



Oakridge School District #76

47997 W. First St., Oakridge, OR 97463

Phone (541)782-2813, FAX (541)786-2982

www.oakridge.k12.or.us

Oakridge Board of Directors March 13, 2023 Regular Meeting 6:00 p.m.

Regular School Board Meeting In-Person or Virtual

- Click the link to join the Zoom Webinar
<https://us02web.zoom.us/j/85478922663?pwd=aE0xNVNzWGFyYbHVuYW4zemVuK1UwZz09>
- Listen by phone: +1 346 248 7799 Webinar ID: 854 7892 2663 Passcode: 087284

The Board values community engagement and recognizes the importance of public input. Community members are required to sign up for public comment and are encouraged to submit written public comment by noon the day of the scheduled meeting.

Please follow this link to sign up for public comment <https://forms.gle/5Fot1fQEYAWJcwHy5>.

Please submit your public comment to osdcomments@ohswarriors.net.

AGENDA

1. Call Meeting to Order
2. Changes or additions to the Agenda
3. Action Items
 - 3.1 Consent Agenda (Action)
4. Announcements/Correspondence
5. Information/Reports
 - 5.1 Robotic Club presentation Dr. Chad Harrison
 - 5.2 CTE presentation Shareen Vogel/John Stapleton
 - 5.2 Superintendent's Report Superintendent Doland
 - 5.3 OES Report Principal Maher
 - 5.4 OJSH Report Principal McGrath
6. New Business
 - 6.1 Resolution No. 23-05 – Adjustment of Budgeted Appropriations
 - 6.2 Policy (1st Read)
 - GBEA - Workplace
 - GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting
 - IGBB – Talented and Gifted Program and/or Services
 - IGBBA – Talented and Gifted Student – Identification
 - IGBAF – Special Education – Individualized Education Program (IEP)
 - IK – Academic Achievement
 - JHCD/JHCDA – Medications
 - IGBBC – Talented and Gifted – Programs and Services – [Delete]
 - IGBOC – AR – Complaints regarding the Talented and Gifted Program [Delete]

Public Comment

(Personnel complaints will not be heard at Regular Board Meetings. Individuals with concerns regarding personnel should follow the Complaint Procedure Policy. Complaint information is available on the District website.)

7. Next Meetings

- Regular Board Meeting April 10, 2023 6:00pm

8. Adjourn

The Board of Director meetings of Oakridge School District are held in accordance with Open Meeting Laws and with accessibility requirements. If an individual with a disability needs assistance in order to attend or participate in a meeting or discuss a matter with the superintendent, please call the district office at 782-2813.

Posted: 3/9/2023

Start of Consent Agenda

March 13, 2023

1. Meeting Minutes

- Regular Session
 - February 13, 2023
- Executive Session
 - February 13, 2023

2. Personnel Report

3. January 2023 Expenditures

End of Consent Agenda

Personnel Report (Action)

March 13, 2023

A. Employee New Hires

1. Classified

- a. Tabatha Slaight, OJSH Head Cook 1.0 FTE
- b. Ashton Bakken, OES 2nd Cook, 3 hrs.
- c. Alexia Doland, OJSH 2nd Cook, 3 hrs.
- d. Stephanie Olsen, OES Educational Assistant 1.0 FTE
- e. Lynn Macbeth, Westridge, Pre-K Educational Assistant 1.0 FTE

C. Employee Resignation

1. Classified

- a. Jeana Hancock, OJSH, Head Cook 1.0 FTE (effective 2/8/23)
- b. Tabatha Slaight, OJSH 2nd Cook 1.0 FTE (effective 3/9/23)

Review of Expenditures for January 2023

Our total operating budget for 2022-2023 is \$21,561,888

We spent \$906,594 to operate the month of January. That is 4.2% of the total District operating budget. This total includes all expenditures including payroll.

Through January 31, we have encumbered and expended \$6,549,148 from a General Fund budget of \$8,987,149. This represents 72.87% of the General Fund budget. *

Through January 31, we have expended only a total of \$3,478,339 from the General Fund, which represents 38.7%

*Although we are 6 months into the fiscal year, as of January 2023 we have encumbered and expended 72.87% of the General Fund. However, it is important to remember that encumbrances include financial obligations. This primarily involves purchase orders awaiting delivery and unexpended salary through June 30 for licensed staff, i.e. summer checks.

(Source of Information is the Summary Expenditure Status Report)

CHECK NUMBER	TOTAL	VENDOR
50734	\$ 515.38	PACIFIC OFFICE AUTOMATION
50735	\$ 5,171.03	NORTHWEST TEXTBOOK DEPOSITORY
50736	\$ 1,735.06	OAKRIDGE SANI-HAUL
50737	\$ 2,039.91	CITY OF OAKRIDGE
50738	\$ 474.95	UMPQUA VALLEY FIRE SERVICES, INC
50739	\$ 1,500.00	UPPER WILLAMETTE CDC
50740	\$ 4,333.71	WALKER QUALITY SERVICES
50741	\$ 207,428.00	MCKENZIE COMMERCIAL CONTRACTORS
50742	\$ 2,958.70	AMERICAN FIDELITY
50743	\$ 1,212.48	HEALTH EQUITY
50744	\$ 650.55	HORACE MANN
50745	\$ 525.00	MATRIX TRUST COMPANY
50746	\$ 3,200.00	HORACE MANN INSURANCE CO
50747	\$ 150.00	MASA
50748	\$ 448.50	OAKRIDGE TEACHERS ASSOCIATION
50749	\$ 2,831.28	OEA
50750	\$ 200.00	OREGON SAVINGS GROWTH PLAN
50751	\$ 678.83	OSEA
50752	\$ 34.00	OSEA/OAKRIDGE CHAPTER 46
50753	\$ 925.00	THRIVENT FINANCIAL FOR LUTHERANS
50754	\$ 1,350.00	VALIC
50755	\$ 331.00	WASHINGTON STATE SUPPORT REGISTRY
50756	\$ 104.91	ACCESS INFORMATION HOLDINGS, LLC
50757	\$ 3,700.00	BRIDGEWAY HOUSE
50758	\$ 1,601.43	CENTURYLINK
50759	\$ 71.45	DASH DELIVERY
50760	\$ 1,380.32	EMERALD FRUIT/PRODUCE CO
50761	\$ 34,724.44	FIRST STUDENT, INC.
50762	\$ 3,625.43	KIDDER MEDIA
50763	\$ 48.38	CATHRYN KORTH
50764	\$ -	LANE ELECTRIC CO-OP
50765	\$ 19,487.95	LANE ELECTRIC CO-OP
50766	\$ 65.00	LAWRENCE COMPANY
50767	\$ 1,041.60	LUMEN ACCESS BILL
50768	\$ 140.22	OAKRIDGE HARDWARE
50769	\$ 76.89	ODP BUSINESS SOLUTIONS LLC
50770	\$ 2,580.62	OREGON APPAREL
50771	\$ 43,544.43	OREGON DEPARTMENT OF EDUCATION
50772	\$ 166.25	RETA DOLAND
50773	\$ 51.96	SIERRA SPRINGS
50774	\$ 5,884.54	SYSO
50775	\$ 170.84	TIAA BANK
50776	\$ 1,466.99	UMPQUA DAIRY PRODUCTS COMPANY
50777	\$ 450.60	VERIZON WIRELESS
50778	\$ 210.00	WILLAMETTE ESD
50779	\$ 471.74	RAD VEHICLE SERVICE AND REPAIR, LLC

CHECK NUMBER	TOTAL	VENDOR
50780	\$ 440.45	AMERICAN FIDELITY
50781	\$ 485.00	AMERICAN REFRIGERATION INC
50782	\$ 123.32	BANNER BANK
50783	\$ 353.10	AMY BRADLEY
50784	\$ 3,700.00	BRIDGEWAY HOUSE
50785	\$ 52.13	BULLFROG ENTERPRISES
50786	\$ 124.98	CHARTER COMMUNICATIONS
50787	\$ 902.61	FIRST CITIZENS BANK & TRUST
50788	\$ 537.60	DEPARTMENT OF CONSUMER & BUSINESS
50789	\$ 13,333.00	EDUCATIONAL EXCELLENCE LLC
50790	\$ 395.09	FERRELLGAS
50791	\$ 1,856.66	FM SHEET METAL, INC.
50792	\$ 1,758.00	HEARTLAND SCHOOL SOLUTIONS
50793	\$ 112.74	HOME DEPOT CRC
50794	\$ 9,906.54	HOME DEPOT PRO
50795	\$ 2,863.95	HUNGERFORD LAW FIRM
50796	\$ 405.00	INTEGRATED ELECTRONIC SYSTEMS
50797	\$ 52.40	CATHRYN KORTH
50798	\$ 7,232.00	LIGNETICS, INC
50799	\$ 157.37	LUMEN - CENTURY LINK
50800	\$ 8.13	PEGGY MAHLA
50801	\$ 7,295.95	NORTHWEST TEXTBOOK DEPOSITORY
50802	\$ 1,013.53	ODP BUSINESS SOLUTIONS LLC
50803	\$ 1,126.00	OREGON WATER SERVICES INC
50804	\$ 436.60	PACIFIC OFFICE AUTOMATION
50805	\$ 473.72	PAPE MACHINERY
50806	\$ 10,500.00	PBS
50807	\$ 3,733.50	PIVOT ARCHITECTURE
50808	\$ 1,397.20	PNW ELECTRIC
50809	\$ 9,068.10	POWERSCHOOL
50810	\$ 343.80	PTM DOCUMENT SYSTEMS
50811	\$ 2,330.00	SMEED COMMUNICATION SERVICES
50812	\$ 4,280.93	TYREE OIL, INC
50813	\$ 3,963.75	USSERY CONSULTANTS, LLC
50814	\$ 450.60	VERIZON WIRELESS
88708	\$ 925.69	XXXXXXXXXXXXXXXXXXXX
88708	\$ (925.69)	XXXXXXXXXXXXXXXXXXXX
88709	\$ 925.69	XXXXXXXXXXXXXXXXXXXX
88710	\$ 2,010.85	XXXXXXXXXXXXXXXXXXXX
88711	\$ 212.80	XXXXXXXXXXXXXXXXXXXX
88712	\$ 2,428.90	XXXXXXXXXXXXXXXXXXXX
88713	\$ 1,410.54	XXXXXXXXXXXXXXXXXXXX
88714	\$ 257.86	XXXXXXXXXXXXXXXXXXXX
88715	\$ 265.43	XXXXXXXXXXXXXXXXXXXX
88716	\$ 234.80	XXXXXXXXXXXXXXXXXXXX
V18407	\$ 1,228.76	XXXXXXXXXXXXXXXXXXXX

CHECK NUMBER	TOTAL	VENDOR
V18408	\$ 935.92	XXXXXXXXXXXX
V18409	\$ 1,286.97	XXXXXXXXXXXX
V18410	\$ 3,780.75	XXXXXXXXXXXX
V18411	\$ 1,412.52	XXXXXXXXXXXX
V18412	\$ 3,347.19	XXXXXXXXXXXX
V18413	\$ 1,188.99	XXXXXXXXXXXX
V18414	\$ 2,672.80	XXXXXXXXXXXX
V18415	\$ 3,271.18	XXXXXXXXXXXX
V18416	\$ 3,389.85	XXXXXXXXXXXX
V18417	\$ 3,264.48	XXXXXXXXXXXX
V18418	\$ 3,448.18	XXXXXXXXXXXX
V18419	\$ 93.41	XXXXXXXXXXXX
V18420	\$ 2,549.69	XXXXXXXXXXXX
V18421	\$ 1,272.51	XXXXXXXXXXXX
V18422	\$ 7,360.21	XXXXXXXXXXXX
V18423	\$ 99.90	XXXXXXXXXXXX
V18424	\$ 387.24	XXXXXXXXXXXX
V18425	\$ 1,055.03	XXXXXXXXXXXX
V18426	\$ 1,238.26	XXXXXXXXXXXX
V18427	\$ 1,552.49	XXXXXXXXXXXX
V18428	\$ 2,296.95	XXXXXXXXXXXX
V18429	\$ 3,295.32	XXXXXXXXXXXX
V18430	\$ 393.38	XXXXXXXXXXXX
V18431	\$ 807.95	XXXXXXXXXXXX
V18432	\$ 3,426.63	XXXXXXXXXXXX
V18433	\$ 1,352.18	XXXXXXXXXXXX
V18434	\$ 122.18	XXXXXXXXXXXX
V18435	\$ 4,263.64	XXXXXXXXXXXX
V18436	\$ 315.31	XXXXXXXXXXXX
V18437	\$ 4,213.46	XXXXXXXXXXXX
V18438	\$ 2,555.27	XXXXXXXXXXXX
V18439	\$ 3,659.72	XXXXXXXXXXXX
V18440	\$ 1,130.60	XXXXXXXXXXXX
V18441	\$ 1,884.04	XXXXXXXXXXXX
V18442	\$ 2,898.14	XXXXXXXXXXXX
V18443	\$ 6,124.74	XXXXXXXXXXXX
V18444	\$ 1,287.46	XXXXXXXXXXXX
V18445	\$ 845.40	XXXXXXXXXXXX
V18446	\$ 2,820.00	XXXXXXXXXXXX
V18447	\$ 1,857.92	XXXXXXXXXXXX
V18448	\$ 1,160.98	XXXXXXXXXXXX
V18449	\$ 1,816.98	XXXXXXXXXXXX
V18450	\$ 1,593.25	XXXXXXXXXXXX
V18451	\$ 1,531.17	XXXXXXXXXXXX
V18452	\$ 3,257.20	XXXXXXXXXXXX
V18453	\$ 3,245.10	XXXXXXXXXXXX

CHECK NUMBER	TOTAL	VENDOR
V18454	\$ 1,454.28	XXXXXXXXXX
V18455	\$ 522.68	XXXXXXXXXXXX
V18456	\$ 5,037.44	XXXXXXXXXX
V18457	\$ 959.63	XXXXXXXXXXXX
V18458	\$ 65.02	XXXXXXXXXXXX
V18459	\$ 1,218.08	XXXXXXXXXXXX
V18460	\$ 3,527.57	XXXXXXXXXX
V18461	\$ 3,132.15	XXXXXXXXXXXX
V18462	\$ 2,225.61	XXXXXXXXXXXX
V18463	\$ 123.88	XXXXXXXXXXXX
V18464	\$ 348.58	XXXXXXXXXXXX
V18465	\$ 4,763.22	XXXXXXXXXXXX
V18466	\$ 3,038.60	XXXXXXXXXXXX
V18467	\$ 6,902.64	XXXXXXXXXXXX
V18468	\$ 576.11	XXXXXXXXXXXX
V18469	\$ 2,636.68	XXXXXXXXXX
V18470	\$ 4,573.75	XXXXXXXXXXXX
V18471	\$ 2,695.30	XXXXXXXXXXXX
V18472	\$ 1,581.34	XXXXXXXXXXXX
V18473	\$ 2,130.71	XXXXXXXXXXXX
V18474	\$ 2,876.36	XXXXXXXXXXXX
V18475	\$ 3,831.55	XXXXXXXXXXXX
V18476	\$ 2,911.32	XXXXXXXXXXXX
V18477	\$ 686.07	XXXXXXXXXXXX
V18478	\$ 3,985.42	XXXXXXXXXXXX
V18479	\$ 2,728.05	XXXXXXXXXXXX
V18480	\$ 181.79	XXXXXXXXXXXX
V18481	\$ 4,211.35	XXXXXXXXXXXX
V18482	\$ 3,039.81	XXXXXXXXXXXX
V18483	\$ 1,287.74	XXXXXXXXXXXX
V18484	\$ 643.46	XXXXXXXXXXXX
V18485	\$ 3,476.49	XXXXXXXXXXXX
V18486	\$ 1,244.24	XXXXXXXXXXXX
V18487	\$ 3,207.84	XXXXXXXXXXXX
V18488	\$ 3,437.72	XXXXXXXXXXXX
V18489	\$ 3,546.39	XXXXXXXXXXXX
V18490	\$ 3,175.14	XXXXXXXXXXXX
V18491	\$ 1,649.36	XXXXXXXXXXXX
V18492	\$ 1,288.19	XXXXXXXXXXXX
V18493	\$ 2,971.01	XXXXXXXXXXXX
V18494	\$ 4,584.49	XXXXXXXXXXXX
V18495	\$ 4,237.38	XXXXXXXXXXXX
V18496	\$ 3,290.67	XXXXXXXXXXXX
V18497	\$ 1,464.29	XXXXXXXXXXXX
V18498	\$ 1,030.31	XXXXXXXXXXXX
V18499	\$ 3,558.23	XXXXXXXXXXXX

CHECK NUMBER	TOTAL	VENDOR
V18500	\$ 3,941.93	□□□□□□□□□□
V18501	\$ 3,211.20	☒□□□□□□□□□□
V18502	\$ 2,779.13	☒□□□□□□□□□□
V18503	\$ 2,931.79	☒□□□□□□□□□□
V18504	\$ 808.45	☒□□□□□□□□□□
V18505	\$ 1,493.42	☒□□□□□□□□□□
V18506	\$ 1,244.69	☒□□□□□□□□□□
88717	\$ 21.79	□□□□□□□□□□

SUNGARD PENTAMATION
DATE: 03/04/2023
TIME: 14:09:23

SELECTION CRITERIA: ALL
ACCOUNTING PERIOD: 7/23

OAKRIDGE SCHOOL DISTRICT 76
SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 1
EXPSTALL

FUND - 100 - GENERAL FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
1111	PRIMARY, K-3	1,121,443.00	97,584.54	607,799.24	530,052.43	-16,408.67	101.46
1112	INTERMEDIATE PROGRAMS	.00	.00	.00	.00	.00	.00
1121	MIDDLE/JR. HIGH PROGRAMS	334,739.00	40,451.62	222,774.53	224,130.66	-112,166.19	133.51
1131	HIGH SCHOOL PROGRAMS	1,162,997.00	67,730.05	365,074.55	333,990.67	463,931.78	60.11
1132	HIGH SCHOOL EXTRACURR.	202,041.00	21,401.06	60,951.36	150,658.98	-9,569.34	104.74
1140	PRE-KINDERGARTEN PROGRAM	.00	.00	.00	.00	.00	.00
1141	PRE-K	.00	.00	.00	.00	.00	.00
1210	TALENTED AND GIFTED	2,500.00	.00	.00	.00	2,500.00	.00
1221	LEARN CENTERS/STRUC&INTE	1,141,645.00	40,449.10	191,750.29	207,576.12	742,318.59	34.98
1250	LESS RESTRICT.W/DISABILI	.00	.00	.00	.00	.00	.00
1260	EARLY INTERVENTION	3,000.00	.00	.00	.00	3,000.00	.00
1271	REMEDIATION	5,283.00	.00	.00	.00	5,283.00	.00
1272	EDUCATIONALLY DISADVANTA	.00	.00	.00	.00	.00	.00
1280	ALTERNATIVE EDUCATION	106,423.00	10,146.70	57,339.51	51,273.48	-2,189.99	102.06
1291	ENGLISH LANGUAGE LEARNER	1,815.00	.00	.00	.00	1,815.00	.00
1299	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
1460	SPECIAL PROG. SUMMER SCH	14,127.00	.00	.00	4,955.44	9,171.56	35.08
2112	ATTENDANCE SERVICES	145,801.00	8,593.43	37,187.64	56,254.78	52,358.58	64.09
2115	STUDENT SAFETY	15,000.00	.00	.00	656.00	14,344.00	4.37
2120	GUIDANCE SERVICES	156,973.00	12,594.73	74,008.79	67,383.41	15,580.80	90.07
2130	HEALTH SERVICES	715.00	.00	234.78	161.61	318.61	55.44
2134	NURSE SERVICES	.00	.00	.00	.00	.00	.00
2150	SPEECH PATHOLOGY/AUDIO	112,484.00	8,072.30	49,109.39	40,474.86	22,899.75	79.64
2160	OTHER STUDENT TREATMT SV	.00	.00	.00	.00	.00	.00
2190	SERV.DIRECTION-STUD.SUPP	.00	.00	.00	.00	.00	.00
2213	CURRICULUM DEVELOPMENT	.00	.00	.00	.00	.00	.00

SUNGARD PENTAMATION
DATE: 03/04/2023
TIME: 14:09:23

SELECTION CRITERIA: ALL
ACCOUNTING PERIOD: 7/23

OAKRIDGE SCHOOL DISTRICT 76
SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 2
EXPSTALL

FUND - 100 - GENERAL FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
2222	LIBRARY/MEDIA CENTER	58,835.00	4,273.33	24,386.07	21,951.29	12,497.64	78.76
2223	MULTIMEDIA SERVICES	.00	.00	.00	.00	.00	.00
2230	ASSESSMENT AND TESTING	.00	.00	.00	.00	.00	.00
2240	INSTRUCTIONAL STAFF DEVE	15,000.00	.00	.00	190.00	14,810.00	1.27
2310	BOARD OF ED SERVICES	87,241.00	7,025.90	24,743.23	82,787.96	-20,290.19	123.26
2321	OFFICE OF SUPERINTENDENT	412,083.00	35,241.15	155,393.28	259,816.63	-3,126.91	100.76
2329	OTHER EXECUTIVE ADMIN	163,525.00	.00	.00	116,360.05	47,164.95	71.16
2410	OFFICE OF PRINCIPAL SERV	433,170.00	33,886.59	194,534.65	227,188.10	11,447.25	97.36
2520	FISCAL SERVICES	147,663.00	16,791.64	58,561.02	121,343.93	-32,241.95	121.83
2541	SERVICE AREA DIRECTION	.00	.00	.00	.00	.00	.00
2542	CARE, UPKEEP OF BLDGS SVC	995,996.00	78,120.21	442,539.02	499,685.88	53,771.10	94.60
2543	CARE, UPKEEP OF GROUNDS	45,368.00	3,357.76	18,080.35	29,791.42	-2,503.77	105.52
2551	SERVICE AREA DIRECTION	46,436.00	2,784.76	12,381.01	21,649.90	12,405.09	73.29
2552	VEHICLE OPERATION SERVIC	351,309.00	24,206.58	242,796.07	103,637.09	4,875.84	98.61
2553	REIMBURSABLE FIELD TRIPS	16,737.00	685.08	15,569.38	1,296.39	-128.77	100.77
2554	NON-REIMBURSABLE TRIPS	50,942.00	4,038.45	35,068.81	15,873.19	.00	100.00
2558	SPECIAL ED TRANSPORT SVC	162,688.00	5,794.11	141,266.29	21,421.71	.00	100.00
2633	PUBLIC INFORMATION SVCS	.00	.00	.00	.00	.00	.00
2660	TECHNOLOGY SERVICES	212,730.00	9,554.22	39,259.94	133,720.90	39,749.16	81.31
2700	SUPP. RETIREMENT PROGRAM	65,400.00	.00	.00	4,515.35	60,884.65	6.90
3360	WELFARE SERVICES	2,768.00	82.25	.00	410.36	2,357.64	14.83
3361	WELFARE ACTIVITIES	.00	.00	.00	.00	.00	.00
3390	COMMUNITY SAFETY NET	.00	.00	.00	.00	.00	.00
4000	FACILITIES	10.00	.00	.00	.00	10.00	.00
5110	LONG-TERM DEBT	3,163.00	.00	.00	.00	3,163.00	.00

SUNGARD PENTAMATION
DATE: 03/04/2023
TIME: 14:09:23

SELECTION CRITERIA: ALL
ACCOUNTING PERIOD: 7/23

OAKRIDGE SCHOOL DISTRICT 76
SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 3
EXPSTALL

FUND - 100 - GENERAL FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
5215	BUS REPLACEMENT TRANSFER	740,257.00	.00	.00	149,130.00	591,127.00	20.15
5220	FOOD SERVICE TRANSFER	.00	.00	.00	.00	.00	.00
6110	OPERATING CONTINGENCY	448,842.00	.00	.00	.00	448,842.00	.00
7000	UNAPPROP END FUND BALANC	.00	.00	.00	.00	.00	.00
TOTAL	GENERAL FUND	8,987,149.00	532,865.56	3,070,809.20	3,478,338.59	2,438,001.21	72.87

Oakridge School District No. 76

Adjustment of Budgeted Appropriations

Resolution No. 23-05

Be It Resolved, that the Board of Directors of Oakridge School District hereby approves adjustment of budgeted appropriations in the special general fund from Function 6000 – Contingency to Function 4000 – Building and Acquisitions.

Fund: 100 – General

Function: 6000 – Contingency – (\$15,000)

Function: 4000 – Building and Acquisitions - \$15,000

Adopted this 13th day March 2023.

Board Chair

Superintendent

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 assault¹ 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 nondisclosure² or nondisparagement³ agreement.

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 non-disparagement 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 non-disparagement 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

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).

OSBA Model Sample Policy

Code: GCDA/GDDA-AR

Revised/Reviewed:

Criminal Records Checks and Fingerprinting

Requirements

1. Any individual newly hired employee¹[, whether full-time or part-time,] and not requiring licensure under Oregon Revised Statute (ORS) 342.223 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 contractor²[, 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.

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 policy⁴ 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 employee⁵ is not subject to fingerprinting if:

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

10. {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
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 OD 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.]
2. The district will provide the written notice described above through means such as staff handbooks, employment applications, contracts or [volunteer] forms.

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.}

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

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 contractors⁷, 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. Notification⁸ 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

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 students identified as talented and gifted. Talented and gifted students 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 process for identification of talented and gifted students in grades K through 12. [(See Board policy IGBBA – Talented and Gifted Students – Identification**)]

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 provide the name and contact information of the district's 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 ability in using original or nontraditional methods in thinking and producing; leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.]

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

Complaints regarding programs and/or services can be filed in accordance with [Board Policy KL – Public Complaints, beginning at [Step 2]. The superintendent or designee may choose to convene a committee in making a decision.] [the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.]

END OF POLICY

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](#)

OSBA Model Sample Policy

Code: IGBBA
Adopted:

Talented and Gifted Students - Identification**

In order to serve talented and 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 identification process.

This process of identification shall include at a minimum:

1. Use of evidence-based practices 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. 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. 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.
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.
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.

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 through [Board policy KL - Public Complaints and begin at [Step 2] with the superintendent [or designee]] [the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**].

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

END OF POLICY

Legal Reference(s):

[ORS 343.395](#)
[ORS 343.407](#)
[ORS 343.409](#)

[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

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

Legal Reference(s):

ORS 343.151	OAR 581-015-2205	OAR 581-015-2235
ORS 343.155	OAR 581-015-2210	OAR 581-015-2055
	OAR 581-015-2215	OAR 581-015-2600
OAR 581-015-2000	OAR 581-015-2220	OAR 581-015-2065
OAR 581-015-2190	OAR 581-015-2225	OAR 581-015-2265
OAR 581-015-2195	OAR 581-015-2229	
OAR 581-015-2200	OAR 581-015-2230	

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
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 Services¹

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: IK
Adopted:

Academic Achievement**

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

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

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

1. Parents and students [will] [may] be informed [at least annually,] of their student's progress toward achieving the academic content standards, including but not limited to:
 - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
 - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
 - c. [Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;]
 - d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
 - e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude[or behavior]. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade[.] [;]
[Behavior performance shall be reported separately;]
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff will'' show whether the student is achieving course requirements at the student's current grade level;

6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

[ORS 107.154](#)
[ORS 329.485](#)

[ORS 343.295](#)
[OAR 581-021-0022](#)

[OAR 581-022-2260](#)
[OAR 581-022-2270](#)

Oakridge School District 76

Code: JHCD/JHCDA
Adopted: 4/09/18
Revised/Readopted: 2/07/20
Orig. Code: 564

Medications**

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

The district shall designate personnel authorized to administer medications to students. Training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE).

A current first-aid and CPR card are required for designated personnel.

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

The district reserves the right to reject a request for district personnel to administer, or to permit a student to administer to themselves, a medication when such medication is not necessary for the student to remain in school.

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

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

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

A request to the district to administer or allow a student to self-administer prescription medication or a nonprescription medication that is not approved by the Food and Drug Administration (FDA) shall include a signed prescription and treatment plan from a prescriber² or an Oregon licensed health care professional.

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law³ is required and will be kept on file.

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

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

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

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

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

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

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

A school administrator, school nurse, teacher or other district employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, when that person in good faith assisted the student in self-administration of the medication, subject to state law.

A school administrator, school nurse, teacher or other district employee designated by the school administration is not liable in a criminal action or for civil damages, when that person in good faith administers auto-injectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication, subject to state law.

The district and the members of the Board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when any person in good faith administers auto-injectable epinephrine to a student or individual, subject to state law.

Oakridge School District 76

Code: JHCD/JHCDA-AR
Adopted: 11/05/18
Revised/Readopted: 2/07/20
Orig. Code: 564-AR

Medications

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

1. Definition

- a. "Medication" means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for premeasured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or auto-injectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies.
- b. "Prescription medication" means any medication that under federal or state law requires a prescription by a prescriber.
- c. "Nonprescription medication" means medication that under federal law does not require a prescription from a prescriber.
- d. "Adrenal crisis" means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- e. "Adrenal insufficiency" means adrenal insufficiency as defined in ORS 433.800.
- f. "Notice of diagnosis of adrenal insufficiency" means written notice to the district from a student or the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instruction for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
- g. "Prescriber" means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the State of Oregon, an Oregon-licensed, advance practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the State of Oregon, an optometrist licensed by the Board of Optometry for the State of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the State of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- h. "Qualified trainer" means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- i. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.
- j. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- k. "Designated personnel" means the school personnel designated to administer medication pursuant to district policy and procedure.

2. Designated School Staff/Training

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

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

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

4. Administering Naloxone or Other Similar Medications to a Student or Other Individual

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

5. Administering Medications to a Student Experiencing Symptoms of Adrenal Crisis

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

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule Medications – JHCD/JHCDA-AR

(OAR) 581-021-0037, the building principal will designate one or more school personnel to be responsible for administering the medication to treat adrenal insufficiency;

- b. The designated personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health Authority;
- c. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a

student may self-carry prescription medication when the student has not been approved to self-administer medication;

- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian

6. Administering Medication to a Student

- a. A request to permit designated school personnel to administer medication to a student may be approved by the district and is subject to the following:
 - (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
 - (a) The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
 - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions from the prescriber, if any; and
 - (vii) Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in

(i) – (vi) above.

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

- (vi) Other special instructions, if any; and
- (vii) Signature of the student's parent or guardian.

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

- (d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.
- b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- d. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- e. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses a medication;
- f. Any error in administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent and documentation will be made on the district's accident/incident report form. Errors include but are not limited to administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- g. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the district.

7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
 - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma, diabetes and/or a severe allergy, medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgement that the student has been instructed in the correct and responsible use of the medication;
 - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a school setting.
 - (2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
 - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
 - (b) The student's name affixed to the manufacturer's original container; and
 - (c) The permission to self-administer medication from a building administrator.
 - (3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:
 - (a) The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
 - (b) A written order from the student's prescriber that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school;

- (vii) Other special instructions, if any; and
- (viii) Signature of the prescriber.

- b. The student may have in his/her possession only the amount of medication needed for that school day except for manufacturer's packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, auto-injectable epinephrine or bronchodilators/inhalers;
 - c. Sharing and/or borrowing of any medication with another student is strictly prohibited;
 - d. For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide backup medication for emergency use by the student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
 - e. Upon written request from a parent or guardian and with a prescriber's written statement that the lack of immediate access to a backup auto-injectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup auto-injectable epinephrine to be kept in a reasonably secure location in the student's classroom;
 - f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
 - g. Permission for a student to administer medication to themselves may be revoked if the student violates the Board's policy and/or this administrative regulation; Additionally, students may be subject to discipline, up to and including expulsion, as appropriate.
 - h. A student may be subject to discipline, up to and including expulsion, as appropriate;
 - i. A student permitted to administer medication to themselves may be monitored by a designated personnel to monitor the student's response to the medication.
8. Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students
- a. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school in its original container, accompanied by the permission form and written instructions, as required above;
 - b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anti-convulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another school employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the building principal immediately and documented in the student's medication log. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply;
 - c. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian, and training guidelines as may be recommended by the Oregon Department of Education for administering all forms of prescription and/or nonprescription medications.
 - d. Medications will be secured as follows:
 - (1) Non-refrigerated medications will be stored in a locked cabinet, drawer or box used solely for the storage of medication;
 - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator;

- (3) Access to medication storage keys will be limited to the building principal and designated personnel.
- e. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage;
- f. In the event medication is running low or inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640, and 109.675) immediately.

9. Emergency Response

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

10. Disposal of Medications

- a. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675 at the end of the school year or within 5 school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a nonrecoverable fashion as follows:
 - (1) Medication will be removed from its original container and personal information will be destroyed;
 - (2) Solid medications will be crushed, mixed or dissolved in water, liquid medications will be mixed or dissolved in water; and
 - (3) Mix with an undesirable substance e.g., coffee grounds, kitty litter, flour: and
 - (4) Place in an impermeable non-descriptive containers, e.g., empty cans or sealable bags, and placed in the trash.

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

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

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

11. Transcribing, Recording and Record Keeping

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

OSBA Model Sample Policy

Copyright ©
Adopted:

IGBBC

Talented and Gifted – Programs and Services**

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

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

The Board has established an appeal process for a parent or guardian to utilize if 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 HR7/18/19 | PH

Talented and Gifted – Programs and Services** – IGBBC

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

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

END OF POLICY

Legal Reference(s):

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

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

OSBA Model Sample Policy

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 appeal¹ 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.

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)]

[Name of District]
[Address]

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____