a policy on suicide prevention for students, particularly focused on LGBTQ2SIA+ (lesbian, gay, bisexual, transgender/non-binary, queer/questioning, two-spirit, intersex, asexual, and the myriad other ways to describe sexual and gender identities) youth, foster youth, youth with disabilities, BIPOC (Black, Indigenous, and People of Color) and tribal communities/members/students as well as historically and currently underserved youth, in kindergarten through grade 12. Includes requirements of the plan. | Requirements Met (School Based Suicide Resource Guide) | Kelly Beaudry | In compliance | N/A |

7.c. Policy Updates- First Reading of Set 1

OREGON SCHOOL BOARDS ASSOCIATION
Inspire • Inform • Involve

# Policy Update

August 2022 Vol. 66 No. 3 sch

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**Annual Convention**
Nov. 11-13, 2022
Portland Marriott
Downtown Portland
Portland, OR

CB – Superintendent, Highly Recommended
CBC – Superintendent's Contract, Optional
GBEA – Workplace Harassment *, Required
GCAA – Standards for Competent and Ethical Performance of Oregon Educators, Optional
GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Required
IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**, Highly Recommended
IGBAF – Special Education – Individualized Education Program (IEP), Required
IGBAF-AR – Special Education - Individualized Education Program (IEP), Required
IGBB – Talented and Gifted Program and/or Services, Required
IGBBA – Talented and Gifted Students - Identification, Required
IGBBC - Talented and Gifted – Programs and Services, Recommend delete in lieu of other revisions
IGBBC-AR - Complaints Regarding the Talented and Gifted Program, Recommend delete or recode to IGBB-AR and revise as recommended or per district practice

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

## SUPERINTENDENT

### Summary

With passage of Senate Bill 1521 (2022), there are new provisions in law to consider when issuing a superintendent's contract and when district school boards are making decisions related to operation of the district. The entire SB can be accessed here.

### Collective Bargaining Impact

None

### Local District Responsibility

Update policies with the recommended revisions if they are present in the Board's policy manual and submit to the Board for readoption.

### Policy(ies) Impacted by these Revisions

CB – Superintendent, Highly Recommended
CBC – Superintendent's Contract, Optional

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## WORKPLACE HARASSMENT

### Summary

The legal references for policy GBEA – Workplace Harassment have been updated to reflect an assigned statute number to what is House Bill 3041 (2021), which modified Oregon's definition of sexual orientation and added a definition for gender identity; these definitions apply to a host of Oregon statutes including its use in ORS 659A.370. HB 3041 is now numbered ORS 659A.370, and ORS 174.100 is the home for definitions of sexual orientation and gender identity – both used in this referenced policy.

### Collective Bargaining Impact

None

### Local District Responsibility

Districts should update the legal references in this policy and republish.

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

GBEA – Workplace Harassment *, Required

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## STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS

### Summary

The definition of "sexual conduct" in OAR 584-020-0005 changed to be consistent with the definition in ORS 339.370(11). This update is to reflect the new definition.

### Collective Bargaining Impact

None

### Local District Responsibility

If the district has the optional policy GCAA - Standards for Competent and Ethical Performance of Oregon Educators, review, revise, and submit to the Board for readoption.

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

GCAA – Standards for Competent and Ethical Performance of Oregon Educators, Optional

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## FINGERPRINTING

### Summary

House Bill 4030 (2022) modifies fingerprinting requirements for persons seeking employment in schools and now makes a temporary exception to allow the Oregon Department of Education (ODE) to waive fingerprinting requirements if ODE determines the person has:

- Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
- Submitted to a criminal records check conducted by TSPC within the previous three years; or
- Remained continuously licensed or registered with the commission.

This is a temporary change and sunsets July 1, 2024.

### Collective Bargaining Impact

None

### Local District Responsibility

The revisions effect language in required administrative regulation GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting and can be revised by administration, implemented, and submitted to the Board for review; the AR is not required to be adopted.

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

GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Required

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## STUDENT HEALTH SERVICES

### Summary

A new Oregon Administrative Rule, 581-021-0593, requires public education providers, which includes school districts, public charter schools, and education service districts, to provide information on menstrual health and must include this information in their health and sexuality education. As a result, new language has been added to board policy IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education. Oregon Department of Education's (ODE) website provides a variety of related resources.

In addition, new proposed language has been added to board policy JHC - Student Health Services, which refers to existing rules related to school nursing services and responsibilities.

### Collective Bargaining Impact

None

### Local District Responsibility

Both policies in this recommended update are highly recommended; submit to Board to consider revising and readopting.

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

IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**, Highly Recommended
JHC – Student Health Services**, Highly Recommended

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## INDIVIDUALIZED COVID-19 RECOVERY SERVICES

### Summary

At its December 2021 meeting, the State Board of Education updated Temporary Rule OAR 581-015-2229 Individualized COVID-19 Recovery Services. The OAR required IEP teams for eligible student to make decisions about Individualized COVID-19 Recovery Services which support the district's requirement to ensure a free appropriate public education (FAPE) to eligible students.

A new section, Individualized COVID-19 Recovery Services, is added to IGBAF-AR describing the district's responsibilities and outlining notification requirements.

### Collective Bargaining Impact

None

### Local District, Responsibility

The district should review required administrative regulation IGBAF-AR – Special Education, Individualized Education Program and submit to the Board to adopt the recommended changes. It is further recommended that the district update the legal references in this policy and republish.

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

IGBAF – Special Education – Individualized Education Program (IEP), Required
IGBAF-AR – Special Education - Individualized Education Program (IEP), Required

## TALENTED AND GIFTED

### Summary

There have been some additional rule changes passed for talented and gifted programs. As a result, OSBA policy staff worked to reduce number of policies and administrative regulations (AR) to two, and both remaining ARs are optional. Further, the district could choose to use the general complaint procedure in board policy KL to support these programs and services, if desired, instead of using the accompanying ARs.

### Collective Bargaining Impact

None

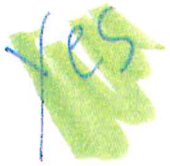
### Local District Responsibility

Review the recommendations suggested to revise and update TAG related policies and administrative regulations. Essentially, policies IGBB and IGBBC have been merged, deleting IGBBC and leaving revised IGBB, and IGBBC-AR has been recoded to IGBB-AR.

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

IGBB – Talented and Gifted Program and/or Services, Required
IGBB-AR – Complaints Regarding the Talented and Gifted Program and/or Services, Optional
IGBBA – Talented and Gifted Students - Identification, Required
IGBBA-AR – Appeal Procedure for Talented and Gifted Student Identification and Placement, Optional
IGBBC - Talented and Gifted – Programs and Services, Recommend delete in lieu of other revisions
IGBBC-AR - Complaints Regarding the Talented and Gifted Program, Recommend delete or recode to IGBB-AR and revise as recommended or per district practice

# OSBA Model Sample Policy




Code: CB
Adopted:

## Superintendent

The superintendent[1] is designated as the district's chief executive officer. Under the Board's direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board's policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law[2] that applies to school districts[3].

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

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**Legal Reference(s):**

ORS 332.505
ORS 332.515

OAR 581-022-2405
OAR 584-005-0005(51)

Senate Bill 1521 (2022)

[1] The term "superintendent" includes an interim superintendent.

[2] "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

[3] Also includes taking any action that conflicts with law that applies to education service districts.

# OSBA Model Sample Policy

Code: CBC
Adopted:

## Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. The Board may not issue a contract that includes terms which direct the superintendent[1] to take any action that conflicts with a local, state or federal law[2] that applies to the district[3], or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent in performing ~~his/her~~their duties. The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

[The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or

2. Finds new employment that provides health benefits.]

For a period of one year after termination of the contract, the superintendent may not:

1. Purchase property or surplus property owned by the district or public charter school; or

2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

END OF POLICY

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[1] The term "superintendent" includes an interim superintendent.

[2] "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

[3] Also includes taking any action that conflicts with law that applies to education services districts.

**Legal Reference(s):**

ORS 332.432
ORS 332.505

ORS 342.549
ORS 342.815

OAR 584-005-0005(51)

Senate Bill 1521 (2022)

# OSBA Model Sample Policy

Code: GBEA
Adopted:




## Workplace Harassment *

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

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

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

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

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

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

The district may not require or coerce a district employee to enter into a nondisclosure[2] or nondisparagement[3] agreement.

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[1] "Sexual assault" means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

[2] A "nondisclosure" agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

[3] A "nondisparagement" agreement or provision prevents either party from making disparaging statements about the other party.

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

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

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

ORS 174.100
ORS 243.317 - 243.323
ORS 659A.001
ORS 659A.003
ORS 659A.006
ORS 659A.029
ORS 659A.030
ORS 659A.082
ORS 659A.112
ORS 659A.370
ORS 659A.820
ORS 659A.875
ORS 659A.885
OAR 584-020-0040
OAR 584-020-0041

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).
~~House Bill 3041 (2021)~~

# OSBA Model Sample Policy

Code: GCAA
Adopted:

## Standards for Competent and Ethical Performance of Oregon Educators

**[Application of Rules**

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).

2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by ~~the commission~~ TSPC under Oregon law~~Revised Statutes (ORS)~~ or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ~~Oregon Revised Statutes~~ ORS.

3. The ~~commission~~ TSPC determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.

4. The ~~commission~~ TSPC will promptly investigate complaints:

   a. The ~~commission~~ TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under ~~Oregon Revised Statutes~~ law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the ~~commission~~ TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
   b. The executive secretary shall regularly inform the ~~commission~~ TSPC of the status of any complaints on which the ~~commission~~ TSPC has deferred action.]

**Definitions**

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. "Administrator": any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;

2. "Competent": discharging required duties as set forth in these rules;

3. "Educator": any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;

4. "Ethical": conforming to the professional standards of conduct set forth in these rules;

~~5. "Sexual conduct": any conduct with a student that includes, but is not limited to:~~

~~a. The intentional touching of the breast or sexual or other intimate parts of a student;~~

~~b. Causing, encouraging or permitting a student to touch the breast or sexual or other intimate parts of the educator;~~

~~c. Sexual advances or requests for sexual favors directed towards a student;~~

~~d. Verbal or physical conduct of a sexual nature when directed toward a student or when such conduct has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment; or~~

~~Verbal or physical conduct which has the effect of unreasonably interfering with a student's educational performance or creates an intimidating, hostile or offensive educational environment.~~

~~6.~~5. "Sexual conduct: means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:

a. Sexual advances or requests for sexual favors directed toward the student; or
b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student's educational performance, or of creating an intimidating or hostile educational environment.

"Sexual conduct" does not include:

a. Touching or other physical contact:

   (1) That is necessitated by the nature of the district employee's job duties or by the services required to be provided by the contractor, agent, or volunteer; and
   (2) For which there is no sexual intent.

b. Verbal, written or electronic communications that are provided as party of an education program that meets the state educational standards or a policy approved by the Board
c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:

   (1) Arise out of a consensual relationship between students;
   (2) Do not create an intimidating or hostile educational environment; and
   (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

~~7.~~6. "Sexual harassment": any unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
c. Such conduct unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

~~8.~~7. "Teacher": any person who holds a teacher's license as provided in ORS 342.125.

~~9.~~8. "Student": ~~any individual enrolled in the state's public or private schools from preschool through high school graduation or any individual under the age of 18~~ means any person who is:

a. In any grade from kindergarten through grade 12; or
b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

**The Competent Educator**

The teacher or administrator demonstrates a commitment to:

1. Recognize the worth and dignity of all persons and respect for each individual;

2. Encourage scholarship;

3. Promote democratic and inclusive citizenship;

4. Raise educational standards;

5. Use professional judgment; and

6. Promote equitable learning opportunities.

**Curriculum and Instruction**

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state- and district-adopted curriculum and goals;

2. Skill in setting instructional goals and objectives expressed as learning outcomes;

3. Use of current subject matter appropriate to the individual needs of students;

4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and

5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent [illegible]-educator by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;

2. Knowledge of curriculum and instruction appropriate to assignment;

3. Skill in implementing instructional programs through adequate communication with staff; and

4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

**Supervision and Evaluation**

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher ~~educator~~ demonstrates:

1. Multiple ways to assess the academic progress of individual students;
2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skill~~s~~ in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

**Management Skills**

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher ~~educator~~ demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;

4. Using district and school business and financial procedures; and

5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and

2. Skills in planning and staff ~~utilization~~ assignment.

**Human Relations and Communications**

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and

2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;

2. Skills in communicating district and school goals to staff and the public;

3. Willingness to be flexible in cooperatively working with others; and

4. Skill in reconciling conflict.

**The Ethical Educator**

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;

2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and

3. Maintain an appropriate professional student-educator~~teacher~~ relationship by:

   a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
   b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
   c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be~~,~~ becoming romantically attached to the educator; and
   d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;

2. Conduct professional business, including grievances, through established lawful and reasonable procedures;

3. Strive for continued improvement and professional growth;

4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and

5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;

2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities; ~~and~~

3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate~~.~~; and

4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

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**Legal Reference(s):**

OAR 584-020-0000 - 0035

# OSBA Model Sample Policy

Code: GCDA/GDDA-AR
Revised/Reviewed:

## Criminal Records Checks and Fingerprinting

### Requirements

1. Any individual newly hired employee[1][, whether full-time or part-time,] and not requiring licensure under Oregon Revised Statute (ORS) 342.223 as a teacher, administrator, personnel specialist or school nurse, shall submit to a criminal records check and fingerprinting.

2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a 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 submit to a criminal records check and fingerprinting with TSPC.

4. Any individual hired as or by a contractor[2][, whether part-time or full-time,] into a position having direct, unsupervised contact with students as determined by the district shall be required to submit to a criminal records check and fingerprinting.

   The superintendent will identify contractors who are subject to such requirements.

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 criminal records check and fingerprinting.

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 criminal records check and fingerprinting.

7. {[3]}A volunteer allowed by the district into a position that has direct, unsupervised contact with students shall undergo an in-state criminal records check.

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[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 and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

[3] {If the district allows volunteers to have direct, unsupervised contact with students, districts are required to conduct criminal records checks on these volunteers. Choose the bracketed language options in 7, 8 and/or 9 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.}

8. {A volunteer allowed to have direct, unsupervised contact with students, into a volunteer position identified in Board policy[4] by the district as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints.}

9. {A volunteer that is not likely to have direct, unsupervised contact with students [will] [will not] be required to undergo an in-state criminal records check.}

**Exceptions**

A newly hired employee[5] is not subject to fingerprinting if:

1. {The district has evidence on file that the ~~employee~~ person successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment; or

2. {[6]}The Oregon Department of Education (ODE) determines the person:

   a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
   b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
   c. Remained continuously licensed or registered with the TSPC.

**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];
   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 a conviction of 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.]

remove brackets

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

[5] Any individual hired within the last three months.

[6] {This revision to TSPC rules sunsets July 1, 2024.}

2. The district will provide the written notice described above through 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, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms 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. 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.

3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then 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].

5. A copy of the fingerprinting results will be kept by the district.

**Fees** all employees and volunteers → Criminal Registry Information System (CRIS) background check is paid for by District.

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 contractors[7], shall be paid by the [individual] ~~[district]~~.

2. [An individual offered a contract or employment by the district may, only upon request, request that the amount of the fee be withheld from the amount otherwise due the individual in accordance with Oregon law.]

3. Fees associated with required criminal records checks for volunteers shall be paid by the ~~[individual]~~ [district].

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. A 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 district upon:

   a. Refusal to consent to a criminal records check and/or fingerprinting; or

[7] A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

b. Notification[8] from the Superintendent of Public Instruction that the employee has a conviction of any 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.

2. A subject individual [may] (will) be terminated from employment or contract status upon notification from the Superintendent of Public Instruction 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. A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check 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 a volunteer knowingly made a false statement or has a conviction for any 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, the individual [will] [may] be denied the ability to volunteer.

6. A 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 under ORS 183.413 – 183.470.

A volunteer 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 under ORS 183.413 – 183.470.

[8] 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.

# OSBA Model Sample Policy




Code: IGAI
Adopted:

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

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

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

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

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

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

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;

2. Allays those fears concerning HIV that are scientifically groundless;

3. Is balanced and medically accurate;

4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;

7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;

10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;

11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;

12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;

13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;

14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;

15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;

16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;

17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;

18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and

19. Is culturally inclusive.

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

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related

to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

3. Enhances students' ability to access valid health information and resources related to their sexual health;

4. Teaches how to develop and communicate sexual and reproductive boundaries;

5. Is research based, evidence based or best practice; and

6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

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

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

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

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

END OF POLICY

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**Legal Reference(s):**

ORS 336.035
ORS 336.059
ORS 336.107
ORS 336.455 - 336.47~~5~~4

ORS 339.370 - 339.400

OAR 581-021-0009
OAR 581-021-0593

OAR 581-022-2030
OAR 581-022-2050
OAR 581-022-2220

# OSBA Model Sample Policy




Code: IGBAF
Adopted:

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

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district; or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

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**Legal Reference(s):**

ORS 343.151
ORS 343.155

OAR 581-015-2000
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2200
OAR 581-015-2205
OAR 581-015-2210
OAR 581-015-2215
OAR 581-015-2220
OAR 581-015-2225
OAR 581-015-2229
OAR 581-015-2230
OAR 581-015-2235
OAR 581-015-2055
OAR 581-015-2600
OAR 581-015-2065
OAR 581-015-2265

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

# OSBA Model Sample Policy




Code: IGBAF-AR
~~Adopted:~~Revised/Reviewed:

{This AR is designated as required because the district is required to do everything in this AR. Having this AR may help demonstrate compliance during the ODE audit process.}

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

1. General IEP Information

   a. The district ensures that an IEP is in effect for each eligible student:

      (1) Before special education and related services are provided to a student;
      (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
      (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.

   b. The district uses:

      (1) The Oregon standard IEP; or
      (2) An IEP form that has been approved by the Oregon Department of Education.

   c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
   d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
   e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
   f. The district ensures that each teacher and service provider is informed of:

      (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
      (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

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

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

2. IEP Meetings

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

3. IEP Team Members

a. The district's IEP team members include the following:

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

b. Student participation:

(1) Whenever appropriate, the student with a disability is a member of the team.
(2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.

(3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

(1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
(2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:

(1) The parent and the district consent in writing to the excusal;
(2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
(3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
b. The district ensures that IEPs for each eligible student includes:

(1) A statement of the student's present levels of academic achievement and functional performance that:

(a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
(b) Describes the results of any evaluations conducted, including functional and developmental information;
(c) Is written in language that is understood by all IEP team members, including parents;
(d) Is clearly linked to each annual goal statement;

(e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.

(2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:

(a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
(b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
(c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.

(3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:

(a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
(b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.

(4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
(5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.

(a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
(b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.

(6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Individualized COVID-19 Recovery Services[1]

[1] The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

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

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

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

a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

7. Agreement to Amend or Modify IEP

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

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

8. IEP Team Considerations and Special Factors

a. In developing, reviewing and revising the IEP, the IEP team considers:

(1) The strengths of the student and concerns of the parent for enhancing the education of the student;
(2) The results of the initial or most recent evaluation of the student;
(3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
(4) The academic, developmental and functional needs of the child.

b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:

(1) The communication needs of the student; and
(2) The need for assistive technology services and/or devices.

c. As appropriate, the IEP team also considers the following special factors:

(1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
(2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
(3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
(4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
(5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
(6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).

d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

(1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:

(a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the district

at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

(2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
(3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

9. Incarcerated Youth

a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:

(1) Participation of students with disabilities in state and districtwide assessment; and
(2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.

b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

10. Extended School Year Services

a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
b. ESY services are:

(1) Provided to a student with a disability in addition to the services provided during the typical school year;
(2) Identified in the student's IEP; and
(3) Provided at no cost to the parent.

c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
e. The district's criteria for determining the need for extended school year services include:

(1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
(2) If no documented evidence, on predictions according to the professional judgment of the team.

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

11. Assistive Technology

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

12. Transfer Students

a. In state:

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

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

b. Out of state:

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

(1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs.
(2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.

(3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

# OSBA Model Sample Policy

Code: IGBB
Adopted:

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

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

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

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

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

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);
2. Identifies and assesses special talented and gifted programs and services available in the district;
3. States goals related to providing such programs and services, including timelines for achievement;
4. Describes the programs and services intended to accomplish stated goals;
5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;
6. Describes how the district will evaluate progress of the plan; and
7. States the name and contact information for the district's talented and gifted coordinator.[1]

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

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall ~~also~~ provide the name and contact information of the district's

[1] For the list of complete requirements of the plan, see ORS 343.397(1).

coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative abilities~~ies~~y in using original or nontraditional methods in thinking and producing~~,~~; leadership ~~abilities~~ ability in motivating the performance of others in educational or noneducational settings; and/or ~~unusual abilities~~ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 1. ~~The superintendent or designee may choose to convene a committee in making a decision.~~ the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.

They may also use....

END OF POLICY

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**Legal Reference(s):**

ORS 343.391 - 343.401
ORS 343.407 - 343.413

OAR 581-022-2325
OAR 581-022-2330

OAR 581-022-2370
OAR 581-022-2500

~~Senate Bill 486 (2021)~~

# OSBA Model Sample Policy

Code: IGBBA
Adopted:

## Talented and Gifted Students - Identification**

In order to serve ~~academically~~ talented and ~~intellectually~~ gifted ("TAG") students in grades K through 12, the district directs the superintendent ~~or~~ designee ~~[after due consideration of the input of staff, parents and the community]~~ to establish an ~~written~~ identification process.

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

1. Use of ~~research based best~~evidence-based practices ~~to identify talented and gifted students from under represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged~~that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.

2. ~~Behavioral, learning and/or performance information~~Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.

~~3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students.~~

~~4.~~3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:

   a. Students who are racially/ethnically diverse;
   b. Students experiencing disability;
   c. Students who are culturally and/or linguistically diverse;
   d. Students experiencing poverty; and
   e. Students experiencing high mobility.

~~5.~~4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

~~6.~~5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

~~7. 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.~~

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

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

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

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

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal ~~the decision~~ through Board policy KL - Public Complaints and begin at [Step 1] ~~with the superintendent [or designee]~~ of the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**.

OR

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

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**Legal Reference(s):**

ORS 343.395
ORS 343.407
ORS 343.409
ORS 343.411
OAR 581-021-0030
OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

**OSBA Model Sample Policy**

yes - delete

Code: IGBBC
Adopted:

## Talented and Gifted – Programs and Services[LF1]**

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 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 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

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**Legal Reference(s):**

OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

DELETE

# OSBA Model Sample Policy

yes - delete

Code: IGBBC-AR
Revised/Reviewed:

## Complaints Regarding the Talented and Gifted Program

*(This AR has been recoded to IGBB-AR. Please see the newer version with file name IGBB R G1.)*
The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services ("TAG").

All complaints regarding TAG will be reported to the superintendent. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the superintendent's office before further consideration can be given to the complaint.

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the [TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist].

2. The review committee shall meet within [two] working days of when the superintendent received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within [10] working days of receiving the original complaint.

   The review committee may recommend that:

   a. The programs or services are appropriate; or
   b. The programs or services are not appropriate.

   The superintendent shall report the recommendations of the review committee to the Board[ at the next regularly scheduled Board meeting].

3. After consideration of the recommendations, if any, issued by the review committee the Board will issue a decision within [20] days of the 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. The Board's final decision will be issued in writing or electronic form.

If the complainant, who is [a student,] a parent or guardian of a student who attends school in the district[,] [or] a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal[1] the district's final decision 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 the OARs upon request.

[[2]] Timelines may be extended upon written agreement between the district and the complainant.

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

[2] [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. However, 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)]

7.d. Equity Policy AAA- Third Reading

Policy AAA: **LCSD Equity Lens/Tool for Ensuring Equity**
Date: Sept 2022

## BACKGROUND AND VISION FOR EQUITY

The development of a Lincoln County School District Equity Lens began in 2019 when the district put together its first Equity Team. Through the work of the Equity Team, which includes participation from LCSD employees (teachers, administrators and classified staff), community partners and students from each of our high schools, an Equity mission, vision, values, positioning and purpose document was created in 2020. Also in 2020-21, the LCSD Land Acknowledgement was created in order to recognize the sovereignty of the Confederated Tribes of Siletz Indians whose land we live and work on. In 2021-22, the district's first Equity Lens was created as a tool to ensure equitable decision making with feedback from various stakeholder groups. This draft Equity Lens went to the Board at its August 18, 2022 Retreat and eventually, passed as a new district policy in the 2022-23 school year.

## HOW WILL THE LCSD EQUITY LENS BE USED?

The Lincoln County School District Equity Lens will be used as a decision making tool when creating, reviewing and implementing school district policies. It will be used in conjunction with policy JBB Educational Equity. The Equity Lens will be implemented when decisions regarding equitable resources allocation arise, when policies about student instruction and discipline come into play and for other policy related decisions as appropriate. It will be used by all employees and by all board members just as any other policy is used in the school district. An Administrative Regulation was crafted by the superintendent to guide the use of this policy/decision making tool. It is LCSD Equity Lens/Tool for Ensuring Equity AAA-AR.

## EQUITY TEAM PURPOSE STATEMENTS

**What is the Vision for Equity for the Lincoln County School District?** Through board and policy commitment, our unified vision is to welcome, accept and affirm equitable practices that break down barriers, promote access, and voice, and advance ongoing opportunities for an equitable education for all.

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Our ultimate purpose is to create an equitable educational system by evaluating and guiding current educational practices in order to provide access to diverse voices that eliminate barriers; so that every student attains a premier education in Lincoln County School District.

Through our progressive, consistent and intentional actions, the district's actionable positioning will prioritize our work through equity focused "Courageous Conversations" (2005 by Glenn Singleton) by examining everything through a LCSD Equity Lens; a lens that develops mindfulness, uses culturally respectful language, builds human capacity and exudes presence.

Our values are: genuine equity and inclusion, moral courage, unapologetic leadership, curiosity, transparency, intentionality, reflection, stakeholder input, cultural responsiveness, measurable action, the honoring of communities, and egalitarian dignity.

Our mission is to bring forth intentional and impactful actions through intentional discourse and policy review, current and future, that prioritize data and professional training to assert cultural relevance and representation that provide necessary skills to meet the needs of all students.

Based on Multnomah County's, "5 P's Equity Lens Tool" (2022), the following are the five "Ps" of our LCSD Equity Lens: purpose, people, place, process and power. Each of these 5 "Ps" has an Essential Question to be posed whenever decisions are being made that will affect students' equitable access to education. They are as follows:

1. PURPOSE (Why): The purpose of the equity lens is to center equity and inclusivity so that students, families, and systems do not experience barriers throughout our district. Our equity lens will bring access, voice, and visibility of individual identities that promote justice while honoring relationships in a conscious and accountable manner.

*Essential Question about Purpose: What past and current experiences may contribute to a system that may further perpetuate barriers to an equitable education at LCSD?*

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2. PEOPLE (Who): The equity lens is thoughtful in language, respectful of the past and present trauma of marginalized groups, recognizing the struggle for civil rights and equity. The trauma and process our underserved people have endured deserves to be treated with gravity and solemnity.

*Essential Question about People: Who are the voices and what are the stories of our historically underrepresented communities that have not been served and recognized for their struggles for civil rights and equity in LCSD?*

3. PLACE (Where): The equity lens recognizes environmental and geographical impacts on resource allocation and holds space for access to equitable resources, not hindered by geographic location, socioeconomic status, varying neuro abilities or demographics (culture, race, ethnicity, gender, etc.).

*Essential Question about Place: What environmental and geographical impacts are essential in factoring and distributing resources equitably throughout LCSD?*

4. PROCESS (How): The equity lens addresses policy barriers and processes through open and honest discourse and decision making which result in empowering, supporting, and reducing the traumatization of people.

*Essential Question about How: How are we meaningfully including or excluding people who are affected by the Equity Lens? What policies contribute to exclusionary practices?*

5. POWER (What): The equity lens through genuine shared power and authentic shared decision making contributes to strong problem solving and action that moves forward equitable policies, boards, and communities.

*Essential Question for Power: What are the visible and invisible benefits and burdens that students and communities experience at the hands of our policies and processes of power?*

DRAFT

**Lincoln County School District Land Acknowledgement (2021)**

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

Email of Equity Team Co Chairs:

Karen.Gray@lincoln.k12.or.us (Superintendent LCSD)

Marty.Perez@lincoln.k12.or.us (Principal Sam Case Elementary School)

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**The following references to state law provide the background and legal standing for the school district to implement an Equity Lens as part of its Equity Policy. Included are additional references.**

**References:**


1. Multnomah County Oregon "5 Ps Equity Lens Development Tool (2022).
2. Parkrose School District Equity Lens Policy AAA (2017).
3. LCSD Policy AC "Non Discrimintaion".
4. LCSD Policy ACA "Americans with Disabilities Act".
5. LCSD Policy ACB "Every Student Belongs" along with ACB ARs (1) and (2) "Bias Incident Complaint Process Forms".
6. LCSD Policy JB "Equal Education Opportunities".
7. LCSD Policy JBB "Educational Equity".
8. LCSD Policy JBAA "Section 504".
9. ORS 659.850 and ORS 659.852.
10. OAR 581-022-0005, OAR 581-022-2312, and OAR 581-022-2370.
11. House Bill 2697 (2021).
12. House Bill 3041 (2021).
13. Courageous Conversations about Race by Glenn E. Singleton, 2005.


DRAFT

## WHY WE ARE CREATING A LCSD EQUITY LENS: TOOL FOR ENSURING EQUITY (LCSD POLICY AAA)

The following was created by the LCSD Equity Team during a discussion around the question: "Why do we have an equity lens/tool in LCSD" at their Sept 22, 2022 meeting.

1. In order to meet students where they are at:
    a. Safety for all (physical and emotional)
    b. Resources equity
    c. Welcoming all students
    d. Equitable access to education-Giving each child what they need to be successful not based on what everyone else has been given but based on their needs
    e. In order to ensure consistency
2. In order to provide a place where all students belong and feel a sense of belongingness. The sense that students should be at their school and have a right to feel like they belong. In order to provide a sense that we want them to be there at their school.
3. All students are successful. This tool assists the school district to analyze why students are ultimately being successful or not being successful. We cannot assume everyone is being successful.
4. Our academic data consistently demonstrates disparate results in student achievement. Not all students are achieving and we must analyze why and then do something about it. There is a need to make different decisions for different groups of students-equality fundamentally doesn't work because not everyone is the same.
5. We need to have conversations and make decisions in order to level the discourse happening in the district. We need to ask the right questions and the Equity Lens Tool has those questions and can help us to do that.
6. We must ensure fair and equitable representation of who is at the decision making table. All voices accounted for.

7. There is a need for district accountability for Every Student Belonging and an Equity Lens/Tool can assist us to do that. It is required by Oregon Law. It serves as a protection to students and their access and opportunities for education in the district.
8. We cannot be color, gender, economics, or ability blind. We render the people that we serve invisible to think and act that everyone is the same and has the same history, background and educational needs.

7.e. 2022-2023 Board and Superintendent Goals

# Lincoln County School District

## 2022-2023 Board/Supt Goals & Measures

| Goal | February Data | June Data |
|---|---|---|
| | | |
| **1. <u>Academic Achievement and Student Success</u>** | | |
| ● ***Increase Attendance***<br>● Each school will increase their Regular Attenders (RA) rate (students attending school more than 90% of the time) to meet or exceed the pre-pandemic regular attenders rate (as listed in first column of June 2021 RA Report) by June 2023. | | |
| ● **Increase Graduation Rates**<br>○ Each of our high schools will increase their 4-year cohort graduation rate by 3% (Baseline is the 2019 graduation rate).<br>○ The goal will be reached when we get to 95% or greater for a four-year | | |

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| cohort graduation rate in all schools.<br>○ Increase 9th grade on track at each high school by 10% per year.<br>○ Increase Dual Credit attainment by 5% per year. | | |
| ● **Increase implementation of Positive Behavior Interventions and Supports (PBIS) and Social/Emotional multi-tiered systems of support**<br>○ All K-8 schools will utilize the DESSA-full to plan and implement small-group interventions with approximately 5% of students, to be tracked through MTSS multi-student plans in Synergy.<br>○ All schools will implement the Check In/Check Out (CICO) Tier 2 intervention and/or Check and Connect intervention with approximately 5-10% of students.<br>○ All schools will self-assess & receive district feedback re: fidelity of | | |

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| implementation of Tier 1 and Tier 2 meetings | | |
| • ***Align K-12 Mathematics***<br><br>○ By June of 2023, 100% of K-6 classrooms will have the newly adopted math curriculum fully implemented in their classrooms. All teachers will have access to teacher created resources such as pacing & assessment guides, unit plans, and professional development to support implementation. Teachers will also be provided PD opportunities from both the curriculum publisher as well as the K-6 District Math TOSA.<br><br>○ By June of 2022, all 7th Grade - Integrated 3 math classrooms will have fully implemented curriculum maps with a minimum of three common formative assessments that included information pertaining to | | |

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| mathematical computation and mathematical literacy. | | |
| • **Continue to Align K-12 Advancement Via Individual Determination (AVID) Implementation and Strategies**<br><br>○ Our classrooms will have evidence of AVID Academic Language and Literacy strategies being implemented on average between a level 2 and 3 on a 4 point scale.<br>○ Walk through data will be used as a measure for this goal. Elementary and Secondary walkthroughs will also use literacy (reading, writing, listening/speaking) as measures.<br>○ Data will includes 5-7 walkthroughs (by an admin) per teacher with analysis of the walkthrough generated data by elementary and secondary. | | |
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| **2. <u>Increase Student Engagement</u>**<br><br>● Increase enrollment stability across the district as measured by enrollment data collections monthly.<br>● Increase student academic engagement as measured by school by school and class by class observations and walkthroughs of instructional work in classrooms-measure student engagement of multiple types (AVID, etc.).<br>● Increase community engagement around student success as measured by community surveys two times this school year, attendance at community listening sessions/meetings during the year, participation on Site Council and other school or district based committees.<br>● Maximize the instructional value of the investment in “teachnology” via the full implementation of the Triple E Framework as measured by evidence of the use of online systems in K-12 classrooms that score at or above 13 out of 18 points on the Triple E Evaluation Rubric. | | |

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| **3. Create an Equity Lens and accompanying AR and implement district wide while Providing Culturally Specific Outreach to our Growing Diverse Community**<br><br>1. Monthly meetings of a Hispanic Family Advisory Group-the goal being one in Lincoln City and one based in Newport.<br>2. 4 diverse community open forum meetings - 2 in Newport and 2 in Lincoln City either in person or by zoom.<br>3. 3 Hispanic family workshops on topics such as anti-bullying, school district navigation, parenting for academic success. Topics to be generated by parent advisory groups.<br>4. Develop the “equity practices in the classroom” work of the District Equity Coordinators Marty Perez, Sandy Mummey and Tiana Tucker.<br>5. Continue to partner with the Western Regional Equity Network in projects about affinity groups and recruiting, retaining and promoting staff of diverse backgrounds.<br>6. Continue to develop LCSD equity, | | |

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| inclusion and diversity district policies via the district's monthly meeting of our LCSD Equity Team. | | |
| | | |
| **4. Fully implement the Board's Five Year Strategic Plan**<br><br>**GOAL ONE**: Demonstrate High Expectations For Student Achievement By Supporting an Equitable Education Framework.<br><br>**GOAL TWO**: LCSD is a Convener and Influencer of City, County and State Education and Economic Policies.<br><br>**GOAL THREE:** LCSD will provide for the Health and Welfare of our Facilities.<br><br>**GOAL FOUR**: LCSD will Identify the Need and Development of a LCSD Political Action Committee for a possible 2026 Bond election.<br><br>**GOAL FIVE**: Enhanced Communications and Community Engagement | | |

8. Adoption of the Consent Calendar
    8.a. Minutes of the Board

Lincoln County School District Board
Work Session
Tuesday, September 20, 2022 4:30 PM Pacific

Teaching & Learning Center
1212 NE Fogarty Street
Newport, OR 97365

1. Welcome - LCSD Land Acknowledgment
It was decided by the Board Chair to not read the Land Acknowledgment in an effort to keep the meeting timely.

2. Chapter 2 Fearless Leaders
The Board took turns discussing chapter two of Fearless Leaders. The discussion was primarily focused around trust and examples of how the district built trust in the past and how they continue to build trust.

3. Review of draft Equity Lens and draft Administrative Rule
The Board looked over and talked in depth about the final draft of the Equity Lens policy they are looking to adopt in October. They noticed after comparing the policy to districts around us that ours is well thought out, legal, and fair. It does not match other districts, but the Board felt proud that it is the most in-depth and well written policy out of any other district they have looked at. They discussed if it should live under the Board/Governance section of policy or if it should be under Student policy. It was decided that it should live under the Board/Governance section so it is clear that this is an organization-wide policy. They also talked about leaving the essential questions in the policy or leaving them out and it was decided that they would remain in the policy. The Board spent time wordsmithing the drafts and it was decided that they would take more time to really look at the meaning of a few words as it ties to this policy. The Board decided to move this policy into a third reading at the October Business Meeting.

4. OCCC joint meeting Oct 25 discussion and expectations
The Board agreed to hold this meeting with OCCC. OCCC will be the host and the time is to be determined.

8.b. Human Resources

8.b.1. Personnel Action

## Board Agenda — October 11, 2022 — Personnel Action

### Licensed Hire(s):

| | |
|---|---|
| Alicia Stevens | TOSA/TLC |
| Stacey Brewer | District Nurse/North Area |

### Classified Hire(s):

| | |
|---|---|
| Bud Stephens | Teaching Assistant/Toledo Jr-Sr High |
| Joe Shirley | Accounting Specialist/TLC |
| Dylan Whitmore | Special Education Teaching Asst II/Sam Case |
| Kevin Joiner | Technology Support Specialist II |
| Eric Thorpe | Special Education Teaching Asst II/Newport High |
| Susan Schuytema | Communications Coordinator/TLC |
| Isaac Butler | Indian Education Coordinator/Taft 7-12 |
| Ian Douglas | Assessment and Accountability Coordinator/TLC |
| Emily Gore | Information and Records Clerk III/Newport Middle |
| Holly Legaretta | Special Education Teaching Asst II/Crestview Heights |
| Alissa Reid | Early Childhood Care Provider/Newport High |
| Hailey Davis | Special Education TA/Toledo Jr-Sr High |
| Ethan Anderson | Technology Support Specialist I |
| Wanda McBride | Special Education Teaching Asst II/Yaquina View |
| Barbara Fischer | 21st Century Site Coordinator/Crestview Heights |

### Exempt Hire(s):

| | |
|---|---|
| Courtney Neumeyer | 21st Century Program Coordinator/Compass Center |

## Coach Hire(s):

| | |
|---|---|
| Shayna Swanson | Assistant Swim/Newport High |

## Resignation(s):

| | | |
|---|---|---|
| Mitchell Draper | Technology Support Specialist I<br>TLC | Resignation<br>8/15/2022 – 9/9/2022 |
| Tracey Hunt | PE Teacher<br>Toledo Elementary | Resignation<br>8/28/2020 – 9/30/2022 |
| Tara Shelnutt | 21st Century Site Coordinator<br>Crestview Heights | Resignation<br>9/1/2022 – 9/23/2022 |
| Kori Copp | 21st Century Program Coordinator<br>Compass Center | Resignation<br>1/15/2018 – 9/30/2022 |
| Mellie Bukovsky-Reyes | ESOL Teacher<br>Sam Case | Resignation<br>8/18/2014 – 11/28/2022 |

9. Action Items
    9.a. Board
        9.a.1. Strategic Plan Goal Revision- Creation of Political Action Committee Goal
        9.a.2. 2022-2023 Board and Superintendent Goals

# Lincoln County School District

## 2022-2023 Board/Supt Goals & Measures

| Goal | February Data | June Data |
|---|---|---|
| | | |
| **1. <u>Academic Achievement and Student Success</u>** | | |
| ● ***Increase Attendance***<br>● Each school will increase their Regular Attenders (RA) rate (students attending school more than 90% of the time) to meet or exceed the pre-pandemic regular attenders rate (as listed in first column of June 2021 RA Report) by June 2023. | | |
| ● **Increase Graduation Rates**<br>○ Each of our high schools will increase their 4-year cohort graduation rate by 3% (Baseline is the 2019 graduation rate).<br>○ The goal will be reached when we get to 95% or greater for a four-year | | |

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| cohort graduation rate in all schools.<br>○ Increase 9th grade on track at each high school by 10% per year.<br>○ Increase Dual Credit attainment by 5% per year. | | |
| ● **Increase implementation of Positive Behavior Interventions and Supports (PBIS) and Social/Emotional multi-tiered systems of support**<br>○ All K-8 schools will utilize the DESSA-full to plan and implement small-group interventions with approximately 5% of students, to be tracked through MTSS multi-student plans in Synergy.<br>○ All schools will implement the Check In/Check Out (CICO) Tier 2 intervention and/or Check and Connect intervention with approximately 5-10% of students.<br>○ All schools will self-assess & receive district feedback re: fidelity of | | |

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| implementation of Tier 1 and Tier 2 meetings | | |
| • ***Align K-12 Mathematics***<br><br>○ By June of 2023, 100% of K-6 classrooms will have the newly adopted math curriculum fully implemented in their classrooms. All teachers will have access to teacher created resources such as pacing & assessment guides, unit plans, and professional development to support implementation. Teachers will also be provided PD opportunities from both the curriculum publisher as well as the K-6 District Math TOSA.<br><br>○ By June of 2022, all 7th Grade - Integrated 3 math classrooms will have fully implemented curriculum maps with a minimum of three common formative assessments that included information pertaining to | | |

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| mathematical computation and mathematical literacy. | | |
| • **Continue to Align K-12 Advancement Via Individual Determination (AVID) Implementation and Strategies**<br><br>○ Our classrooms will have evidence of AVID Academic Language and Literacy strategies being implemented on average between a level 2 and 3 on a 4 point scale.<br>○ Walk through data will be used as a measure for this goal. Elementary and Secondary walkthroughs will also use literacy (reading, writing, listening/speaking) as measures.<br>○ Data will includes 5-7 walkthroughs (by an admin) per teacher with analysis of the walkthrough generated data by elementary and secondary. | | |
| | | |

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| **2. <u>Increase Student Engagement</u>**<br><br>● Increase enrollment stability across the district as measured by enrollment data collections monthly.<br>● Increase student academic engagement as measured by school by school and class by class observations and walkthroughs of instructional work in classrooms-measure student engagement of multiple types (AVID, etc.).<br>● Increase community engagement around student success as measured by community surveys two times this school year, attendance at community listening sessions/meetings during the year, participation on Site Council and other school or district based committees.<br>● Maximize the instructional value of the investment in “teachnology” via the full implementation of the Triple E Framework as measured by evidence of the use of online systems in K-12 classrooms that score at or above 13 out of 18 points on the Triple E Evaluation Rubric. | | |

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| **3. Create an Equity Lens and accompanying AR and implement district wide while Providing Culturally Specific Outreach to our Growing Diverse Community**<br><br>1. Monthly meetings of a Hispanic Family Advisory Group-the goal being one in Lincoln City and one based in Newport.<br>2. 4 diverse community open forum meetings - 2 in Newport and 2 in Lincoln City either in person or by zoom.<br>3. 3 Hispanic family workshops on topics such as anti-bullying, school district navigation, parenting for academic success. Topics to be generated by parent advisory groups.<br>4. Develop the “equity practices in the classroom” work of the District Equity Coordinators Marty Perez, Sandy Mummey and Tiana Tucker.<br>5. Continue to partner with the Western Regional Equity Network in projects about affinity groups and recruiting, retaining and promoting staff of diverse backgrounds.<br>6. Continue to develop LCSD equity, | | |

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| inclusion and diversity district policies via the district's monthly meeting of our LCSD Equity Team. | | |
| | | |
| **4. Fully implement the Board's Five Year Strategic Plan**<br><br>**GOAL ONE**: Demonstrate High Expectations For Student Achievement By Supporting an Equitable Education Framework.<br><br>**GOAL TWO**: LCSD is a Convener and Influencer of City, County and State Education and Economic Policies.<br><br>**GOAL THREE:** LCSD will provide for the Health and Welfare of our Facilities.<br><br>**GOAL FOUR**: LCSD will Identify the Need and Development of a LCSD Political Action Committee for a possible 2026 Bond election.<br><br>**GOAL FIVE**: Enhanced Communications and Community Engagement | | |

9.a.3. Equity Policy AAA

Policy AAA: **LCSD Equity Lens/Tool for Ensuring Equity**
Date: Sept 2022

## BACKGROUND AND VISION FOR EQUITY

The development of a Lincoln County School District Equity Lens began in 2019 when the district put together its first Equity Team. Through the work of the Equity Team, which includes participation from LCSD employees (teachers, administrators and classified staff), community partners and students from each of our high schools, an Equity mission, vision, values, positioning and purpose document was created in 2020. Also in 2020-21, the LCSD Land Acknowledgement was created in order to recognize the sovereignty of the Confederated Tribes of Siletz Indians whose land we live and work on. In 2021-22, the district's first Equity Lens was created as a tool to ensure equitable decision making with feedback from various stakeholder groups. This draft Equity Lens went to the Board at its August 18, 2022 Retreat and eventually, passed as a new district policy in the 2022-23 school year.

## HOW WILL THE LCSD EQUITY LENS BE USED?

The Lincoln County School District Equity Lens will be used as a decision making tool when creating, reviewing and implementing school district policies. It will be used in conjunction with policy JBB Educational Equity. The Equity Lens will be implemented when decisions regarding equitable resources allocation arise, when policies about student instruction and discipline come into play and for other policy related decisions as appropriate. It will be used by all employees and by all board members just as any other policy is used in the school district. An Administrative Regulation was crafted by the superintendent to guide the use of this policy/decision making tool. It is LCSD Equity Lens/Tool for Ensuring Equity AAA-AR.

## EQUITY TEAM PURPOSE STATEMENTS

**What is the Vision for Equity for the Lincoln County School District?** Through board and policy commitment, our unified vision is to welcome, accept and affirm equitable practices that break down barriers, promote access, and voice, and advance ongoing opportunities for an equitable education for all.

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Our ultimate purpose is to create an equitable educational system by evaluating and guiding current educational practices in order to provide access to diverse voices that eliminate barriers; so that every student attains a premier education in Lincoln County School District.

Through our progressive, consistent and intentional actions, the district's actionable positioning will prioritize our work through equity focused "Courageous Conversations" (2005 by Glenn Singleton) by examining everything through a LCSD Equity Lens; a lens that develops mindfulness, uses culturally respectful language, builds human capacity and exudes presence.

Our values are: genuine equity and inclusion, moral courage, unapologetic leadership, curiosity, transparency, intentionality, reflection, stakeholder input, cultural responsiveness, measurable action, the honoring of communities, and egalitarian dignity.

Our mission is to bring forth intentional and impactful actions through intentional discourse and policy review, current and future, that prioritize data and professional training to assert cultural relevance and representation that provide necessary skills to meet the needs of all students.

Based on Multnomah County's, "5 P's Equity Lens Tool" (2022), the following are the five "Ps" of our LCSD Equity Lens: purpose, people, place, process and power. Each of these 5 "Ps" has an Essential Question to be posed whenever decisions are being made that will affect students' equitable access to education. They are as follows:

1. PURPOSE (Why): The purpose of the equity lens is to center equity and inclusivity so that students, families, and systems do not experience barriers throughout our district. Our equity lens will bring access, voice, and visibility of individual identities that promote justice while honoring relationships in a conscious and accountable manner.

*Essential Question about Purpose: What past and current experiences may contribute to a system that may further perpetuate barriers to an equitable education at LCSD?*

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2. PEOPLE (Who): The equity lens is thoughtful in language, respectful of the past and present trauma of marginalized groups, recognizing the struggle for civil rights and equity. The trauma and process our underserved people have endured deserves to be treated with gravity and solemnity.

*Essential Question about People: Who are the voices and what are the stories of our historically underrepresented communities that have not been served and recognized for their struggles for civil rights and equity in LCSD?*

3. PLACE (Where): The equity lens recognizes environmental and geographical impacts on resource allocation and holds space for access to equitable resources, not hindered by geographic location, socioeconomic status, varying neuro abilities or demographics (culture, race, ethnicity, gender, etc.).

*Essential Question about Place: What environmental and geographical impacts are essential in factoring and distributing resources equitably throughout LCSD?*

4. PROCESS (How): The equity lens addresses policy barriers and processes through open and honest discourse and decision making which result in empowering, supporting, and reducing the traumatization of people.

*Essential Question about How: How are we meaningfully including or excluding people who are affected by the Equity Lens? What policies contribute to exclusionary practices?*

5. POWER (What): The equity lens through genuine shared power and authentic shared decision making contributes to strong problem solving and action that moves forward equitable policies, boards, and communities.

*Essential Question for Power: What are the visible and invisible benefits and burdens that students and communities experience at the hands of our policies and processes of power?*

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**Lincoln County School District Land Acknowledgement (2021)**

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

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Email of Equity Team Co Chairs:

Karen.Gray@lincoln.k12.or.us (Superintendent LCSD)

Marty.Perez@lincoln.k12.or.us (Principal Sam Case Elementary School)

**The following references to state law provide the background and legal standing for the school district to implement an Equity Lens as part of its Equity Policy. Included are additional references.**

**References:**


1. Multnomah County Oregon "5 Ps Equity Lens Development Tool (2022).
2. Parkrose School District Equity Lens Policy AAA (2017).
3. LCSD Policy AC "Non Discrimintaion".
4. LCSD Policy ACA "Americans with Disabilities Act".
5. LCSD Policy ACB "Every Student Belongs" along with ACB ARs (1) and (2) "Bias Incident Complaint Process Forms".
6. LCSD Policy JB "Equal Education Opportunities".
7. LCSD Policy JBB "Educational Equity".
8. LCSD Policy JBAA "Section 504".
9. ORS 659.850 and ORS 659.852.
10. OAR 581-022-0005, OAR 581-022-2312, and OAR 581-022-2370.
11. House Bill 2697 (2021).
12. House Bill 3041 (2021).
13. Courageous Conversations about Race by Glenn E. Singleton, 2005.


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## WHY WE ARE CREATING A LCSD EQUITY LENS: TOOL FOR ENSURING EQUITY (LCSD POLICY AAA)

The following was created by the LCSD Equity Team during a discussion around the question: "Why do we have an equity lens/tool in LCSD" at their Sept 22, 2022 meeting.

1. In order to meet students where they are at:
    a. Safety for all (physical and emotional)
    b. Resources equity
    c. Welcoming all students
    d. Equitable access to education-Giving each child what they need to be successful not based on what everyone else has been given but based on their needs
    e. In order to ensure consistency
2. In order to provide a place where all students belong and feel a sense of belongingness. The sense that students should be at their school and have a right to feel like they belong. In order to provide a sense that we want them to be there at their school.
3. All students are successful. This tool assists the school district to analyze why students are ultimately being successful or not being successful. We cannot assume everyone is being successful.
4. Our academic data consistently demonstrates disparate results in student achievement. Not all students are achieving and we must analyze why and then do something about it. There is a need to make different decisions for different groups of students-equality fundamentally doesn't work because not everyone is the same.
5. We need to have conversations and make decisions in order to level the discourse happening in the district. We need to ask the right questions and the Equity Lens Tool has those questions and can help us to do that.
6. We must ensure fair and equitable representation of who is at the decision making table. All voices accounted for.

7. There is a need for district accountability for Every Student Belonging and an Equity Lens/Tool can assist us to do that. It is required by Oregon Law. It serves as a protection to students and their access and opportunities for education in the district.
8. We cannot be color, gender, economics, or ability blind. We render the people that we serve invisible to think and act that everyone is the same and has the same history, background and educational needs.

10. Items of Information & Discussion
    10.a. Business Services
        10.a.1. 2023-24 Draft Budget Calendar

**Lincoln County School District**
**2023-24 Budget Calendar & Process**
**DRAFT 10-11-22**

| | | |
|---|---|---|
| * | 10/11/2022 | Draft Budget Calendar Presented to Board |
| * | 11/8/2022 | Board Approves Budget Calendar<br>Board Announces Budget Committee Vacancies Zones 2 & 3 |
| | December, January & February | Superintendent, Learning Support Team and Principals meet to discuss budget needs to support Board goals and to update the Integrated Grants Plan. Community Forums or other feedback methods are conducted for Integrated Grants and ESSER funding. |
| | 1/3/2023 | Budget Committee Candidate Names/Applications Due to Board |
| * | 1/10/2023 | Board interviews and appoints Budget Committee Member Zones 2 & 3 |
| | 1/24/2023 | Board Work Session to develop Board Budget Goals<br>LST will attend to answer Board questions about programs |
| * | 2/14/2023 | 2023-25 Integrated Grants Application presented to Board |
| | 3/6/2023 | First Official State Estimate of Funding Released by ODE |
| | 3/7/2023 | Budget allocations distributed to all Administrators on staffing sheets |
| * | 3/14/2023 | Board Approval of 2023-25 Integrated Grants Application, submission due March 31st |
| | 3/20-3/24/2023 | LST meets regionally with principals to review school budget staffing sheets<br>Staffing sheets due to Business Office 3/24 - All Departments & Buildings |
| | 3/27/2023 | Staffing Sheets/Budget Finalized by LST and Due to Business Office |
| | April | Business office prepares Proposed Budget Document |
| | TBD - April | Budget Committee Training |
| * | 5/9/2023 | Proposed Budget document delivered to Budget Committee and<br>available for public review on District Website |
| | 5/3/2023<br>5/10/2023 | Budget Committee Meeting notice published in the News Times<br>and posted on the District's website |
| | 5/16/23<br>5/18/23<br>5/23/23 | Budget Committee Meetings:<br>7 pm, Teaching & Learning Center<br>7 pm, if needed at Teaching & Learning Center<br>7 pm, if needed at Teaching & Learning Center |
| | 6/7/2023 | Budget Hearing Notice published in the NewsTimes<br>Official publication requirements for public hearing:<br>1 notice at least 5 days but no more than 25 days before meeting |
| * | 6/13/2023 | Board Conducts Public Hearing on Approved Budget<br>Resolution for Adoption, Appropriations & Levy approved by Board |

Board
Budget Committee



* Regular Board Meeting

10.a.2. General Fund Transfer to Indigenous Peoples Fund

# Resolution 2022/23-___
# 2022-23 Resources Transfer

Oregon budget law requires that appropriation levels (instruction, support services, enterprise and community services, capital projects and debt service) must not be overspent. In accordance with ORS 294.450, budget law allows the Board of Directors to authorize transfers of appropriations and/or resources after declaring the need, purpose and amount of the transfer.

The District's 2022-23 Adopted Budget includes appropriations of $100,000 in General Fund - Transfers Out for transfer to the Indigenous Peoples Studies Fund – Transfers In.

The Indigenous Peoples Studies Fund was created to pay for studies related to local indigenous peoples. Waldport High School has requested a portion of these funds for such activities occurring in October, including a field trip to the newly established Yakona Reserve in South Beach, Oregon. The district wishes to make these funds available as soon as possible for these purposes.

The District's 2022-23 Adopted Budget includes appropriations of $300,000 in General Fund - Transfers Out for transfer to the Music Programs Fund – Transfers In. This fund was created to purchase musical instruments for all schools to create equity among music programs district-wide. The district has a need to order new instruments for the year that will exceed the fund's beginning fund balance.

Resources are more than adequate at this time to make this transfer and also meet the Board Policy requiring a 7% minimum ending fund balance in the General Fund.

Recommended for transfer are the following resources within the named funds:

| | Increase | Decrease |
|---|---|---|
| General Fund | | |
| – Transfers Out | $400,000 | |
| | | |
| Indigenous Peoples Studies Fund | | |
| – Transfers In (Revenue) | $100,000 | |
| Music Programs Fund | | |
| – Transfers In (Revenue) | $300,000 | |

APPROVED BY A VOTE AT A REGULAR BOARD OF DIRECTORS MEETING HELD OCTOBER 11, 2022.

_____ _____

Board Chair Superintendent

10.b. Facilities & Maintenance/Transportation/Food Services

10.b.1. Construction Excise Tax Rate

**LINCOLN COUNTY SCHOOL DISTRICT**
**REGULAR BOARD MEETING AGENDA**
October 11, 2022

**TOPIC:** Construction Excise Tax Rate

**PREPARED BY:** Annette Brooks-Flatt

**WILL BE PRESENTED BY:** Rich Belloni

**TYPE OF ITEM:** Consent ☐ Information ☒ Discussion ☐ Decision ☐

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**DESCRIPTION OF AGENDA ITEM:**

The Board approved raising the Construction Excise Tax rate in 2021 to $1.41 per square foot for residential construction and $.070 per square foot for non-residential construction.

Staff recommends an increase of $.04 for residential construction bringing the rate to $1.45, and an increase of $.02 for non-residential construction bringing the rate to $0.72 per square foot for non-residential construction.

The maximum rate for non-residential properties was $35,200 in 2022. Staff recommends a $900 increase to the current State authorized maximum rate of $36,100.

All rate changes will be effective January 1, 2023.

**SUPERINTENDENT'S RECOMMENDATION:**

**ADDITIONAL MATERIAL** Attached: Yes ☒ No ☐ Available: Yes ☒ No ☐

**Issue:** Indexing of School Construction Tax Limits
**Statute Reference:** ORS 320.170
**Last Updated:** 7/18/2022

**Background:**
Passed in 2007, SB 1036 allowed school districts to impose a tax on new construction measured by the square footage of improvements (affordable housing, public buildings, agricultural buildings, hospitals, private schools, and religious facilities are exempt). SB 1036 defined and required revenues to be used for capital improvements. Construction taxes imposed by a school district must be collected by a local government, local service district, special government body, state agency or state official that issues a permit for structural improvements regulated by the state building code. An intergovernmental agreement with local governments collecting the tax is required and collection expenses are limited to 4% of tax revenue. DCBS is allowed to establish an administration fee of .25% of tax revenue. School districts with construction tax revenue are required to develop long-term facility plans. Construction taxes may be used for repayment of capital improvement debt.

**Tax Limit Calculations:**
SB 1036 set tax rate limits of $1 per square foot for residential use and $0.50 for nonresidential use, along with a $25,000 tax limit on nonresidential properties. Beginning in 2009, tax rates were indexed to inflation using the Engineering News-Record Construction Cost Index. As prescribed in statute, DOR is responsible for updating tax rate limits and notifying affected districts. To notify affected districts DOR has partnered with Department of Education who receives updated limit calculations from DOR and notifies the affected districts.

Tax rate limits by fiscal year:

| Fiscal Year | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|---|
| Residential* | 1.39 | 1.41 | 1.45 | 1.56 |
| Non-Residential* | 0.69 | 0.70 | 0.72 | 0.78 |
| Non-Residential Max | 34,600 | 35,200 | 36,100 | 39,100 |
| * Dollars per square foot | | | | |

10.c. Board

10.c.1. Public Comment (This time is reserved for general public comment to the Board)

10.d. Other

10.d.1. Reminders/Announcements

10.e. Adjournment

## Board Goals 2024-2029

**GOAL ONE:** Lincoln County School District will establish and meet high expectations for student achievement.

**GOAL TWO:** Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

**GOAL THREE:** LCSD will provide for the long term health and welfare of our facilities and finances, focusing on accessibility, technological innovation, and purposeful utilization.

**GOAL FOUR:** Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

### Lincoln County School District Equity Team
### Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

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We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

NON-DISCRIMINATION: Lincoln County Schools do not discriminate nor tolerate discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age of any other persons with whom the individual associates.