



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
September 13, 2021
Virtual Meeting
6:00 p.m.**

Regular School Board Meeting

- Click the link to join the Zoom Webinar
<https://us02web.zoom.us/j/82001452170?pwd=eTRoc3BVV1VESFg4aVksQlFSMWN3Zz09>
- Listen by phone: +1 312 626 6799 Webinar ID: 820 0145 2170 Passcode: 607957

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
 - A. Consent Agenda (Action)
4. Announcements/Correspondence
5. Information/Reports
 - A. Superintendent Report Superintendent Doland
6. Unfinished Business
 - A. 2021-22 School Board Calendar
 - B. Policy Update (2nd Reading/Possible Action)
 1. JEC – Admissions
 2. JHH – Student Suicide Prevention
 3. CBA – Qualifications and Duties of the Superintendent
 4. JGA – Corporal Punishment
 5. JHCA/JHCB – Immunization, Physical Examination, Vision, Screening/Eye Examination and Dental Screening
 6. KL – Public Complaints
7. New Business
 - A. Resolution (Action)
 1. District Phone System Emergency Procurement Resolution 22-06
 - B. 21-22 School District Calendar Change (Action)
 - C. English Learners in Oregon Annual Report (Information Only)
 - D. Policy (1st Read)
 1. IICC – Volunteers
 2. GBL – Personnel Records
 3. GBLA – Disclosure of Information
 4. JBA/GBN – Sexual Harassment
 5. GCBDA/GBDAA – COVID Related Leave (Rescind)
8. Next Meetings
 - Work Session TBD

- Regular Board Meeting, October 11, 2021 6:00 p.m.

10. 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.)

11. 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.

Re- Posted 09/09/2021

Start of Consent Agenda

September 13, 2021

1. Meeting Minutes

- Regular Session
 - July 12, 2021
- Work Session
 - August 10, 2021

2. Personnel Report

3. June Expenditures

4. July Expenditures

5. Food Service Report

End of Consent Agenda



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Oakridge Board of Directors

July 12, 2021

Regular Board Meeting

6:00 p.m.

1) Call Meeting to Order

Vice Chair Hardy called the Regular Meeting of the Board of Directors to order at 6:06 pm.

Present: Vice Chair Hardy, Director Martin, Director McPherson, Director Pope, Director Samuelson, Superintendent Doland, Business Manager Peggy Mahla and Confidential Secretary Jayme Martin.

2) Changes or additions to the Agenda

No changes or additions to the Agenda.

3) New Board Members "Oath of Office"

Director Pope and Director Samuelson cited the Oath of Office.

4) Board of Directors Organization (Policy BC/BCA)

A. Election of Board Chair

Director McPherson nominated Director Martin as Board Chair. Director Pope seconded the motion. The motion passed with all directors voting yes.

B. Election of Vice Chair

Director Martin nominated Director Hardy as Board Vice Chair. Director Samuelson seconded the motion. The motion passed with all directors voting yes.

C. Provision for a Time and Place for Regular Meeting

The 2nd Monday of the month and 6:00pm were decided for the time and date. With the only stipulation of any special meeting or work session to take place after 5:30.

5) Action Items

A. Consent Agenda (Action)

Director McPherson moved to approve the consent agenda. Vice Chair Hardy seconded the motion. The motion passed with all directors voting yes.

6) Announcements/Correspondence

A. OSBA Virtual Summer Conferences

Confidential Secretary Jayme Martin reminded the board members of the remaining OSBA virtual conferences.

7) Information/Reports

A. Superintendent Report

1. Athletics and Staffing

Superintendent Doland spoke about athletics and explained the hiring process has started for the Athletic Director position as well as interviews for the Football Coach position. She spoke about different athletic camps that are available for the students and encouraged them to attend a camp.

2. Reopening School for 2021-22

Superintendent Doland spoke about the Ready Schools Safe Learners Resiliency framework. She stated school will be back on a regular schedule, all day and all students will be in person. She gave an update on the current mask policy for the summer and stated the most current recommendations from the CDC and community case counts will be considered for the new year mask policy. Superintendent Doland stated an online program option will be available for families who choose to attend school from home. However, it will not be the same as Comprehensive Distance Learning from last year. The new online option will allow students to be able to come into the building for

extra supports or to attend some in person classes such as welding, PE or art class. This option is also available for homeschool students. Friday School and after school opportunities will be available, providing support in social emotional and credit recovery. Hoots and Ophelia's Place will be on-site meeting with kids and doing individual or small group counseling. Mental health will be the focus with the school based health center being available as well. Superintendent Doland spoke about the plan in place for developing the new Resiliency Framework, which includes, parent and staff input before submitting it to ODE.

3. Welding Camp

Superintendent Doland spoke about the welding camp instructed by the Lane Community College welding instructor and Leia Frederic, OSD welding instructor. The purpose of the camp is to get the Metal Shop ready for classes when school starts.

4. Board Meetings

Superintendent Doland reported that Board Meetings are now required to be held not only in person, but virtually as well. She spoke about live streaming and recommended continuing with Zoom Webinar since sessions could be recorded and transcribed. She stated recordings could be downloaded on a thumb drive and placed in the safe with a two-year retention cycle. The regular session recordings could also be placed on the website. The Board agreed with this process.

5. High School Principal Report

High School Principal, Tracy Ross stated her focus is rebounding from the pandemic by getting students aligned with curriculum and access to different programs as well as creating an on-track schedule for graduating requirements. She explained the credit requirements and the plan to incorporate the CTE pathways as well as revamping the classes.

B. Pension Obligation Bond

Superintendent Doland gave an update on the timeline for the Pension Bond, stating the next week was going to be very busy with meetings to go over the process of the bond selling, pricing of the bond, reviewing the investor guidance and finally locking in the interest rate. She stated the next action for the Board would possibly be a resolution in October.

C. Summer Learning Report

Elementary Principal, Tina Maher reported that 205 students were currently attending Summer Adventures or credit recovery classes. She explained several different activities were happening including math, science and literature as well as art, dance, robotics, disc golf, screen-printing and music classes. She stated swimming lessons were still a possibility as long as Willamette Park District received appropriate staffing.

8) Unfinished Business

A. Policy Update (2nd Reading/Possible Action)

1. BDDG – Minutes

Superintendent Doland recommended wording be added that stated minutes could be obtained either by the District Website or Administrative office.

Vice Chair Hardy move to accept policy BDDG with the recommended changes.

Director McPherson seconded the motion. The motion passed with all directors voting yes.

2. GBEB – Communicable Diseases – Staff

Director McPherson made a motion to adopt policy GBEB with recommendations from OSBA. Director Pope seconded the motion. The motion passed with all directors voting yes.

3. JHCC – Communicable Diseases – Students

Vice Chair Hardy made a motion to adopt policy JHCC with recommendations from OSBA. Director McPherson seconded the motion. The motion passed with all directors voting yes.

9) New Business

A. Board-Superintendent Operating Agreements (Draft, 1st Read)

Superintendent Doland stated this document was sent from OSBA on work that was done in the last work session for review and discussion. The Board agreed the draft represented what they requested in the agreement.

Director McPherson moved to accept the Board-Superintendent Operating Agreement. Vice Chair Hardy seconded the motion. The motion passed with all directors voting yes.

B. Policy (1st Read)

- 1. JEC – Admissions**
- 2. JHH – Student Suicide Prevention**
- 3. CBA – Qualifications and Duties of the Superintendent**
- 4. JGA – Corporal Punishment**
- 5. JHCA/JHCB – Immunization, Physical Examination, Vision, Screening/Eye Examination and Dental Screening**
- 6. KL – Public Complaints**

Superintendent Doland explained the policy's recommendations and revisions from OSBA. Chair Martin asked about the wording in policy JGA requesting it to reference the Restraint and Seclusion policy. He asked for advice from OSBA. Director Pope asked about the immunization exemption process. Superintendent Doland stated she would gather more information and provide that to him.

C. Resolutions (Action)

1. 22-01 Designations / Authorization

Chair Martin and Director Samuelson declared potential or actual conflicts of interest and left the room at 7:21.

Superintendent Doland stated this resolution is completed at the beginning of every year designating member's rights for the business operations of the School District.

Director McPherson made a motion to accept resolution 22-01 Designations/Authorizations for the 21-22 School Year. Director Pope seconded the motion. The motion passed with present directors voting yes.

Chair Martin and Director Samuelson re-entered the room at 7:27.

2. 22-02 Food Products and Non-Food Supplies RFP Award

3. 22-03 Summer Learning, Enrichment and Child Care Grant

Director McPherson made a motion to accept resolution 22-02 Food Products and Non-Food Supplies and resolution 22-03 Summer Learning, Enrichment and Child Care. Vice Chair Hardy seconded the motion. The motion passed with all directors voting yes.

10. Executive Session Pursuant to ORS 192.660

No executive session was held.

11. Next Meetings

- Regular Board Meeting, August 9, 2021 6:00 p.m.
- Work Session August 10, 2021 5:30pm

12. Public Comment

Sarah Altemus liked the idea of keeping Board Meetings virtual. She spoke about public comment being placed at the first part of the meeting. She gave praise and thanked everyone for the Summer Adventures program.

Nicole Sulick spoke about the qualifications and duties of the superintendent policy and asked that the Board pay careful attention to those changes. She requested a copy of the Board-Superintendent Working Agreement. She stated since it is a virtual meeting she would like to see the Board Members during the meeting. She commented on the link for the virtual meeting and that it was hard to hear.

13. Adjourn

Meeting was adjourned at 7:39.



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Oakridge Board of Directors

August 10, 2021

Work Session

Board Meeting

5:30 p.m.

1) Call Meeting to Order

Chair Martin called the Work Session Board Meeting of the Board of Directors to order at 5:35 pm.

Present: Chair Martin, Vice Chair Hardy (by phone), Director McPherson, Director Pope, Director Samuelson, Superintendent Doland, Business Manager Peggy Mahla and Confidential Secretary Jayme Martin.

2) Resolution (Action)

A. Pension Bond 22-04

Vice Chair Hardy moved to accept Pension Bond Resolution 22-04. Director McPherson seconded the motion. Discussion was had.

Director McPherson asked for an update on the Pension Bond from Peggy. Peggy Mahla explained the resolution is to record appropriation levels for receipt of the pension bond and passed through payment to PERS. She stated August 19 is the closing date for the Pension Bond when the funds are transferred. She explained that the interest rate came in at 2.49%, which was a better rate than anticipated and could save the District an additional \$30,000 to \$50,000 in this biennium. Superintendent Doland added that an additional \$750,000 savings could occur over the life span of the bond with that interest rate. Ms. Mahla stated these funds are an exemption to any supplemental budget under ORS 294.338(4).

The motion passed with all directors voting yes.

Superintendent Doland express her thanks to Ms. Mahla's hard work on the Bond.

Chair Martin asked what the protocol was for staff in a level two evacuation. Superintendent Doland stated any staff members living in a level two evacuation, need to leave work and take care of their families and themselves and return to work if they feel they are able. She stated the same for members in level one that have special circumstances or needs.

3) Adjourn

Meeting was adjourned at 5:47.

APPROVED:

JRM

Chairman

Superintendent

Personnel Report (Action)

September 13, 2021

A. Employee Recommendations

1. Certified

- a. Leia Frederic, OJSH Metal Shop, 0.5 FTE
- b. Ed Mooneyhan, OJSH Wood Shop, 1.0 FTE
- c. Kathy Pounds, OJSH Music, 1.0 FTE
- d. John Porter, OES 3rd Grade, 1.0 FTE
- e. Joey Brissette, OES 6th Grade, 1.0 FTE
- f. Vanessa Tharp, OES 1st Grade (1 Year Interim), 1.0 FTE
- g. Savannah Arthur, OES School Counselor, 1.0 FTE
- h. Aileron Moran-Hogansen, Pre-Kindergarten, 1.0 FTE

B. Employee Resignations

1. Certified

- a. Tsufu Moua, OES School Counselor, 1.0 FTE
- b. Tinamarie Mathis-Standley, OES 3rd Grade, 1.0 FTE
- c. Michael Wilson, OJSH Music, 1.0 FTE
- d. Kelli Doyle, Pre-Kindergarten, 1.0 FTE

C. Employee Retirement

1. Certified

- a. Jill Durham, 3rd Grade, 1.0 FTE

Review of Expenditures for June 2021

Our total operating budget for 2020-2021 is \$15,885,262

We spent \$2,629,314 to operate the month of June. That is 16.55% of the total District operating budget. This total includes all expenditures including payroll.

Through June 30, we have expended \$6,366,433 from a General Fund budget of \$8,216,130. This represents 77.49% of the General Fund budget.*

*Although, we are at the end of the 20-21 fiscal year it is important to remember that we will not have final numbers until the 20-21 Audit has been completed in the fall.

(Source of Information is the Summary Expenditure Status Report)

CHECK	TOTAL	VENDOR
3118	\$ 13,000.00	CYNTHIA NEACE
3119	\$ 150.00	DAVTEUT, LLC
3120	\$ 463.92	MCMMASTER CARR
3121	\$ 81.00	CRIMINAL INFORMATION SERVICES
3122	\$ 1,576.48	FARWEST STEEL
3123	\$ 475.00	OSBA
3124	\$ 8,339.28	LANE ELECTRIC CO-OP
3129	\$ 14,305.01	PIVOT ARCHITECTURE
3130	\$ 15,194.36	PIVOT ARCHITECTURE
48256	\$ 540.54	AMAZON
48257	\$ 17,868.00	APLINE ABATEMENT ASSOPCIATES, INC
48258	\$ 120.65	CHARTER COMMUNICATIONS
48259	\$ 4,792.40	EMERALD FRUIT/PRODUCE CO
48260	\$ 641.66	HUNGERFORD LAW FIRM
48261	\$ 9,565.32	HUNGERFORD LAW FIRM
48262	\$ 97.44	RETA DOLAND
48263	\$ 12,088.00	RUBENSTEIN'S
48264	\$ 2,469.72	UMPQUA DAIRY PRODUCTS COMPANY
48265	\$ 331.00	WASHINGTON STATE SUPPORT REGISTRY
48266	\$ 2,713.26	AMAZON
48267	\$ 575.92	AMAZON
48268	\$ -	AMAZON
48269	\$ 3,895.10	AMAZON
48271	\$ 816.65	AMERICAN FIDELITY
48272	\$ 2,212.80	AMERICAN FIDELITY
48273	\$ 808.10	MATRIX TRUST COMPANY
48274	\$ 1,725.00	HORACE MANN INSURANCE CO
48275	\$ 72.00	MASA
48276	\$ 364.00	OAKRIDGE TEACHERS ASSOCIATION
48277	\$ 2,177.05	OEA
48278	\$ 175.00	THRIVENT FINANCIAL FOR LUTHERANS
48279	\$ 1,275.00	VALIC
48280	\$ 500.00	TEAM VB CAMP
48280	\$ (500.00)	TEAM VB CAMP
48281	\$ 1,045.81	AMERICAN FIDELITY
48282	\$ 2,502.68	AMERICAN FIDELITY
48283	\$ 808.10	MATRIX TRUST COMPANY
48284	\$ 1,725.00	HORACE MANN INSURANCE CO
48285	\$ 72.00	MASA
48286	\$ 364.00	OAKRIDGE TEACHERS ASSOCIATION
48287	\$ 2,177.05	OEA
48288	\$ 49.05	OSEA
48289	\$ 2.00	OSEA/OAKRIDGE CHAPTER 46
48290	\$ 175.00	THRIVENT FINANCIAL FOR LUTHERANS
48291	\$ 1,275.00	VALIC
48292	\$ 3,883.72	BANNER BANK
48293	\$ 386.00	2NDGEAR
48294	\$ 1,036.81	AMAZON
48295	\$ 220.00	CASCADE PLUMBING & SUPPLY INC
48296	\$ 1,995.00	EDUCATIONHALL, LLC
48297	\$ 14,398.49	EUGENE SD 4J
48298	\$ 281.87	PEGGY MAHLA
48299	\$ 84.40	OAKRIDGE HARDWARE
48300	\$ 660.85	OFFICE DEPOT
48301	\$ 75.00	OHA CASHIER
48301	\$ (75.00)	OHA CASHIER
48302	\$ 1,947.63	SCHOLASTIC INC
48303	\$ 3,350.33	SYSCO
48304	\$ 1,045.81	AMERICAN FIDELITY

CHECK	TOTAL	VENDOR
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48305	\$ 2,623.73	AMERICAN FIDELITY
48306	\$ 1,158.10	MATRIX TRUST COMPANY
48307	\$ 1,725.00	HORACE MANN INSURANCE CO
48308	\$ 72.00	MASA
48309	\$ 377.00	OAKRIDGE TEACHERS ASSOCIATION
48310	\$ 2,252.69	OEA
48311	\$ 49.05	OSEA
48312	\$ 2.00	OSEA/OAKRIDGE CHAPTER 46
48313	\$ 175.00	THRIVENT FINANCIAL FOR LUTHERANS
48314	\$ 1,800.00	VALIC
48315	\$ 56.20	ACCESS INFORMATION HOLDINGS, LLC
48316	\$ 2,680.00	BRIDGEWAY HOUSE
48317	\$ 1,032.00	CENTURYLINK
48318	\$ 315.11	CIT
48319	\$ 384.00	THE COLLEGE BOARD
48320	\$ 498.00	COSA
48321	\$ 347.00	CRIMINAL INFORMATION SERVICES
48322	\$ 6,875.00	EDUCATIONAL EXCELLENCE LLC
48323	\$ 1,617.29	FERRELLGAS
48324	\$ 2,280.75	HEADSTART OF LANE COUNTY
48325	\$ 1,420.03	HOME DEPOT PRO
48326	\$ 12.50	LANE COUNTY PUBLIC WORKS
48327	\$ 989.90	OAKRIDGE SANI-HAUL
48328	\$ 4,892.67	CITY OF OAKRIDGE
48329	\$ 139.17	OFFICE DEPOT
48330	\$ 868.00	OREGON WATER SERVICES INC
48331	\$ 185.00	OSU HORTICULTURE
48332	\$ 128.31	PACIFIC OFFICE AUTOMATION
48333	\$ 23,215.59	PIVOT ARCHITECTURE
48334	\$ 170.84	TIAA BANK
48335	\$ 3,114.48	CITY OF OAKRIDGE
48336	\$ 901.08	BEST WESTERN SEASIDE
48336	\$ (901.08)	BEST WESTERN SEASIDE
48337	\$ 39.00	OSEA
48338	\$ 6.00	OSEA/OAKRIDGE CHAPTER 46
48339	\$ 450.60	VERIZON WIRELESS
48339	\$ (450.60)	VERIZON WIRELESS
48341	\$ 450.60	VERIZON WIRELESS
48342	\$ 331.00	WASHINGTON STATE SUPPORT REGISTRY
48343	\$ 187.50	AMERICAN FIDELITY
48344	\$ 715.85	AMERICAN FIDELITY
48345	\$ 1,334.00	AMERIPRISE FINANCIAL, INC.
48346	\$ 512.49	OSEA
48347	\$ 36.00	OSEA/OAKRIDGE CHAPTER 46
48348	\$ 187.50	AMERICAN FIDELITY
48349	\$ 785.85	AMERICAN FIDELITY
48350	\$ 1,334.00	AMERIPRISE FINANCIAL, INC.
48351	\$ 512.49	OSEA
48352	\$ 36.00	OSEA/OAKRIDGE CHAPTER 46
48353	\$ 187.50	AMERICAN FIDELITY
48354	\$ 785.85	AMERICAN FIDELITY
48355	\$ 1,334.00	AMERIPRISE FINANCIAL, INC.
48356	\$ 512.49	OSEA
48357	\$ 36.00	OSEA/OAKRIDGE CHAPTER 46
48358	\$ 289.16	AMERICAN FIDELITY
48359	\$ 1,301.76	AMERICAN FIDELITY
48360	\$ 300.00	HEALTH SERVICES ADMINISTRATION
48361	\$ 100.00	MATRIX TRUST COMPANY
48362	\$ 125.00	HORACE MANN INSURANCE CO

CHECK	TOTAL	VENDOR
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48363	\$ 57.00	MASA
48364	\$ 13.00	OAKRIDGE TEACHERS ASSOCIATION
48365	\$ 75.64	OEA
48366	\$ 200.00	OREGON SAVINGS GROWTH PLAN
48367	\$ 298.52	OSEA
48368	\$ 10.00	OSEA/OAKRIDGE CHAPTER 46
48369	\$ 1,250.00	UPLAY DISC GOLF
48370	\$ -	AMAZON
48371	\$ -	AMAZON
48372	\$ 7,238.21	AMAZON
48373	\$ 1,947.29	AMAZON
48374	\$ 488.18	AMAZON
48737	\$ 100.30	AMAZON
48738	\$ 457.66	BANNER BANK
48739	\$ 557.96	BANNER BANK
48740	\$ 301.15	AMAZON
48741	\$ 2,707.26	BANNER BANK
48742	\$ 420.00	DAIRY QUEEN
48743	\$ 520.00	TEAM VB CAMP
48744	\$ 3,948.41	BANNER BANK
48746	\$ 4,186.69	AMAZON
48747	\$ 4,500.58	AMERICAN FLOOR MATS
48748	\$ 400.00	B & B ACCESSIBILITY CONTRACTORS
48749	\$ 402.07	BANNER BANK
48750	\$ 955.00	BEACOCK MUSIC
48751	\$ 116.25	CASCADE PLUMBING & SUPPLY INC
48752	\$ 25.85	CASH
48753	\$ 1,326.76	CENTURYLINK
48754	\$ 120.65	CHARTER COMMUNICATIONS
48755	\$ 314.74	CHEVRON AND TEXACO CARD SERVICES
48756	\$ 1,994.18	COOLSYS
48757	\$ 149.00	COSA
48758	\$ 105.00	ALICIA DAVIDSON
48759	\$ 14,650.00	EUGENE SD 4J
48760	\$ 6,545.37	FARWEST STEEL
48761	\$ 356.00	FEI
48762	\$ 42,063.09	FIRST STUDENT, INC.
48763	\$ 15,282.53	FRAY FITNESS
48764	\$ 1,661.00	IMPACT NORTHWEST
48765	\$ 270.00	INTEGRATED ELECTRONIC SYSTEMS
48766	\$ 105.00	SHANNON JACKSON
48767	\$ 6,398.40	JUNCTION CITY SCHOOL DISTRICT 76
48768	\$ 105.00	SHEILA KELLER
48769	\$ 570.00	LANE COUNTY HEALTH & HUMAN SERVICES
48770	\$ 12.50	LANE COUNTY PUBLIC WORKS
48772	\$ 10,406.96	LANE ELECTRIC CO-OP
48773	\$ 2,944.00	LANE ESD
48774	\$ 3,713.50	LEGO EDUCATION
48775	\$ 381.48	PEGGY MAHLA
48776	\$ 525.00	GERALD MCCOOL
48777	\$ 205,830.00	MCKENZIE COMMERCIAL CONTRACTORS
48778	\$ 8,645.00	MCKENZIE COMMERCIAL CONTRACTORS
48779	\$ 9,171.00	MCKENZIE GLASS
48780	\$ 10.00	JAMIE MCKINNEY
48781	\$ 370.50	MINERS GRADUATE SERVICES
48782	\$ 230.00	NAFME
48783	\$ 5,500.00	CYNTHIA NEACE
48784	\$ 15,625.00	CYNTHIA NEACE
48785	\$ 150.00	OREGON WATER SERVICES INC

CHECK	TOTAL	VENDOR
48786	\$ 106.48	PACIFIC OFFICE AUTOMATION
48787	\$ 8,600.00	PAULY, ROGERS & CO., P.C.
48788	\$ 3,095.16	PBS
48789	\$ 60,389.00	RED8, LLC
48790	\$ 1,089.74	GATEHOUSE EUGENE ADVERTISING
48791	\$ 772.43	RETA DOLAND
48792	\$ 164.90	RETA DOLAND
48793	\$ 1,050.00	ERIN GARDNER
48794	\$ 47.92	SIERRA SPRINGS
48795	\$ 34,820.00	SPACESAVER SPECIALISTS, INC
48796	\$ 80.02	VERIZON WIRELESS
48797	\$ 353.00	COSA
48798	\$ 4,000.00	SPACESAVER SPECIALISTS, INC
48799	\$ 30,820.00	SPACESAVER SPECIALISTS, INC
48800	\$ 4,239.50	ALLISON BRADBEER
48801	\$ 360.81	HEATHER HARRISON
48802	\$ 4,329.71	KENNETH MYERS
48803	\$ 305.00	ALLISON WILLIAMS
48804	\$ 513.94	AMAZON
48805	\$ 56.31	BANNER BANK
48806	\$ 1,095.67	BANNER BANK
48807	\$ 171.25	CASCADE PLUMBING & SUPPLY INC
48808	\$ 2,830.00	EARLY CHILDHOOD - CARES
48809	\$ 2,846.27	EMERALD FRUIT/PRODUCE CO
48810	\$ 1,481.66	FARWEST STEEL
48811	\$ 350.06	FERRELLGAS
48812	\$ 38,318.77	FIRST STUDENT, INC.
48813	\$ 1,472.35	HOME DEPOT PRO
48814	\$ 617.00	MCKENZIE COMMERCIAL CONTRACTORS
48815	\$ 397,922.00	MCKENZIE COMMERCIAL CONTRACTORS
48816	\$ 160.76	OAKRIDGE HARDWARE
48817	\$ 1,727.87	CITY OF OAKRIDGE
48818	\$ 3,054.24	SYSCO
48819	\$ 2,602.19	UMPQUA DAIRY PRODUCTS COMPANY
48820	\$ 901.08	BEST WESTERN PLUS
88029	\$ 1,631.37	██████████████████
88030	\$ 2,044.95	██████████████████████████
88031	\$ 3,199.18	██████████████████
88032	\$ 2,619.14	██████████████████████████
88033	\$ 1,157.67	██████████████████████████
88034	\$ 1,930.80	██████████████████████████
88035	\$ 738.56	██████████████████
88036	\$ 231.44	██████████████████
88037	\$ 1,073.83	██████████████████████████
88038	\$ 196.46	██████████████████████████
88039	\$ 287.26	██████████████████
88040	\$ 589.37	██████████████████████████
88041	\$ 346.21	██████████████████
88042	\$ 565.37	██████████████████
88043	\$ 243.60	██████████████████████████
88044	\$ 980.40	██████████ ██████████
88045	\$ 560.37	██████████████████████████
88046	\$ 560.37	██████████████████████████
88047	\$ 589.37	██████████████████
88048	\$ 319.67	██████████████████████████
88049	\$ 191.51	██████████████████












CHECK	TOTAL	VENDOR
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88050	\$ 195.46	XXXXXXXXXXXX
88051	\$ 488.54	XXXXXXXXXXXX
88052	\$ 177.46	XX XXXXXXXXXX
88053	\$ 589.37	XXXXXXXXXXXX
88054	\$ 196.46	XXXXXXXXXXXX
88055	\$ 392.90	XXXXXXXXXXXX
88056	\$ 70.99	XXXXXXXXXXXX
88057	\$ 765.83	XXXXXXXXXXXX
88058	\$ 228.38	XXXXXXXXXXXX
88059	\$ 57.46	XXXXXXXXXXXX XXX
88060	\$ 95.75	XXXXXXXXXXXX
88061	\$ 589.37	XXXXXXXXXXXX
88062	\$ 380.64	XXXXXXXXXXXX
88063	\$ 982.28	XXXXXXXXXXXX
88064	\$ 270.68	XXXXXXXXXXXX
88065	\$ 491.14	XXXXXXXXXXXX
88066	\$ 519.38	XXXXXXXXXXXX
88067	\$ 943.37	XXXXXXXXXXXX
88068	\$ 392.90	XXXXXXXXXXXX
88069	\$ 489.69	XXXXXXXXXXXX
88070	\$ 213.86	XXXXXXXXXXXX
88071	\$ 147.34	XXXXXXXXXXXX
88072	\$ 173.51	XXXXXXXXXXXX
88073	\$ 560.37	XXXXXX XXXXXXXXXX
88074	\$ 175.26	XXXXXX XXXXXXXXXX
88075	\$ 196.46	XXXXXXXXXXXX
88076	\$ 589.37	XXXXXXXXXXXX
88077	\$ 577.37	XXXXXXXXXXXXXXXX
88078	\$ 745.83	XXXXXXXXXXXXXXXX
88079	\$ 280.89	XXXXXXXXXXXXXXXX
88080	\$ 484.14	XXXXXXXXXXXXXXXX
88081	\$ 461.25	XXXXXXXXXXXX
88082	\$ 1,258.45	XXXXXXXXXXXX
88083	\$ 4,914.41	XXXXXXXXXXXX
88084	\$ 650.42	XXXXXXXXXXXX
88085	\$ 1,313.06	XXXXXXXXXXXX
88086	\$ 1,690.53	XXXXXXXXXXXX
88087	\$ 520.05	XXXXXXXXXXXX
88088	\$ 86.83	XXXXXXXXXXXX
88089	\$ 875.50	XXXXXXXXXXXX
V16559	\$ 4,326.89	XXXXXXXXXXXX
V16560	\$ 2,581.66	XXXXXXXXXXXX
V16561	\$ 4,374.33	XXXXXXXXXXXX
V16562	\$ 2,573.55	XXXXXXXXXXXX
V16563	\$ 3,870.79	XXXXXXXXXXXX
V16564	\$ 1,663.17	XXXXXXXXXXXX
V16565	\$ 3,039.84	XXXXXX XXXXXXXXXX
V16566	\$ 3,480.45	XXXXXXXXXXXX
V16567	\$ 4,489.68	XXXXXXXXXXXX
V16568	\$ 2,845.38	XXXXXXXXXXXX
V16569	\$ 3,836.20	XXXXXXXXXXXX
V16570	\$ 2,452.54	XXXXXXXXXXXX

V16571	\$	3,794.51	HP 惠普 笔记本电脑
V16572	\$	5,194.38	联想 笔记本电脑
V16573	\$	3,787.88	戴尔 笔记本电脑
V16574	\$	3,045.48	惠普 笔记本电脑
V16575	\$	2,605.04	联想 笔记本电脑
V16576	\$	2,756.94	戴尔 笔记本电脑
V16577	\$	3,688.41	惠普 笔记本电脑
V16578	\$	3,309.33	联想 笔记本电脑
V16579	\$	2,395.46	戴尔 笔记本电脑
V16580	\$	804.86	惠普 笔记本电脑
V16581	\$	3,794.25	联想 笔记本电脑
V16582	\$	2,970.00	戴尔 笔记本电脑
V16583	\$	3,119.10	惠普 笔记本电脑
V16584	\$	2,978.97	联想 笔记本电脑
V16585	\$	3,075.14	戴尔 笔记本电脑
V16586	\$	2,776.44	惠普 笔记本电脑
V16587	\$	3,895.73	联想 笔记本电脑
V16588	\$	3,966.94	戴尔 笔记本电脑
V16589	\$	3,015.25	惠普 笔记本电脑
V16590	\$	3,557.24	联想 笔记本电脑
V16591	\$	3,837.46	戴尔 笔记本电脑
V16592	\$	2,669.03	惠普 笔记本电脑
V16593	\$	4,044.06	联想 笔记本电脑
V16594	\$	3,373.87	戴尔 笔记本电脑
V16595	\$	2,581.66	惠普 笔记本电脑
V16596	\$	4,374.33	联想 笔记本电脑
V16597	\$	2,573.55	戴尔 笔记本电脑
V16598	\$	3,870.79	惠普 笔记本电脑
V16599	\$	1,663.17	联想 笔记本电脑
V16600	\$	3,039.84	戴尔 笔记本电脑
V16601	\$	3,480.45	惠普 笔记本电脑
V16602	\$	4,489.68	联想 笔记本电脑
V16603	\$	2,845.38	戴尔 笔记本电脑
V16604	\$	2,994.63	惠普 笔记本电脑
V16605	\$	2,452.54	联想 笔记本电脑
V16606	\$	3,794.51	戴尔 笔记本电脑
V16607	\$	4,279.08	惠普 笔记本电脑
V16608	\$	1,628.77	联想 笔记本电脑
V16609	\$	3,787.88	戴尔 笔记本电脑
V16610	\$	3,045.48	惠普 笔记本电脑
V16611	\$	2,605.04	联想 笔记本电脑
V16612	\$	2,756.94	戴尔 笔记本电脑
V16613	\$	3,688.41	惠普 笔记本电脑
V16614	\$	3,309.33	联想 笔记本电脑
V16615	\$	2,395.46	戴尔 笔记本电脑
V16616	\$	804.86	惠普 笔记本电脑
V16617	\$	2,894.92	联想 笔记本电脑
V16618	\$	2,970.00	戴尔 笔记本电脑
V16619	\$	3,119.10	惠普 笔记本电脑
V16620	\$	2,978.97	联想 笔记本电脑
V16621	\$	3,075.14	戴尔 笔记本电脑
V16622	\$	2,776.44	惠普 笔记本电脑

CHECK	TOTAL	VENDOR
V16623	\$ 3,895.73	XXXXXXXXXXXX
V16624	\$ 3,966.94	XXXXXXXXXX 000000000000
V16625	\$ 3,015.25	XXXXXXXXXXXX
V16626	\$ 3,557.24	XXXXXXXXXXXX
V16627	\$ 3,837.46	000000000000
V16628	\$ 2,669.03	000000000000
V16629	\$ 4,044.06	000000000000
V16630	\$ 3,148.24	XXXXXXXXXXXX
V16631	\$ 2,579.72	XXXXXXXXXXXX00000000
V16632	\$ 4,916.15	XXXXXXXXXXXX000000
V16633	\$ 2,404.32	XXXXXXXXXXXX
V16634	\$ 3,868.85	XXXXXXXXXXXX
V16635	\$ 3,752.96	XXXXXXXXXXXX000000
V16636	\$ 3,037.90	XXXXXXXXXX 000000
V16637	\$ 3,621.50	XXXXXXXXXXXX000000
V16638	\$ 4,487.74	XXXXXXXXXXXX000000
V16639	\$ 2,843.44	XXXXXXXXXXXX
V16640	\$ 2,992.69	XXXXXXXXXXXX000000
V16641	\$ 2,734.26	XXXXXXXXXXXX0000000000
V16642	\$ 4,104.59	00 000000000000
V16643	\$ 3,223.43	XXXXXXXXXXXX0000000000
V16644	\$ 4,277.11	XXXXXXXXXXXX00000000
V16645	\$ 1,630.17	XXXXXXXXXXXX000000
V16646	\$ 4,556.22	XXXXXXXXXXXX
V16647	\$ 3,298.19	XXXXXXXXXXXX
V16648	\$ 2,603.10	XXXXXXXXXXXX0000000000000000
V16649	\$ 2,755.00	XXXXXXXXXXXX000000
V16650	\$ 3,903.54	XXXXXXXXXXXX
V16651	\$ 3,308.35	XXXXXXXXXXXX000000
V16652	\$ 2,970.81	XXXXXXXXXXXX000000
V16653	\$ 971.46	XXXXXXXXXXXX000000
V16654	\$ 3,136.52	XXXXXXXXXXXX0000000000
V16655	\$ 2,968.06	XXXXXXXXXXXX
V16656	\$ 3,117.09	XXXXXXXXXXXX00000000
V16657	\$ 3,050.23	XXXXXXXXXXXX000000
V16658	\$ 3,473.37	XXXXXXXXXXXX000000
V16659	\$ 2,774.50	XXXXXXXXXXXX000000
V16660	\$ 3,893.77	XXXXXXXXXXXX000000
V16661	\$ 3,965.00	XXXXXXXXXX 000000000000
V16662	\$ 5,535.08	XXXXXXXXXX 0000000000
V16663	\$ 3,013.31	XXXXXXXXXXXX000000
V16664	\$ 3,555.30	XXXXXXXXXXXX000000
V16665	\$ 4,102.31	000000000000
V16666	\$ 2,667.09	000000000000
V16667	\$ 4,056.13	000000000000
V16668	\$ 1,134.12	XXXXXXXXXXXX
V16669	\$ 1,286.33	XXXXXXXXXXXX0000000000
V16670	\$ 1,254.56	XXXXXXXXXXXX000000
V16671	\$ 1,103.08	XXXXXXXXXXXX
V16672	\$ 1,397.30	XXXXXXXXXXXX0000000000
V16673	\$ 50.84	XXXXXXXXXXXX
V16674	\$ 1,168.74	XXXXXXXXXXXX000000

CHECK	TOTAL	VENDOR
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V16675	\$ 1,357.11	XXXXXXXXXX
V16676	\$ 1,391.95	XX  XXXXXXXXXX 
V16677	\$ 1,204.90	XXXXXXXXXXXXXXXXXXXX
V16678	\$ 1,084.71	XXXXXXXXXXXXXXXXXXXX
V16679	\$ 1,159.00	XXXXXXXXXXXXXXXX  XXXX
V16680	\$ 1,172.25	XXXXXXXXXXXXXXXXXXXX
V16681	\$ 1,336.26	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16682	\$ 1,322.01	XXXXXXXXXXXXXXXXXXXX
V16683	\$ 1,284.13	XXXXXXXXXXXXXXXXXXXX
V16684	\$ 1,339.12	XXXXXXXXXXXXXXXXXXXX
V16685	\$ 1,173.54	XXXXXXXXXXXXXXXXXXXX
V16686	\$ 1,118.81	XXXXXXXXXXXXXXXXXXXX
V16687	\$ 1,344.84	 XXXXXXXXXXXXXXXXXXXX
V16688	\$ 1,134.12	XXXXXXXXXXXXXXXXXXXX
V16689	\$ 1,286.33	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16690	\$ 6,274.13	XXXXXXXXXXXXXXXXXXXX
V16691	\$ 1,254.56	XXXXXXXXXXXXXXXXXXXX
V16692	\$ 1,103.08	XXXXXXXXXXXX
V16693	\$ 1,397.30	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16694	\$ 50.84	XXXXXXXXXXXXXXXXXXXX
V16695	\$ 1,168.74	XXXXXXXXXXXXXXXXXXXX
V16696	\$ 5,135.16	XXXXXXXXXXXXXXXXXXXX
V16697	\$ 1,357.11	XXXXXXXXXXXXXXXXXXXX
V16698	\$ 1,391.95	XX  XXXXXXXXXXXX 
V16699	\$ 1,204.90	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16700	\$ 1,084.71	XXXXXXXXXXXXXXXXXXXX
V16701	\$ 1,159.00	XXXXXXXXXXXXXXXX  XXXX
V16702	\$ 1,172.25	XXXXXXXXXXXXXXXXXXXX
V16703	\$ 1,336.26	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16704	\$ 1,322.01	XXXXXXXXXXXXXXXXXXXX
V16705	\$ 1,284.13	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16706	\$ 1,339.12	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16707	\$ 1,173.54	XXXXXXXXXXXXXXXXXXXX
V16708	\$ 1,118.81	XXXXXXXXXXXXXXXXXXXX
V16709	\$ 1,344.84	 XXXXXXXXXXXXXXXXXXXX
V16710	\$ 1,132.24	XXXXXXXXXXXXXXXXXXXX
V16711	\$ 1,284.71	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16712	\$ 6,165.54	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16713	\$ 1,252.89	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16714	\$ 1,167.30	XXXXXXXXXXXXXXXXXXXX
V16715	\$ 1,395.65	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16716	\$ 49.17	XXXXXXXXXXXXXXXXXXXX
V16717	\$ 1,167.06	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16718	\$ 5,132.52	XXXXXXXXXXXXXXXXXXXX
V16719	\$ 1,077.13	XXXXXXXXXXXXXXXXXXXX
V16720	\$ 1,390.30	XX  XXXXXXXXXXXX 
V16721	\$ 1,203.25	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16722	\$ 1,167.59	XXXXXXXXXXXXXXXXXXXX
V16723	\$ 2,318.67	XXXXXXXXXXXXXXXXXXXX
V16724	\$ 1,157.32	XXXXXXXXXXXXXXXX  XXXX
V16725	\$ 1,170.60	XXXXXXXXXXXXXXXXXXXX
V16726	\$ 1,334.61	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

CHECK	TOTAL	VENDOR
V16727	\$ 1,320.36	XXXXXXXXXXXX
V16728	\$ 1,282.45	XXXXXXXXXXXX
V16729	\$ 1,346.65	XXXXXXXXXXXX
V16730	\$ 1,322.32	XXXXXXXXXXXX
V16731	\$ 971.69	XXXXXXXXXXXX
V16732	\$ 1,389.06	XXXXXXXXXXXX
V16733	\$ 3,422.01	XXXXXXXXXXXX
V16734	\$ 808.41	XXXXXXXXXXXX
V16735	\$ 971.64	XXXXXXXXXXXX
V16736	\$ 1,384.16	XXXXXXXXXXXX
V16737	\$ 1,036.43	XXXXXXXXXXXX
V16738	\$ 6,838.26	XXXXXXXXXXXX
V16739	\$ 2,150.66	XXXXXXXXXXXX
V16740	\$ 98.19	XXXXXXXXXXXX
V16741	\$ 436.48	XXXXXXXXXXXX
V16742	\$ 837.22	XXXXXXXXXXXX
V16743	\$ 1,930.80	XXXXXXXXXXXX
V16744	\$ 182.65	XXXXXXXXXXXX
V16745	\$ 1,392.98	XXXXXXXXXXXX
V16746	\$ 458.98	XXXXXXXXXXXX
V16747	\$ 1,691.83	XXXXXXXXXXXX
V16748	\$ 4,547.74	XXXXXXXXXXXX
V16749	\$ 2,850.18	XXXXXXXXXXXX
V16750	\$ 1,970.46	XXXXXXXXXXXX
V16751	\$ 3,549.49	XXXXXXXXXXXX
V16752	\$ 768.60	XXXXXXXXXXXX
V16753	\$ 4,558.85	XXXXXXXXXXXX
V16754	\$ 855.33	XXXXXXXXXXXX
V16755	\$ 15.06	XXXXXXXXXXXX
V16756	\$ 923.94	XXXXXXXXXXXX
V16757	\$ 3,477.76	XXXXXXXXXXXX
V16758	\$ 2,169.14	XXXXXXXXXXXX
V16759	\$ 405.63	XXXXXXXXXXXX
V16760	\$ 62.47	XXXXXXXXXXXX
V16761	\$ 101.14	XXXXXXXXXXXX
V16762	\$ 163.98	XXXXXXXXXXXX
V16763	\$ 941.81	XXXXXXXXXXXX
V16764	\$ 1,392.98	XXXXXXXXXXXX
V16765	\$ 1,116.01	XXXXXXXXXXXX

\$ 1,777,072.98

SUNGARD PENTAMATION
DATE: 08/01/2021
TIME: 13:43:38

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 12/21

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	1,466,045.00	353,499.93	.00	1,387,239.78	78,805.22	94.62
1112	INTERMEDIATE PROGRAMS	.00	.00	.00	.00	.00	.00
1121	MIDDLE/JR. HIGH PROGRAMS	432,650.00	73,660.13	.00	353,961.17	78,688.83	81.81
1131	HIGH SCHOOL PROGRAMS	1,054,227.00	265,708.83	.00	1,060,828.46	-6,601.46	100.63
1132	HIGH SCHOOL EXTRACURR.	254,768.00	39,712.01	.00	180,448.22	74,319.78	70.83
1140	PRE-KINDERGARTEN PROGRAM	36,085.00	.00	.00	.00	36,085.00	.00
1141	PRE-K	.00	.00	.00	.00	.00	.00
1210	TALENTED AND GIFTED	500.00	384.00	.00	384.00	116.00	76.80
1221	LEARN CENTERS/STRUC&INTE	966,164.00	162,423.54	.00	565,748.68	400,415.32	58.56
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	13,864.00	.00	.00	.00	13,864.00	.00
1272	EDUCATIONALLY DISADVANTA	.00	.00	.00	.00	.00	.00
1280	ALTERNATIVE EDUCATION	180,076.00	20,987.88	.00	82,992.72	97,083.28	46.09
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	11,272.00	.00	.00	2,888.47	8,383.53	25.63
2112	ATTENDANCE SERVICES	146,539.00	9,926.02	.00	114,187.61	32,351.39	77.92
2115	STUDENT SAFETY	15,000.00	.00	.00	.00	15,000.00	.00
2120	GUIDANCE SERVICES	161,607.00	33,536.67	.00	137,157.15	24,449.85	84.87
2130	HEALTH SERVICES	1,015.00	.00	.00	171.70	843.30	16.92
2150	SPEECH PATHOLOGY/AUDIO	109,129.00	24,185.13	.00	94,508.09	14,620.91	86.60
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
2222	LIBRARY/MEDIA CENTER	55,973.00	14,751.96	.00	58,759.68	-2,786.68	104.98

SUNGARD PENTAMATION
DATE: 08/01/2021
TIME: 13:43:38

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 12/21

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
2223	MULTIMEDIA SERVICES	.00	.00	.00	.00	.00	.00
2230	ASSESSMENT AND TESTING	.00	.00	.00	.00	.00	.00
2240	INSTRUCTIONAL STAFF DEVE	18,000.00	8,930.02	.00	8,930.02	9,069.98	49.61
2310	BOARD OF ED SERVICES	43,091.00	20,402.72	.00	56,727.75	-13,636.75	131.65
2321	OFFICE OF SUPERINTENDENT	359,236.00	32,600.73	.00	314,074.11	45,161.89	87.43
2329	OTHER EXECUTIVE ADMIN	124,867.00	.00	.00	102,915.62	21,951.38	82.42
2410	OFFICE OF PRINCIPAL SERV	422,820.00	54,551.74	.00	351,621.77	71,198.23	83.16
2520	FISCAL SERVICES	153,859.00	16,661.86	.00	151,227.59	2,631.41	98.29
2541	SERVICE AREA DIRECTION	.00	.00	.00	.00	.00	.00
2542	CARE,UPKEEP OF BLDGS SVC	855,881.00	52,179.87	.00	663,690.32	192,190.68	77.54
2543	CARE,UPKEEP OF GROUNDS	43,429.00	3,420.56	.00	39,422.12	4,006.88	90.77
2551	SERVICE AREA DIRECTION	47,288.00	5,264.78	.00	45,679.12	1,608.88	96.60
2552	VEHICLE OPERATION SERVIC	228,794.00	58,702.16	.00	258,267.97	-29,473.97	112.88
2553	REIMBURSABLE FIELD TRIPS	14,249.00	.00	.00	.00	14,249.00	.00
2554	NON-REIMBURSABLE TRIPS	42,272.00	10,381.61	.00	15,981.95	26,290.05	37.81
2558	SPECIAL ED TRANSPORT SVC	155,699.00	11,405.53	.00	33,410.48	122,288.52	21.46
2660	TECHNOLOGY SERVICES	209,728.00	13,686.99	.00	195,436.39	14,291.61	93.19
2700	SUPP. RETIREMENT PROGRAM	.00	.00	.00	.00	.00	.00
3360	WELFARE SERVICES	2,743.00	509.57	.00	2,040.21	702.79	74.38
3361	WELFARE ACTIVITIES	45,000.00	.00	.00	.00	45,000.00	.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	3,162.88	.00	3,162.88	.12	100.00
5215	BUS REPLACEMENT TRANSFER	137,430.00	.00	.00	.00	137,430.00	.00
5220	FOOD SERVICE TRANSFER	.00	.00	.00	.00	.00	.00

SUNGARD PENTAMATION
DATE: 08/01/2021
TIME: 13:43:38

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 12/21

OAKRIDGE SCHOOL DISTRICT 76
SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 3
EXPSTAIL

FUND - 100 - GENERAL FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
6110	OPERATING CONTINGENCY	398,842.00	.00	.00	.00	398,842.00	.00
7000	UNAPPROP END FUND BALANC	.00	.00	.00	.00	.00	.00
TOTAL	GENERAL FUND	8,216,130.00	1,290,637.12	.00	6,281,864.03	1,934,265.97	76.46

TOTAL REPORT

8,216,130.00	1,290,637.12	.00	6,281,864.03	1,934,265.97	76.46
84,508.71 Per 13					
1,375,206					
6,306,433					

Review of Expenditures for July 2021

Our total operating budget for 2020-2021 is \$25,061,620

We spent \$243,248 to operate the month of July. That is 1% of the total District operating budget. This total includes all expenditures including payroll.

Through July 31, we have encumbered and expended \$5,273,341 from a General Fund budget of \$7,419,932. This represents 71.07% of the General Fund budget.*

Through July 31, we have expended only a total of \$243,248 from the General Fund, which represents 3.28%

*Although we are 1 months into the fiscal year, as of July 2021 we have encumbered and expended 71.07% 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)

SUNGARD PENTAMATION
DATE: 09/07/2021
TIME: 17:18:09

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 1/22

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	1,175,621.00	118.17	1,094,769.65	118.17	80,733.18	93.13
1112	INTERMEDIATE PROGRAMS	.00	.00	.00	.00	.00	.00
1121	MIDDLE/JR. HIGH PROGRAMS	180,274.00	.67	257,319.12	.67	-77,045.79	142.74
1131	HIGH SCHOOL PROGRAMS	704,452.00	3.42	884,513.09	3.42	-180,064.51	125.56
1132	HIGH SCHOOL EXTRACURR.	244,643.00	.00	135,394.44	.00	109,248.56	55.34
1140	PRE-KINDERGARTEN PROGRAM	4,205.00	.00	.00	.00	4,205.00	.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	1,039,697.00	3,983.41	539,495.42	3,983.41	496,218.17	52.27
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	REMEDICATION	5,283.00	.00	.00	.00	5,283.00	.00
1272	EDUCATIONALLY DISADVANTA	.00	.00	.00	.00	.00	.00
1280	ALTERNATIVE EDUCATION	159,223.00	.00	81,688.53	.00	77,534.47	51.30
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	1,284.62	.00	1,284.62	12,842.38	9.09
2112	ATTENDANCE SERVICES	141,532.00	4,610.08	74,798.04	4,610.08	62,123.88	56.11
2115	STUDENT SAFETY	15,000.00	.00	.00	.00	15,000.00	.00
2120	GUIDANCE SERVICES	113,366.00	.00	132,483.17	.00	-19,117.17	116.86
2130	HEALTH SERVICES	715.00	.00	387.64	.00	327.36	54.22
2134	NURSE SERVICES	.00	.00	17,494.00	.00	-17,494.00	.00
2150	SPEECH PATHOLOGY/AUDIO	110,981.00	.00	94,250.07	.00	16,730.93	84.92
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: 09/07/2021
TIME: 17:18:09

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 1/22

OAKRIDGE SCHOOL DISTRICT 76
SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 2
EXPSTAIL

FUND - 100 - GENERAL FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
2222	LIBRARY/MEDIA CENTER	42,329.00	.17	12,123.20	.17	30,205.63	28.64
2223	MULTIMEDIA SERVICES	.00	.00	.00	.00	.00	.00
2230	ASSESSMENT AND TESTING	.00	.00	.00	.00	.00	.00
2240	INSTRUCTIONAL STAFF DEVE	19,193.00	.00	.00	.00	19,193.00	.00
2310	BOARD OF ED SERVICES	88,748.00	.00	23,515.45	.00	65,232.55	26.50
2321	OFFICE OF SUPERINTENDENT	343,356.00	32,520.10	222,146.06	32,520.10	88,689.84	74.17
2329	OTHER EXECUTIVE ADMIN	155,818.00	109,311.00	195.00	109,311.00	46,312.00	70.28
2410	OFFICE OF PRINCIPAL SERV	382,966.00	12,306.74	277,002.41	12,306.74	93,656.85	75.54
2520	FISCAL SERVICES	158,821.00	10,810.88	127,833.61	10,810.88	20,176.51	87.30
2541	SERVICE AREA DIRECTION	.00	.00	.00	.00	.00	.00
2542	CARE,UPKEEP OF BLDGS SVC	905,576.00	29,668.33	381,557.66	29,668.33	494,350.01	45.41
2543	CARE,UPKEEP OF GROUNDS	43,554.00	4,614.63	30,038.81	4,614.63	8,900.56	79.56
2551	SERVICE AREA DIRECTION	46,972.00	5,002.69	28,724.19	5,002.69	13,245.12	71.80
2552	VEHICLE OPERATION SVC	274,672.00	84.38	268,800.62	84.38	5,787.00	97.89
2553	REIMBURSABLE FIELD TRIPS	14,249.00	.00	14,249.00	.00	.00	100.00
2554	NON-REIMBURSABLE TRIPS	42,272.00	.00	42,272.00	.00	.00	100.00
2558	SPECIAL ED TRANSPORT SVC	155,669.00	.00	155,669.00	.00	.00	100.00
2633	PUBLIC INFORMATION SVCS	.00	.00	19,029.00	.00	-19,029.00	.00
2660	TECHNOLOGY SERVICES	210,426.00	28,928.50	112,372.86	28,928.50	69,124.64	67.15
2700	SUPP. RETIREMENT PROGRAM	77,400.00	.00	.00	.00	77,400.00	.00
3360	WELFARE SERVICES	2,743.00	.00	1,971.18	.00	771.82	71.86
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: 09/07/2021
TIME: 17:18:09

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 1/22

OAKRIDGE SCHOOL DISTRICT 76
SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 3
EXPSTA11

FUND - 100 - GENERAL FUND

FUNCTION	- - - - TITLE - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
5215	BUS REPLACEMENT TRANSFER	136,720.00	.00	.00	.00	136,720.00	.00
5220	FOOD SERVICE TRANSFER	.00	.00	.00	.00	.00	.00
6110	OPERATING CONTINGENCY	398,842.00	.00	.00	.00	398,842.00	.00
7000	UNAPPROP END FUND BALANC	.00	.00	.00	.00	.00	.00
TOTAL	GENERAL FUND	7,419,933.00	243,247.79	5,030,093.22	243,247.79	2,146,591.99	71.07
TOTAL REPORT		7,419,933.00	243,247.79	5,030,093.22	243,247.79	2,146,591.99	71.07

CHECK	TOTAL	VENDOR
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3155	\$ 42,465.19	SAIF CORPORATION
48821	\$ 289.16	AMERICAN FIDELITY
48822	\$ 1,129.78	AMERICAN FIDELITY
48823	\$ 300.00	HEALTH SERVICES ADMINISTRATION
48824	\$ 100.00	MATRIX TRUST COMPANY
48825	\$ 125.00	HORACE MANN INSURANCE CO
48826	\$ 57.00	MASA
48827	\$ 200.00	OREGON SAVINGS GROWTH PLAN
48828	\$ 257.40	OSEA
48829	\$ 8.00	OSEA/OAKRIDGE CHAPTER 46
48830	\$ 2,662.80	BANNER BANK
48831	\$ 245.70	JOSEPH BRISSETTE
48832	\$ 229.31	WYATT FUJII
48833	\$ 2,675.00	GUY ENRIQUES TEAM VB CAMP
48834	\$ 699.04	LEE WILKINSON
48835	\$ 3,192.00	321 INSIGHT
48836	\$ 56.20	ACCESS INFORMATION HOLDINGS, LLC
48837	\$ 40.00	ANALYTICAL LABORATORY GROUP
48838	\$ 3,608.00	APPLE, INC.
48839	\$ 233.16	VICKI BATES
48840	\$ 2,680.00	BRIDGEWAY HOUSE
48841	\$ 280.00	BULLFROG ENTERPRISES
48842	\$ 313.60	CASCADE PLUMBING & SUPPLY INC
48843	\$ 1,338.00	CENTURYLINK
48844	\$ 28.68	CENTURYLINK
48845	\$ 115.90	CHARTER COMMUNICATIONS
48846	\$ 189.04	CHEVRON AND TEXACO CARD SERVICES
48847	\$ 315.11	CIT
48848	\$ 2,255.00	COSA
48849	\$ 197.12	DEPARTMENT OF CONSUMER & BUSINESS
48850	\$ 1,137.00	DEPARTMENT OF ENVIRONMENTAL QUALITY
48851	\$ 203.88	EMERALD VALLEY BACKFLOW
48852	\$ 191.22	EWING
48853	\$ 12,107.16	FOODSERVICE SUSTAINABILITY SOLUTION
48854	\$ 5,665.10	FRONTLINE TECHNOLOGIES GROUP, LLC
48855	\$ 11.73	WYATT FUJII
48856	\$ 6,912.00	GO GUARDIAN
48857	\$ 99.99	JAYME R MARTIN
48858	\$ 388.99	JERRYS BUILDING MATERIALS
48859	\$ 3,950.00	KIDDER MEDIA
48860	\$ 54.44	LANE ELECTRIC CO-OP
48861	\$ 113,830.00	LANE ESD
48862	\$ 65.00	LAWRENCE COMPANY
48863	\$ 1,750.00	LIGHTSPEED SYSTEMS
48864	\$ 1,041.60	LUMEN ACCESS BILL
48865	\$ 125.07	PEGGY MAHLA
48866	\$ 1,339.90	OAKRIDGE SANI-HAUL
48867	\$ 150.00	OETC
48868	\$ 203.46	OFFICE DEPOT
48869	\$ 475.00	OREGON CHILD NUTRITION COALITION
48870	\$ 266.00	OREGON WATER SERVICES INC
48871	\$ 4,320.50	OSBA
48872	\$ 111,406.00	PACE
48873	\$ 736.94	PACIFIC OFFICE AUTOMATION
48873	\$ (736.94)	PACIFIC OFFICE AUTOMATION
48874	\$ 780.00	PEARSON EDUCATIONAL, INC.
48875	\$ 140.00	RETA DOLAND
48876	\$ 3,569.91	SCHOLASTIC INC
48877	\$ 298.40	SHERWIN WILLIAMS
48878	\$ 105.00	ERIN GARDNER

CHECK	TOTAL	VENDOR
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48879	\$ 64.91	SIERRA SPRINGS
48880	\$ 1,330.58	SOLAGEN
48881	\$ 170.84	TIAA BANK
48882	\$ 530.62	VERIZON WIRELESS
48883	\$ 331.00	WASHINGTON STATE SUPPORT REGISTRY
48884	\$ 4,383.80	WILLAMETTE ESD
48885	\$ 331.34	PACIFIC OFFICE AUTOMATION
48886	\$ 208.00	PACIFIC OFFICE AUTOMATION
48887	\$ 208.00	PACIFIC OFFICE AUTOMATION
48888	\$ 31.50	BAR N DEE
48889	\$ 22,500.00	ENVISIO SOLUTIONS, INC.
88090	\$ 549.08	██████████████████
88091	\$ 253.62	██████████████████
88092	\$ 483.61	██████████████████
88093	\$ 210.51	██████████████████
88094	\$ 584.18	██████████████████
88095	\$ 476.28	██████████████████
88096	\$ 2,366.47	██████████████████
88097	\$ 1,627.04	██████████████████
88098	\$ 749.20	██████████████████
88099	\$ 253.62	██████████████████
88100	\$ 138.30	██████████████████
88101	\$ 549.08	██████████████████
88102	\$ 1,300.02	██████████████████
88103	\$ 374.61	██████████████████
88104	\$ 943.94	██████████████████
88105	\$ 444.03	██████████████████
88106	\$ 506.54	██████████████████
88107	\$ 1,014.65	██████████████████
88108	\$ 2,230.19	██████████████████
88109	\$ 1,163.01	██████████████████
88110	\$ 583.20	██████████████████
88111	\$ 377.64	██████████████████
88112	\$ 2,748.41	██████████████████
88113	\$ 1,628.77	██████████████████
88114	\$ 203.52	██████████████████
88115	\$ 134.69	██████████████████
88116	\$ 554.44	██████████████████
88117	\$ 514.24	██████████████████
88118	\$ 1,011.51	██████████████████
88119	\$ 175.05	██████████████████
88120	\$ 783.20	██████████████████
88121	\$ 2,248.67	██████████████████
88122	\$ 810.78	██████████████████
88123	\$ 532.24	██████████████████
88124	\$ 1,026.56	██████████████████
88125	\$ 858.49	██████████████████
88126	\$ 613.44	██████████████████
88127	\$ 276.62	██████████████████
88128	\$ 382.54	██████████████████
88129	\$ 549.56	██████████████████
88130	\$ 355.67	██████████████████
88131	\$ 7,026.22	██████████████████
88132	\$ 319.87	██████████████████

CHECK	TOTAL	VENDOR
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88133	\$ 2,218.69	XXXXXXXXXXXX
88134	\$ 549.08	XXXXXXXXXXXX
88135	\$ 1,164.90	XXXXXXXXXXXX
88136	\$ 1,926.36	XXXXXXXXXXXX
88137	\$ 134.80	XXXXXXXXXXXX
88138	\$ 307.92	XXXXXXXXXXXX
88139	\$ 1,867.80	XXXXXXXXXXXX
88140	\$ 4,675.08	XXXXXXXXXXXX
88141	\$ 2,687.81	XXXXXXXXXXXX
88142	\$ 2,093.11	XXXXXXXXXXXX
88143	\$ 4,410.45	XXXXXXXXXXXX
88144	\$ 1,191.89	XXXXXXXXXXXX
88145	\$ 643.86	XXXXXXXXXXXX
88146	\$ 909.83	XXXXXXXXXXXX
88147	\$ 2,647.93	XXXXXXXXXXXX
88148	\$ 1,373.47	XXXXXXXXXXXX
88149	\$ 512.82	XXXXXXXXXXXX
88150	\$ 227.87	XXXXXXXXXXXX
88151	\$ 6,169.58	XXXXXXXXXXXX
88152	\$ 942.27	XX XXXXXXXXXX
88153	\$ 390.88	XXXXXXXXXXXX
88154	\$ 776.17	XXXXXXXXXXXX
88155	\$ 539.71	XXXXXXXXXXXX
88156	\$ 253.62	XXXXXXXXXXXX
88157	\$ 388.25	XXXXXXXXXXXX
88158	\$ 188.46	XXXXXXXXXXXX
88159	\$ 539.23	XXXXXXXXXXXX
88160	\$ 399.16	XXXXXXXXXXXX
88161	\$ 514.24	XXXXXXXXXXXX
88162	\$ 941.37	XXXXXXXXXXXX
88163	\$ 896.73	XXXXXXXXXXXX
88164	\$ 253.62	XXXXXXXXXXXX
88165	\$ 166.41	XXXXXXXXXXXX
88166	\$ 539.71	XXXXXXXXXXXX
88167	\$ 357.55	XXXXXXXXXXXX
88168	\$ 491.19	XXXXXXXXXXXX
88169	\$ 828.88	XXXXXXXXXXXX
88170	\$ 697.58	XXXXXXXXXXXX
88171	\$ 941.41	XXXXXXXXXXXX
88172	\$ 350.82	XXXXXXXXXXXX
88173	\$ 1,540.55	XXXXXXXXXXXX
88174	\$ 554.44	XXXXXXXXXXXX
88175	\$ 514.24	XXXXXXXXXXXX
88176	\$ 1,011.51	XXXXXXXXXXXX
88177	\$ 319.05	XXXXXXXXXXXX
88178	\$ 783.20	XXXXXXXXXXXX
88179	\$ 795.94	XXXXXXXXXXXX
88180	\$ 447.03	XXXXXXXXXXXX
88181	\$ 909.61	XXXXXXXXXXXX
V16766	\$ 613.44	XXXXXXXXXXXX
V16766	\$ (613.44)	XXXXXXXXXXXX
V16767	\$ 276.62	XXXXXXXXXXXX
V16767	\$ (276.62)	XXXXXXXXXXXX

CHECK	TOTAL	VENDOR
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V16768	\$ 382.54	XXXXXXXXXXXX
V16768	\$ (382.54)	XXXXXXXXXXXX
V16769	\$ 549.56	XXXXXXXXXXXX
V16769	\$ (549.56)	XXXXXXXXXXXX
V16770	\$ 355.67	XXXXXXXXXXXX
V16770	\$ (355.67)	XXXXXXXXXXXX
V16771	\$ 7,026.22	XXXXXXXXXXXX
V16771	\$ (7,026.22)	XXXXXXXXXXXX
V16772	\$ 319.87	XXXXXXXXXXXX
V16772	\$ (319.87)	XXXXXXXXXXXX
V16773	\$ 2,218.69	XXXXXXXXXXXX
V16773	\$ (2,218.69)	XXXXXXXXXXXX
V16774	\$ 549.08	XXXXXXXXXXXX
V16774	\$ (549.08)	XXXXXXXXXXXX
V16775	\$ 1,164.90	XXXXXXXXXXXX
V16775	\$ (1,164.90)	XXXXXXXXXXXX
V16776	\$ 1,926.36	XXXXXXXXXXXX
V16776	\$ (1,926.36)	XXXXXXXXXXXX
V16777	\$ 134.80	XXXXXXXXXXXX
V16777	\$ (134.80)	XXXXXXXXXXXX
V16778	\$ 307.92	XXXXXXXXXXXX
V16778	\$ (307.92)	XXXXXXXXXXXX
V16779	\$ 1,867.80	XXXXXXXXXXXX
V16779	\$ (1,867.80)	XXXXXXXXXXXX
V16780	\$ 4,675.08	XXXXXXXXXXXX
V16780	\$ (4,675.08)	XXXXXXXXXXXX
V16781	\$ 2,687.81	XXXXXXXXXXXX
V16781	\$ (2,687.81)	XXXXXXXXXXXX
V16782	\$ 2,093.11	XXXXXXXXXXXX
V16782	\$ (2,093.11)	XXXXXXXXXXXX
V16783	\$ 4,410.45	XXXXXXXXXXXX
V16783	\$ (4,410.45)	XXXXXXXXXXXX
V16784	\$ 1,191.89	XXXXXXXXXXXX
V16784	\$ (1,191.89)	XXXXXXXXXXXX
V16785	\$ 643.86	XXXXXXXXXXXX
V16785	\$ (643.86)	XXXXXXXXXXXX
V16786	\$ 909.83	XXXXXXXXXXXX
V16786	\$ (909.83)	XXXXXXXXXXXX
V16787	\$ 2,647.93	XXXXXXXXXXXX
V16787	\$ (2,647.93)	XXXXXXXXXXXX
V16788	\$ 1,373.47	XXXXXXXXXXXX
V16788	\$ (1,373.47)	XXXXXXXXXXXX
V16789	\$ 512.82	XXXXXXXXXXXX
V16789	\$ (512.82)	XXXXXXXXXXXX
V16790	\$ 227.87	XXXXXXXXXXXX
V16790	\$ (227.87)	XXXXXXXXXXXX
V16791	\$ 6,169.58	XXXXXXXXXXXX
V16791	\$ (6,169.58)	XXXXXXXXXXXX
V16792	\$ 942.27	XXXXXXXXXXXX
V16792	\$ (942.27)	XXXXXXXXXXXX
V16793	\$ 390.88	XXXXXXXXXXXX
V16793	\$ (390.88)	XXXXXXXXXXXX
V16794	\$ 776.17	XXXXXXXXXXXX

CHECK	TOTAL	VENDOR
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V16794	\$ (776.17)	XXXXXXXXXX
V16795	\$ 276.62	XXXXXXXXXXXX
V16796	\$ 571.11	XXXXXXXXXX
V16796	\$ (571.11)	XXXXXXXXXX
V16797	\$ 258.62	XXXXXXXXXXXX
V16798	\$ 247.62	XXXXXXXXXX
V16799	\$ 267.35	XXXXXXXXXX
V16800	\$ 334.80	XXXXXXXXXX
V16801	\$ 405.76	XXXXXXXXXXXX
V16802	\$ 430.24	XXXXXXXXXX
V16803	\$ 494.26	XXXXXXXXXXXX
V16804	\$ 227.87	XXXXXXXXXX
V16805	\$ 370.03	XXXXXXXXXX

\$ 464,195.69

Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM

SCHOOL Yea

REVENUE	July	August	September	October	November	December	January
Beginning Cash Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cash Sales	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Reimbursement	\$ 20,909.52	\$ 3,125.58					
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest/Bank Account	\$ 0.06						
School Match	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
REVENUE TOTALS	\$ 20,909.58	\$ 3,125.58	\$ -	\$ -	\$ -	\$ -	\$ -

EXPENSES	July	August	September	October	November	December	January
Salaries/100's		\$ 1,636.42					
Employee Benefits/200's		\$ 621.64					
Other Purchases/300's							
Materials/Supplies/400's	\$ 97.19						
Food/450	\$ 4,626.92	\$ 1,062.58					
Commodities/416	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Dues/640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EXPENSE TOTALS	\$ 4,724.11	\$ 3,320.64	\$ -	\$ -	\$ -	\$ -	\$ -
ENDING BALANCE	\$ 16,185.47	\$ (195.06)	\$ -	\$ -	\$ -	\$ -	\$ -

r 2021-22

February	March	April	May	June	Total
\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	24,035.10
\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	0.06
\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	24,035.16

February	March	April	May	June	Total
\$ -	\$ -	\$ -	\$ -	\$ -	1,636.42
\$ -	\$ -	\$ -	\$ -	\$ -	621.64
\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	97.19
\$ -	\$ -	\$ -	\$ -	\$ -	4,626.92
\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	6,982.17
\$ -	\$ -	\$ -	\$ -	\$ -	17,052.99

Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM
School Year 2021-22
Oakridge High School/Oakridge Junior High School

REVENUE	July	August	September	October	November	December	January
Beginning Cash Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cash Sales	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Reimbursement	\$ 20,909.52	\$ 3,125.58					
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest/Bank Account	\$ 0.030	\$ 0.030					
School Match/SFSP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
REVENUE TOTALS	\$ 20,909.550	\$ 3,125.610	\$ -	\$ -	\$ -	\$ -	\$ -

EXPENSES	July	August	September	October	November	December	January
Salaries/100's	\$ 5,038.21	\$ 818.21					
Employee Benefits/200's	\$ 849.30	\$ 310.82					
Other Purchases/300's	\$ 97.19						
Materials/Supplies/400's	\$ 4,626.92	\$ 1,062.58					
Food/450	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Commodities/416	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Dues/640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EXPENSE TOTALS	\$ 10,611.62	\$ 2,191.61	\$ -	\$ -	\$ -	\$ -	\$ -

Ending Balance	\$ 10,297.93	\$ 934.00	\$ -	\$ -	\$ -	\$ -	\$ -
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OHS/OJHS Program Balance \$ 11,231.93
OHS/OJHS Last Year \$ 57,961.81

Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM
Oakridge High School/Oakridge Junior High School

February	March	April	May	June	Total
\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	-
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,035.10
					\$ -
					\$ 0.06
					\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 24,035.16

February	March	April	May	June	Total
					\$ 5,856.42
					\$ 1,160.12
					\$ -
					\$ 97.19
					\$ 5,689.50
					\$ -
					\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,803.23

\$ -	\$ -	\$ -	\$ -	\$ -	\$ 11,231.93
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Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM
School Year 2021-22
Oakridge Elementary School

REVENUE	July	August	September	October	November	December	January
Beginning Cash Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cash Sales	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest/Bank Account	\$ 0.030	\$ 0.020	\$ -	\$ -	\$ -	\$ -	\$ -
School Match/other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
REVENUE TOTALS	\$ 0.03	\$ 0.02	\$ -	\$ -	\$ -	\$ -	\$ -

EXPENSES	July	August	September	October	November	December	January
Salaries/100's	\$ -	\$ 818.21	\$ -	\$ -	\$ -	\$ -	\$ -
Employee Benefits/200's	\$ 1.31	\$ 310.82	\$ -	\$ -	\$ -	\$ -	\$ -
Other Purchases/300's	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Materials/Supplies/400's	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food/450	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Commodities/416	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Dues/640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EXPENSE TOTALS	\$ 1.31	\$ 1,129.03	\$ -	\$ -	\$ -	\$ -	\$ -

Ending Balance	\$ (1.28)	\$ (1,129.01)	\$ -	\$ -	\$ -	\$ -	\$ -
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Beginning Fund Balance (estimated)
Current Month Program Balance
Fund Balance for current month
Spend Down Plan Expenses

OES Program Balance
OES Last Year

OJSH
OES \$0.00
OJSH \$0.00
OES \$0.00
OES \$0.00
OJSH \$0.00

Balance All Schools
Last year at this time

\$ 109,587.54
-\$2,816.21

\$109,587.54
\$98,168.64

Oakridge School District No. 76

SCHOOL LUNCH/BREAKFAST PROGRAM

Oakridge Elementary School

	February	March	April	May	June	Total
\$	\$	-	\$	\$	-	\$
\$	-	\$	-	-	-	\$
\$	-	\$	-	-	-	-
\$	-	-	-	-	-	-
\$	\$	-	\$	-	-	\$
\$	-	\$	-	\$	-	\$
\$	-	-	-	\$	-	\$
\$	\$	\$	-	\$	-	\$
\$	-	-	-	-	-	-
\$	\$	-	\$	-	-	\$
\$	-	-	-	-	-	0.05
\$	\$	-	-	\$	-	\$
\$	-	-	-	-	-	0.05

[illegible]

\$	-	\$	-	\$	-	\$	-	\$	(1,130.29)
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Oakridge School District #76
47997 W. First St., Oakridge, OR 97463
Phone (541) 782-2813, FAX (541) 786-2982
www.oakridge.k12.or.us

**American Rescue Plan Elementary And Secondary School
Emergency Relief Fund (ARP ESSER); OAR 581-022-0106.
(State Operational Plan)**

Safe Return to In-Person Instruction and Continuity of Services Plan

District Information

Institution ID: 2093

Institution Name: Oakridge School District #76

District Continuity of Services Plan/RSSL Contact Name and Title: Reta Doland, Superintendent

Contact Phone: 541-782-281

Contact Email: rdoland@ohswarriors.net

Safe Return to In-Person Instruction and Continuity of Services Plan

In order to best support students and families with the safest possible return to school for the 2021 school year, the Oregon Department of Education (ODE) has created an operational plan template to align guidance from the federal and state level in support of local decision-making and transparency of health and safety measures in the communities that school districts serve. The Safe Return to In-Person Instruction and Continuity of Services Plan serves the following purposes:

- 1) Replaces the Ready Schools, Safe Learners Operational Blueprint required under [Executive Order 21-06](#); and
- 2) Meets the requirements for:
 - a. An operational plan required under [OAR 581-022-0106\(4\)](#), while aligning the [CDC Guidance on School Reopening with the Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year](#) (RSSL Resiliency Framework);
 - b. [Section 2001\(i\)\(1\)](#) of the ARP ESSER and the US Department of Education's [Interim Final Requirements for Safe Return/Continuity of Services Plan](#); and
 - c. Communicable Disease Plan and Isolation Plan under [OAR 581-022-2220](#) (Division 22 requirements).

As districts plan and implement the recommendations in ODE's RSSL Resiliency Framework, they will need to consider a continuum of risk levels when all recommendations cannot be fully implemented. For example, universal correct wearing of face coverings between people is one of the most effective preventive measures. However, there will be times when this is not possible based on a specific interaction or a physical space limitation, such as during meal times. It will be necessary to [consider and balance](#) the mitigation strategies described to best protect health and safety while ensuring full time in person learning.

ODE remains committed to the guiding principles introduced in spring of 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** Prioritizing basic needs such as food, shelter, wellness, supportive relationships and support for mental, social, and emotional health of students and staff.
- **Center health and well-being.** Acknowledging the health and mental health impacts of this past year, commit to creating learning opportunities that foster creative expression, make space for reflection and connection, and center on the needs of the whole child rather than solely emphasizing academic achievement.

- **Cultivate connection and relationship.** Reconnecting with one another after a year of separation can occur through quality learning experiences and deep interpersonal relationships among families, students and staff.
- **Prioritize equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; students living in rural areas; and students and families navigating poverty and houselessness. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** Returning to school is an opportunity to improve teaching and learning by iterating on new instructional strategies, rethinking learning environments, and investing in creative approaches to address unfinished learning.

Continued on next page.

Planning Mental Health Supports

ARP ESSER & OAR 581-022-0106 Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
<p>Devote time for students and staff to connect and build relationships</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p><i>Advisory period 2 times per week</i></p> <p><i>Summer School programs that allow for credit recovery, continuation of unfinished learning, and enrichment and recreational activities.</i></p> <p><i>Implementation of professional development focused on Trauma Informed practices for staff. Support and implementation throughout the year.</i></p> <p><i>Professional learning time for teams to collaborate, plan, and reflect on instruction and SEL supports for students.</i></p> <p><i>Implementation of wellness/mindfulness activities for staff.</i></p>	<ul style="list-style-type: none"> ▪ Create opportunities for social emotional learning activities. Respond to trauma and collective grieving as it arises. ▪ Invest in differentiated learning opportunities and supports for staff and students that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege. ▪ Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. Pay attention to all levels of the system and invest in needed support to center relationships and care. ▪ Develop students' abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other.
<p>Ample class time, and private time if needed, for creative opportunities that allow students and staff to explore and process their experiences</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>Partnerships with:</p> <p>Ophelia's Place, Hoots, and Orchid Health for counseling and student support services.</p> <p>1FTE student support staff for drop in support before and after school, connections within the school day.</p> <p>After school activities, clubs, sports, tutoring and supper.</p> <p>Staff wellness and mindfulness activities.</p>	<ul style="list-style-type: none"> ▪ Offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as Black Student Unions, and LGBTQ2SIA+ focused groups). ▪ Support student-centered, and project-based educational experiences that ignite student agency, identity, and voice.

<p>ARP ESSER & OAR 581-022-0106 Component</p>	<p>Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures adopted to ensure continuity of services</p>	<p>How do the district's policies, protocols, and procedures center on equity?</p>
<p>Link staff, students and families with culturally relevant health and mental health services and supports</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> Not at all Very Little Somewhat To a Great Extent <p>The Oakridge School District partners with: HOOTS, Ophelia's Place for onsite services for our students. We also partner with Orchid Health for mental and physical health services in our School Based Health Center, opening in fall 2021. In addition, we work with the Lane ESD for services and resources for any student who needs support. The school has partnered with Food For Lane County to open and support a school based food pantry that is available to all Oakridge students. In addition, we have a clothing closet open to all students/families. Hot spot and, chrome books are available for families who need them.</p>	<ul style="list-style-type: none"> Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support). Applied an equity lens and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information. In Summer 2020 and 2021 updated needs of families for learning supports. Mitigate risks for immigrant and unhoused students and families who may be undocumented or unhoused. For example, for any protocol requiring student identification, consider using secure student school IDs in lieu of student names. Where possible, have trusted community members help in the first weeks of school to greet families at the door and demonstrate how the protocol and contact tracing work, including discussing the specific information gathered.
<p>Foster peer/student lead initiatives on wellbeing and mental health</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> Not at all Very Little Somewhat To a Great Extent <p>Existing clubs/programs that encourage peer-to-peer interactions, e.g. Natural Helpers or transition to high school programs. Support extra-curricular activities.</p>	<ul style="list-style-type: none"> Provide counter narratives to biased representations of race, culture, gender, abilities, and poverty. For example, use the simple protocol outlined in Culturally Responsive Teaching and the Brain. Challenge the narrative around COVID-19, notice and name deficit representations, and deepen the counter narrative through literature. Implement and offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as Black Student Unions, and LGBTQ2SIA+ focused groups).

Communicable Disease Management Plan

Please provide a link to the district's **communicable disease management plan** that describes measures put in place to limit the spread of COVID-19 within school settings. (OAR 581-022-2220). The advised components of the plan and additional information are found in the Communicable Disease Management Plan section of the [RSSL Resiliency Framework](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1103613/Oakridge_Comprehensive_CD_Plan.pdf) and meet the ESSER process requirements of “coordination with local public health authorities.”

Link: https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1103613/Oakridge_Comprehensive_CD_Plan.pdf

ARP ESSER Component	Extent to which district has adopted policies, protocols, or procedures and description of policies, protocols, or procedures to ensure continuity of services	How do the district's policies, protocols, and procedures center on equity?
Coordination with local public health authority including Tribal health departments	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>See our Communicable Disease Management Plan. We will continue to collaborate with Lane County Health Department and our school nurse through Lane Education Service District regarding best practices for operations as well as contact tracing, isolation and exclusion for outbreak or suspected COVID-19 spread.</p>	<p>We ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20- 29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.</p> <p>We are ensuring the safety and wellness of our students and staff by continuing to engage with our local health resources.</p>

Isolation Plan

Please provide a link to the district's plan to maintain health care and space that is appropriately supervised and adequately equipped for providing first aid, and isolates the sick or injured child. (OAR 581-022-2220). **If planning for this space is in your communicable disease management plan for COVID-19, please provide the page number.** Additional information about the Isolation Plan can be found in the Isolation & Quarantine Protocols section of the [RSSL Resiliency Framework](#).

Link and/or page number: [https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1103613/Oakridge Comprehensive CD Plan.pdf](https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1103613/Oakridge%20Comprehensive%20CD%20Plan.pdf)
Pages 46-48

Continued on next page.

Health and Safety Strategies

School administrators are required to **exclude staff or students from school** whom they have reason to suspect have been exposed to COVID-19. ([OAR 333-019-0010](#))

Please complete the table below to include the extent to which the district has adopted policies and the description of each policy for each health and safety strategy. In developing the response, please review and consider the [CDC guidance](#) and the [RSSL Resiliency Framework](#) for each health and safety strategy. Additional documents to support district and school planning are available on the [ODE Ready Schools, Safe Learners website](#).

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
COVID-19 vaccinations to educators, other staff, and students if eligible	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>Arranged with local clinic for all staff to have vaccinations. Collaborating in vaccination clinics or events Publicizing other opportunities for vaccination in our county and community. Encourage and share information about vaccinations through newsletters, websites, posters, etc.</p>	<p>We share all information in a variety of formats.</p>

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p>Universal and correct wearing of face coverings</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>On August 2, 2021 OHA adopted a rule requiring face coverings in all K-12 indoor school settings (OAR 333-019-1015) for all individuals over two years of age during school hours. The district will comply with this rule in order to ensure that every student is able to attend school in-person. OHA will review this rule monthly to determine the need for it to continue and the district will respond accordingly.</p>	<p>The district may accommodate for medical needs or disability if necessary. If a student or family chooses not to wear a face covering for reasons other than medical need or disability, please contact the building principal to discuss options.</p> <p>The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety.</p>
<p>Physical distancing and cohorting</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ▪ Support physical distancing in all daily activities and instruction, maintaining at least 3 feet between students to the extent possible. ▪ Consider physical distancing requirements when setting up learning and other spaces, arranging spaces and groups to allow and encourage at least 3 feet of physical distance ▪ Minimize time standing in lines and take steps to ensure that required distance between students is maintained, including marking spacing on floor, one-way traffic flow in constrained spaces, etc. ▪ Provide instruction to students on how to positively communicate without physical contact (e.g. hugging, high-fives, fist bumps, etc.) and positive reinforcement to help them adhere to the guidelines. 	<p>The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety.</p> <p>The district used the Decision-Making process described in Section 4b of the 2020-2021 RSSL Guidance to develop protocols for physical distancing and cohorting.</p>

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><u>Ventilation and air flow</u></p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> ▪ Encouraging teachers and para-pros to increase outdoor ventilation of clean air into indoor spaces by opening windows and doors when possible and conducting activities outside when possible. ▪ Use portable air purifiers when needed to improve indoor air quality. ▪ Working with school staff to utilize existing exhaust ventilation systems in kitchens and restrooms to supplement building ventilation. ▪ Implementing healthier occupancy practices, including allowing for breaks in between groups moving in and out of groups to flush out pathogens and reducing the number of people occupying rooms to provide more space for air movement and dilution. ▪ The district complies with all state, federal and manufacturer guidelines for upkeep and maintenance of HVAC systems. Merv Filters meet or exceed current standards. 	<p>District decisions about how to improve ventilation and air flow prioritize improvements based on maintaining the health and safety for each of our staff and students.</p>

<p>Handwashing and respiratory etiquette</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>Provide access to soap, water and hand-sanitizer in all district buildings for students, staff and visitors.</p> <p>Teach and remind students with signage and regular verbal reminders from staff regarding how and when to practice healthy hand hygiene.</p> <p>Teach and remind students of the importance of respiratory etiquette, such as covering coughs and sneezes with an elbow or tissue, disposing of tissues in a garbage can, and then washing or sanitizing hands immediately.</p> <p>Students will be encouraged to wash hands before and after each meal, after using the restroom and recess.</p> <p>Signage will be used to remind students and staff of the importance of good hygiene.</p> <p>Hand sanitizer will be deployed at all main entrances/exits to buildings, hallways and classrooms.</p> <p>Sharing of equipment will be kept to a minimum and cleaned frequently.</p>	<p>Graphics are used when possible to facilitate communication.</p>
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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><u>Free, on-site COVID-19 diagnostic testing</u></p> <p><i>Note: Diagnostic testing is for people who are showing symptoms.</i></p> <p><i>This is advised, not required.</i></p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>We will direct students and staff to local screening providers upon request.</p>	<p>We are reviewing the district's capacity to provide this service to our staff and students.</p>
<p><u>COVID-19 screening testing</u></p> <p><i>Note: Screening testing is for people who are <u>not</u> showing symptoms.</i></p> <p><i>This is advised, not required.</i></p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>We are offering screening testing for those who have been exposed to COVID-19 on site or who are showing symptoms of COVID-19 on site.</p>	<p>Providing screening onsite will allow all who need testing to access screening onsite and eliminate the need to travel outside of our rural community for testing.</p>

Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<u>Public health communication</u>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> • Continue to partner with our local health departments, school nurse and ESD services to access and share accurate public health information. • Plan/methods for communicating with and updating staff and school community about the required and advisory health and safety measures undertaken by the district. • Post signs and other information around the school buildings. • Follow established protocols for communicating with students, families and staff who have come into close contact with a person who has COVID-19. 	<p>We provide all information in multiple formats accessible to the school community.</p>
<u>Isolation:</u> Health care and a designated space that is appropriately supervised and adequately equipped for providing first aid and isolating the sick or injured child are required by OAR 581-022-2220.	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <ul style="list-style-type: none"> • Link to Communicable Disease Plan Pages 46-48 • Students and staff who report or develop symptoms must be isolated in a designated isolation area in the school or outside learning space, with adequate space and staff supervision and symptom monitoring by a school nurse, other school-based health care provider or school staff until they are able to go home. • Procedures for safely transporting anyone who is sick to their home or to a healthcare facility. • Staff and students who are ill must stay home from 	<p>This policy applies to all staff and students and is guided by Oregon Administrative Rule. All efforts will be made to ensure that this information is communicated to staff, students and their families in a language and modality that is accessible.</p>

	school and must be sent home if they become ill at school, particularly if they have COVID-19 symptoms.	
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Health and Safety Strategy	Extent to which district has adopted policies, protocols, or procedures and description thereof	How do the district's policies, protocols, and procedures center on equity?
<p><u>Exclusion:</u> School administrators are required to exclude staff and students from school whom they have reason to suspect have been exposed to COVID-19. (OAR 333-019-0010)</p> <p>Exclusion Summary Chart</p>	<p><i>Highlight Your Level of Implementation:</i></p> <ul style="list-style-type: none"> ▪ Not at all ▪ Very Little ▪ Somewhat ▪ To a Great Extent <p>Protocols for identifying exclusions were developed in collaboration with school employees/partners with expertise in public health.</p> <p>Designated staff will identify students and staff members who meet the criteria for exclusion and communicate the conditions for return to school.</p> <p>Link your Communicable Disease Plan Pages 8-10</p> <p>We are continuing to follow the exclusion guidance and are working with public health to ensure that we are consistent in our expectations and communication.</p>	<p>We are continuing to educate stakeholders so that they understand that the exclusion guidelines apply to everyone the same for the overall health of the district and all the stakeholders for which we provide service.</p>

Accommodations for Children with Disabilities

Please describe the extent to which the district has adopted policies related to [appropriate accommodation](#) for children with disabilities with respect to health and safety protocols. Please describe any such policies.

We adhere to policy IGBAF and IGBF-AR to identify and provide for the needs of our students. This includes:

- School districts must identify, locate, and evaluate all children with disabilities for whom they are responsible, regardless of the severity of the disability, who are in need of early intervention, early childhood special education, or special education services (OAR 581-015- 2080).
- School districts must not discriminate based on age, disability, national origin, race, color, marital status, religion, sex or sexual orientation (OAR 581-021-0045 Discrimination Prohibited).
- School districts must meet the educational needs (academic, behavioral, and functional) of all students (OAR 581-022-0103) and ensure access to a free appropriate public education (FAPE) for students who experience disability (OAR 581-015-2040, 34 CFR 104.33)

In addition each request for an accommodation related to mask wearing is considered through the IEP process, the Student Services Team process, and/or with a meeting with the building administrator to consider next steps in determining accommodations.

Highlight Your Level of Implementation:

- Not at all
- Very Little
- Somewhat
- **To a Great Extent**

The district prioritizes access to instruction and encourages positive reinforcement to help all students adapt to the changes in school facilities while maintaining health and safety. The district may accommodate for medical needs or disability if necessary. If a student or family chooses not to wear a face covering for reasons other than medical need or disability, please contact Building Principals to discuss options.

Note that this plan will continue to be updated as best practices and other federal or state guidance or recommendations become available.

Updates to this Plan

To remain in compliance with ARP ESSER requirements, school districts must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review, and as appropriate, revise its Safe Return to In-Person Instruction and Continuity of Services Plan.

Date Last Updated: 8-21-2021

OAKRIDGE SCHOOL BOARD MEETING SCHEDULE 2021-2022
(Draft)

REGULAR MTG 6 PM	WORK SESSION 5:30 PM (IF NEEDED)	WORKSESSION TOPIC	SITE VISITATION DATE	SITE
9-13-2021	9-20-2021		9-8-2021	ALL
10-11-2021	10-25-2021	Executive Sessions	10-4-2021	OJSHS
11-8-2021	11-29-2021		11-1-2021	PRE-K
12-13-2021 (possibly skip)	NA		12-6-2021	OES
1-10-2022	1-31-2022		1-3-2022	CTE
2-14-2022	2-28-2022		2-7-2022	OJSHS
3-14-2022	3-28-2022		3-7-2022	PRE-K
4-11-2022	4-25-2022		4-4-2022	OES
5-9-2022	5-23-2022		5-2-2022	CTE
6-13-2022	6-27-2022		6-6-2022	ALL

OSBA Model Sample Policy

Code: JEC
Adopted:

Admissions**

The Board is committed to providing an educational program for all students living in the district. The Board believes all students living in the district who have not completed 12 years of education should regularly attend a public full-time school and be included in the available educational programs.

A child is considered to be six years of age if the sixth birthday of the child occurred on or before September 1 immediately preceding the beginning of the current school term.

All new students must register in the office. Students enrolled in the district shall comply with Oregon laws related to age, residence, health, attendance, and immunization.

Students located in the district shall not be excluded from admission solely because the student does not have a fixed, regular and adequate nighttime residence or solely because the student is not under the supervision of a parent.

Students located in the district shall not be excluded from admission where they are otherwise eligible, not receiving special education, and they have not yet attained the age of 19 prior to the beginning of the current school year.

The district may admit an otherwise eligible person who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the person is shown to be in need of additional education to receive a high school diploma or a modified diploma.

Students who attend a district school on an interdistrict transfer or were admitted prior to 2019 through open enrollment are considered residents of the district.

Students living in the district who have attained the age of majority are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Minor students living with a parent or guardian who resides in the district are considered residents of the district unless the student has transferred to another district via interdistrict transfer or open enrollment.

Students who are in foster care¹ and who are placed in the district are residents of the district of origin, unless the court determines that attending in the district of residence is in the best interest of the student.

¹ "Foster care" does not mean care for children whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and for whom the child's parent or guardian retains legal guardianship.

Students who are military children² are considered resident of the district, if the district is the district of military residence³ for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military orders.

Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.

END OF POLICY

Legal Reference(s):

[ORS 327.006](#)
[ORS 336.092](#)
[ORS 339.010](#)
[ORS 339.115](#)

[ORS 339.125](#)
[ORS 339.133](#)
[ORS 339.134](#)
[ORS 433.267](#)

[OAR 581-022-2220](#)

[Senate Bill 802 \(2019\)](#)
[Senate Bill 905 \(2019\)](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1324, 1363, 1367 (2012~~8~~).
McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act (ESSA), 42 U.S.C. §§ 11431, 11434a (2012).

² "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

³ "School district of military residence" means the school district in which 1) the family of a military child intends to reside as the result of a military transfer; or 2) if the school district in which the family intends to reside is unknown, the school district in which the military installation identified in the official military order is located.

OSBA Model Sample Policy

Code: JHH

Adopted:

Student Suicide Prevention**

[new required policy]

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

[The district may consult with state or national suicide prevention organizations, the Oregon Department of Education (ODE), school-based mental health professionals, parents, guardians, employees, students, administrators and school boards associations when developing the required plan.]

The plan shall include, at a minimum:

1. Procedures relating to suicide prevention, intervention and activities that reduce risk and promote healing after a suicide;
2. Identification of the school officials responsible for responding to reports of suicidal risk;
3. A procedure by which a person may request the district to review the actions of a school in responding to suicidal risk;
4. Methods to address the needs of high-risk groups, including:
 - a. Youth bereaved by suicide;
 - b. Youth with disabilities, mental illness or substance abuse disorders;
 - c. Youth experiencing homelessness or out of home settings, such as foster care; and
 - d. Lesbian, gay, bisexual, transgender, queer and other minority gender identity and sexual orientation, Native American, Black, Latinx, and Asian students.
5. A description of, and materials for, any training to be provided to employees as part of the plan, which must include:
 - a. When and how to refer youth and their families to appropriate mental health services; and
 - b. Programs that can be completed through self-review of suitable suicide prevention materials.
6. Supports that are culturally and linguistically responsive;
7. Procedures for reentry into a school environment following a hospitalization or behavioral health crisis¹; and

¹ "Behavioral health crisis" as defined by Oregon Administrative Rule (OAR) 581-022-2510, means a disruption in an individual's mental or emotional stability or functioning resulting in an urgent need for immediate treatment to prevent a serious deterioration in the individual's mental or physical health.

8. A process for designating staff to be trained in an evidence-based suicide prevention program.²

The plan must be written to ensure that a district employee acts only within the authorization and scope of the employee's credentials or licenses.

The plan must be available annually to the community of the district, including district students, their parents and guardians, and employees and volunteers of the district, and readily available at the district office and on the district website.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.343](#)

[OAR 581-022-2510](#)

² ODE will provide a list of available programs.

OSBA Model Sample Policy

Code: CBA
Adopted:

Qualifications and Duties of the Superintendent

(Version 1)

Braced guidance to be removed prior to adoption.

OSBA has reduced the number of samples of this policy from four to one. Each of the four current versions outline the qualifications for a superintendent, followed by lists of expectations and responsibilities. Districts do not need to delete their current version simply because it does not match this policy, rather OSBA recommends that boards review their current policy and this sample to determine what works best for the district. While many of the provisions in this policy are rooted in law, they are not required to be included in this policy; the district has discretion of what to include here. OSBA recommends the board review the superintendent's contract and evaluation materials to ensure there are no inconsistencies or contradictions.

The Board requires the superintendent be a strong educational leader who has the following professional experience and training:

1. A current ~~Oregon administrative license with an authorization for all levels, a superintendent's endorsement or a transitional superintendent license~~ license that qualifies the individual to serve as superintendent of the district {};
2. A master's ~~or doctorate degree~~ degree or higher in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent [or administrative experience in the central administration of a school system].

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets ~~transitional administrator or exceptional administrator~~ alternative licensure requirements. ~~The Board may, jointly with the individual, submit an application for such license for Teacher Standards and Practices Commission approval pursuant to Oregon Administrative Rule (OAR) 584-080-0151 and 584-080-0161.~~ The Board may take steps to assist an individual to qualify for such a license.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation and development;

^[1] Please contact the Teacher Standards Practices Commission (TSPC) with questions regarding licensure.

5. Knowledge of curriculum development, implementation and evaluation;
6. Knowledge of business and support service systems which facilitate planning, control and accountability;
7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the district's strengths.

General Functions

1. The superintendent is the chief executive officer of the district and, under the direction of the Board, is responsible for control and operation of the school system, and for implementing the decisions and policies of the Board.
2. The superintendent has the authority to formulate and delegate duties and responsibilities to subordinate administrative personnel. The delegation of such duties and responsibilities, however, will not relieve the superintendent of responsibility for the action taken under such delegation.

Specific Functions

The superintendent will have the duty and authority to perform the following specific functions:

1. Review data regularly and lead the district in enacting equitable changes to improve educational outcomes for every student;
2. Serve as educational leader to the Board, staff and community;
3. Act as the **Board's** district's chief administrative officer;
4. Serve as district school clerk, performing such duties as required by law or by the Board;
5. Schedule meeting places, prepare an agenda and record minutes for all Board meetings and other committee meetings authorized by the Board; ^{2}
6. Attend all regular and special meetings **and executive sessions** of the Board, except when excused **for his/her own salary and performance review;**
7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the district's budget;
8. Administer adopted Board policies;
9. Regularly **Annually** review adopted Board policies and make recommendations for needed changes;
10. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of district operation;

^{2} Review policy BDDC to ensure consistency.

11. Provide an ongoing program of communication to and from the community, staff and Board concerning ~~the school program and district activities~~ district programs and activities;
12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with district employee groups;
13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;
14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;
15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel; review- and change those descriptions as needed or directed by the Board;
16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the district staff. ~~Policies approved by the Board will be included in the written rules and regulations of the district~~;
17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;
18. Resolve problems of operations and settle disputes referred through administrative channels;
19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;
20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all school system employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;
21. Recommend to the Board, the appointment, renewal, contract extension, contract nonrenewal, contract non-extension or dismissal of licensed district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
22. Appoint, promote, demote or discharge classified and non-represented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;
23. Assign or transfer all district employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
24. Evaluate the performance of all district administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;
25. Evaluate the performance of licensed and classified personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
26. Assign and control the promotion of students;
27. Maintain a continuous inventory of all district property, furniture, material and supplies;

28. Recommend plans for repairs to district property and for new construction and see that all plans adopted by the Board are properly executed;
29. Establish procedures to involve teachers, principals, supervisory personnel and representatives from student and community groups in the preparation and selection of courses of study and other instructional materials;
30. Recommend instructional materials, instructional supplies and school equipment to be purchased by the district;
31. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the district and serve as custodian of all district funds;
32. Develop and recommend to the Board long-range plans for educational programs, facilities and financial resources that are consistent with population trends, district goals and community needs;
33. Direct the district in its relationships with federal, state and local government agencies;
34. Cooperate with universities and colleges in their student-teacher training programs;
35. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the district;
36. Visit, as may be required, all district schools as a regular part of a schedule and institute and carry out such regulations, as may be necessary, to attain their efficient operation;
37. Direct the administrative staff in establishing and changing, as needed, school attendance area boundaries subject to Board approval;
38. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;
39. Have other power and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.075](#)
[ORS 342.143](#)
[ORS 342.173](#)
[ORS 342.175](#)
[ORS 342.850](#)

[OAR 581-023-0006 to 0041](#)
[OAR 581-023-0104](#)
[OAR 581-023-0112](#)
[OAR 581-023-0220 to 0240](#)
[OAR 584-020-0000 - 00450035](#)

[OAR 584-036-0035\(1\)](#)
[OAR 584-046-0003 - 0024](#)
[OAR 584-080-0151](#)
[OAR 584-080-0152](#)
[OAR 584-080-0161](#)

OSBA Model Sample Policy

Code: JGA
Adopted:

Corporal Punishment** (Version 1)

The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

A staff member is authorized to employ reasonable physical force upon a student when and to the extent, in their professional judgment, the application of physical force is necessary to prevent a student from harming self, others or doing harm to district property consistent with ORS 339.285-339.303. Physical force shall not be used to discipline or punish a student. A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

ORS 161.205
~~ORS 332.107~~
ORS 339.240

ORS 339.250
OAR 581-021-0050 – 0075

OAR 584-020-0040

OSBA Model Sample Policy

Code: JGA
Adopted:

Corporal Punishment** (Version 2)

The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

The superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

ORS 161.205
~~ORS 332.107~~
ORS 339.240

ORS 339.250
OAR 581-021-0050 – 0075

OAR 584-020-0040

OSBA Model Sample Policy

Code: JGA
Adopted:

Corporal Punishment** (Version 3 with Attachment)

The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

Physical force shall not be used to discipline or punish a student. A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

ORS 161.205
ORS 332.107
ORS 339.240

ORS 339.250
OAR 581-021-0050 – 0075

OAR 584-020-0040



Jayme Martin <jmartin@ohswarriors.net>

Policy JGA Oakridge

Rick Stucky <rstucky@osba.org>

Wed, Jul 28, 2021 at 4:31 PM

To: Jayme Martin <jmartin@ohswarriors.net>

Hi Jayme,

The paragraph is not required so it can be removed. I would suggest keeping the last 3 sentences of the paragraph: "Physical force shall not be used to discipline or punish a student. A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district."

But again, it's not required to be included.

[Quoted text hidden]

OSBA Model Sample Policy

Code: JHCA/JHCB
Adopted:

Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening**

Immunization

Proof of immunization must be presented ~~prior to~~ at the time of initial enrollment¹ in school or within 30 days of transfer to the district ~~in accordance with Oregon law~~. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization ~~or a religious, philosophical beliefs and/or medical exemption or immunity documentation~~.²

Physical Examination

The Board recommends that all students initially enrolling in school have a physical examination. Parents will be asked to complete a district ~~Health History form~~ when initially enrolling their student in the district and when registering them for ~~seventh-grade~~ 7.

All students participating in athletic programs are required to submit to the district a School Sports Pre-participation Examination³ form prior to their initial participation in a district athletic program. The form is to be completed and signed by a parent or guardian and physician giving permission for the student to participate.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation in extracurricular sports.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter.

Vision Screening or Eye Examination

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:

1. A vision screening or eye examination; and

¹The district shall immediately enroll a homeless student in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ Form available at <http://www.osaa.org/governance/forms>

2. Any further examination, treatments or assistance necessary.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.

Dental Screening

The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program, that the student has received a dental screening within the previous 12 months.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider;
2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or
3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
 - a. The cost of obtaining the dental screening is too high;
 - b. The student does not have access to an approved screener;
 - c. The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:

1. Student's name;
2. Date of screening; and
3. Name of entity conducting the dental screening.

The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.

If the district is causing the dental screening to be conducted, the district will follow the notice requirements ~~of~~ in accordance with law.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)
[ORS 336.211](#)
[ORS 336.213](#)
[ORS 336.214](#)

[ORS 336.479](#)
[ORS 433.235 - 433.280](#)
[OAR 333-019-0010](#)
[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0017](#)
[OAR 581-021-0031](#)
[OAR 581-021-0041](#)
[OAR 581-022-2220](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2020).

OREGON SCHOOL ACTIVITIES ASSOCIATION, *OSAA HANDBOOK*.

OSBA Model Sample Policy

Code: **KL**
Adopted:

Public Complaints */** (Version 2)

[The district will develop and implement effective means of resolving complaints voiced by [employees,] [students,] parents of a student who attends school in the district or persons who reside in the district and will use recognized channels of communication.]

[The Board advises that the process for resolving a complaint as follows:

1. Teacher/Employee;
2. Principal/Supervisor;
3. Superintendent/Designee;
4. Board.]

The complaint procedure is available at the district's administrative office and on the home page of the district's website.

{¹} [If a complaint addresses one or more of the issues identified below, a complainant should use the complaint process available in any of the following policies and administrative regulations (AR):

1. Discrimination or harassment on a basis protected by law: Board policy AC, AC-AR;
2. Bias incidents or display of symbols of hate: Board policy ACB, ACB-AR;
3. Sexual harassment (staff): Board policy GBN/JBA, GBN/JBA-AR(1), GBN/JBA-AR(2);
4. Sexual harassment (student): Board policy JBA/GBN, JBA/GBN-AR(1), JBA/GBN-AR(2);
5. Workplace harassment: GBEA, GBEA-AR;
6. Hazing, harassment, intimidation, bullying, menacing or cyberbullying (staff): Board policy GBNA, GBNA-AR;
7. [Hazing,] [H][h]arassment, intimidation, bullying, [menacing,] cyberbullying, or teen dating violence (student): Board policy JFCF, JFCF-AR;
8. Sexual conduct with a student (staff): Board policy GBNA/JHFF, GBNA/JHFF-AR;

{¹ The district should cross reference the following list to board policies and administrative regulations present in the board's policy manual and revise as necessary.}

9. Sexual conduct with a student (student): Board policy JHFF/GBNAA, JHFF/GBNAA-AR;

10. Instructional resources or instructional materials: Board policy IIA, IIA-AR;

11. Complaints regarding the Talented and Gifted Program (TAG): Board policy IGBBC, IGBBC-AR.]

[Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.]

A complaint of retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation, should be reported to the superintendent.

[Complaints against the principal should be filed with the superintendent. (See KL-AR[(1)] – Public Complaint Procedure)]

[Complaints against the superintendent should be referred to the Board chair on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)]

[Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)]

[Complaints against the Board chair should be referred directly to the [district counsel] [Board vice chair] on behalf of the Board. (See KL-AR[(1)] – Public Complaint Procedure)]

[The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.]

[A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.]

The superintendent will administer the complaint process, as appropriate, established by administrative regulation KL-AR[(1)] – Public Complaint Procedure.

If a complainant, who is a parent or guardian of a student who attends school in the district, [a student,] [or] a person who resides in the district, alleges a violation of Oregon Administrative Rule (OAR), Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS. 659.852 (Retaliation) and the complaint is not resolved through the complaint process, the complainant may appeal² the district's final decision to the Deputy Superintendent

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

of Public Instruction under OAR 581-002-0001 – 581-002-0023 [(See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction)].

Charter Schools of which the District Board is a Sponsor

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards). A complainant may appeal and will submit such appeal to the [superintendent] [Board chair] on behalf of the district Board within [30] days of receipt of the decision from the public charter school board. A final decision reached by the district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.]

OR

[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will not review an appeal of a decision reached by the Board of the [name of public charter school] on a complaint alleging a violation of ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of [name of public charter school] as the district Board’s final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 - 581-002-0023.]

END OF POLICY

Legal Reference(s):

ORS 192.660	ORS 659.852	OAR 581-022-2370
ORS 332.107	OAR 581-002-0001 – 002-0005	

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

District Phone System Emergency Procurement

Resolution 22-06

RESOLUTION DECLARING AN EMERGENCY AND AUTHORIZING
EMERGENCY PROCUREMENT

WHEREAS ORS 279B.080(2) , Emergency Procurements, authorizes the Local Contract Review Board to expedite procurement when an emergency exists; and

WHEREAS the Oakridge School District has experienced the catastrophic failure of the District wide phone system; now

THEREFORE, BE IT RESOLVED that the Board of Directors of the Oakridge School District, hereby authorizes the Superintendent, acting on behalf of the District, to expedite the replacement of the phone system.

The above resolution statements were approved and declared adopted on this September 13 day of 2021.

Chairman

Superintendent

OAKRIDGE SCHOOL DISTRICT
Official Calendar
2021-2022

Students First Day of School – September 7 (half day AM)
Students Last Day of School – June 15 (half day AM)

July				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

March				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

August				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

December				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

April				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14*	15
18	19	20	21	22
25	26	27	28	29

September				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

January				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

May				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

October				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

June				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Teacher Contract Days: 174 (includes Flex Day)
OJSH Instructional Days: 149
OES Instructional Days: 148

School Closures due to inclement weather or power outages will be made up in this order: March 18, April 1, April 22, May 6, May 27, May 20, April 29.

In-Service Days

August 30	In-Service
August 31	In-Service
September 1	In-Service
September 7	In-Service (half day pm)
June 15	In-Service (half day pm)

Work Days

September 2	Work Day
September 24	Work Day
June 17	Work Day

Curriculum Days

October 15	Curriculum Day
January 7	Curriculum Day
March 11	Curriculum Day
May 13	Curriculum Day

Grading Days

November 4	Grading Day 1st Quarter - 36
January 28	Grading Day 2nd Quarter - 37
April 8	Grading Day 3rd Quarter - 37
June 16	Grading Day 4th Quarter - 39

Conferences

November 22-23	Parent Teacher Conferences
*April 14	OES Parent Teacher Conferences (No School)
April 15	Parent Teacher Conferences

Holidays/ Vacations - No School

September 6	Labor Day
November 11	Veteran's Day
November 25	Thanksgiving
December 20-31	Winter Break
December 31	New Year's Day (observed)
January 17 (non-paid)	Martin Luther King Jr. Day
February 21	President's Day
March 21-25	Spring Break
May 30	Memorial Day

Other/Underlined Days

October 8	State In-Service Day
November 24	Conf. Comp Day
*April 14	OJSH Project Night (Student Day)
June 11	Graduation

English Learners in Oregon

Annual Report 2019-20

June 2021



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

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Executive Summary

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives. This report is also available on the [ODE website](#). Any member of the public can contact the Government Relations and External Affairs Director to request a copy of this report.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an English language development (ELD) program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (Garcia, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we believe these students are multilingual and acknowledge that their linguistic and cultural heritage matters.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the 2019-20 school year¹. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2019-20 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2019-20 school year.

English Learners in Oregon's K-12 schools

As of May 1, 2020, 578,115 students enrolled in Oregon public schools and districts. Among those students, 9.3 percent were current English learners (53,488 students), 8.7 percent were former English learners (50,480 students), and 82.0 percent were never English learners (474,147 students). Both current and former English learners (i.e., ever English learners and 18.0 percent of students) were an incredibly diverse student population in 2019-20. These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities.

The distribution of current English learners were not similar across grade levels, schools, or districts in Oregon during the 2019-20 school year. The district with the highest percentage of current English learners was Woodburn School District with 34.6 percent of its student population learning English in an ELD program as of May 1, 2020. On the other hand, more than 70 percent of Oregon districts either had no current English learners or very few (i.e., less than 5 percent of all students).

Other key features of the English learner student population in the 2019-20 school year include the following:

¹ Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

- In 2019-20, the majority of current English learners were in elementary grades (while the majority of former English learners were in high school grades).
- The number of recently arrived current English learners (i.e., new immigrant students) increased slightly in 2019-20 after declining the previous two years.
- Spanish was the predominant home language of current English learners (spoken by 75.4 percent), but overall there were 160 unique home languages spoken by current English learners.
- Approximately 75.6 percent of current English learners were Latino/a/x, and 28 percent of Latino/a/x students were current English learners. Nearly the same percentage of Native Hawaiian/Pacific Islander students (25.8 percent) were current English learners.

Participation in targeted programs

The report also examines the involvement of English learners in targeted federal and state programs: free or reduced price meals, special education, migrant education, and the talented and gifted (TAG) program.

Key findings include the following:

- A higher percentage of both current and former English learners were eligible for free or reduced price meals as compared to students who were never English Learners.
- A higher percentage of current English learners received special education services and supports as compared to never English learners; however, ever English learners and never English learners had similar percentages of students receiving special education services and supports.
- Almost 13.5 percent of current English learners received services in migrant education programs.
- While across Oregon 7.6 percent of never English learners participated in TAG programs, this figure was 6.0 percent for former English learners and just 0.4 percent for current English learners.

Progress towards English Language Proficiency

Data representing the progress current English learners are making towards achieving English language proficiency were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

Student Academic Outcomes in English Language Arts and Mathematics

Data representing the language arts and mathematics achievement of current, former, ever, and never English learners were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

Attendance

Data representing the percentage of current, former, ever, and never English learners who regularly attend school were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

Graduation

Data representing the percentage of current, former, ever, and never English learners who were on track to graduate in ninth grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

Post-secondary enrollment

Post-secondary enrollment rates for former English learners were very similar to those of never English learners; in both cases, about 62.0 percent of high school graduates enroll in college within 16 months of graduation. On the other hand, current English learners were less likely to enroll in post-secondary education institutions. About 42.0 percent of current English learners went on to college within 16 months of high school graduation.

Instructional Programming for Current English Learners

Program models are different ways that current English learners can receive instruction that helps them develop their English language proficiency and learn grade-level content. About 19.2 percent of current English learners participated in bilingual or dual-language programs in 2019-20. Most current English learners (75.2 percent) participated in sheltered instruction programs.

District revenues and expenditures

As in reports from previous years, this report summarizes the ratio of expenditures to revenues. In 2019-20, that ratio was 0.98, slightly less than it was in 2018-19.

Introduction

In 2019-20, students who received English language instruction, supports, and services in an English language development (ELD) program as well as students who exited the ELD program prior to the 2019-20 school year made up 18.0 percent of all students in Oregon public schools and districts (as of the first school day in May 2020). They form a vital part of our student communities and bring a variety of cultural and linguistic assets that enrich our schools and districts. This report describes this diverse population of students, examines their academic progress and achievement, and summarizes information about key aspects of the education they receive in our state.

Why this report?

ORS 327.016 directs the Oregon Department of Education (ODE) to prepare an annual report on English learner program funding and student outcomes. The report's intention is to describe the population of English Learners in Oregon and provide a summary of district and state progress towards meeting their needs and objectives in ELD programs. ORS 327.016 requires ODE to include the following information in the annual report:

- English learner student demographics.
- Length of participation in ELD programs.
- Participation in special education and related services.
- Other information identified by the ODE.

In addition, the annual report must include the following financial information:

- Allocations to each school district from the State School Fund for students enrolled in ELD programs.
- The extent to which districts expend these allocations for students enrolled in ELD programs.
- The categories of expenditures for ELD program funding.

Each annual report looks back at the prior school year, which for this year is the 2019-20 school year. This report will be available on the ODE website, submitted to House and Senate Education Committees, and provided to district school boards. State law requires the report to be available to the public at the district's main office and on the district's website.

Definitions

ORS 327.016 describes students who receive English language instruction, supports, and services as part of an ELD program as English learners. While these students are learning English in an ELD program, the English learner label only focuses on a singular dimension (i.e., learning English) and does not reflect the linguistic and cultural assets of the students (Garcia, 2009). Thus, although this report will use the English Learner label in order to comply with ORS 327.016, we believe these students are multilingual and acknowledge that their linguistic and cultural heritage matters.

The ODE annually reports four groups of English learners: current, former, ever, and never English learners. Current English learners are multilingual students who were learning English in an ELD program during the

2019-20 school year². Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2019-20 school year. Ever English learners are the combination of both current and former English learners. Finally, never English learners are monolingual or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program before or during the 2019-20 school year.

Structure of this report

This report consists of six sections:

Section 1: Demographics of English Learners

Section 2: Participation in Targeted Programs

Section 3: Language Development and Academic Achievement

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

Section 5: Instructional Programming for Current English Learners

Section 6: State Revenues and Expenditures for English Learners

Several aspects of this year's report differ from the reports the ODE issued in previous years. For example, where appropriate, this report provides comparisons to never English learners (i.e., students not eligible to receive services from an ELD program). Furthermore, in addition to describing statewide patterns, in some cases the report indicates which districts serve high percentages of certain types of students (e.g., students participating in migrant education programs).

² Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

Section 1: Demographics of English Learners in Oregon in 2019-20

As of May 1, 2020, 578,115 students enrolled in Oregon public schools and districts. Among those students, 9.3 percent were current English learners (53,488 students), 8.7 percent were former English learners (50,480 students), and 82.0 percent were never English learners (474,147 students). Both current and former English learners were an incredibly diverse student population in 2019-20 (representing 18.0 percent of all students). These students brought a rich linguistic and cultural heritage to their classrooms, schools, and communities. This section summarizes the demographics of Oregon's English learner population, considering grade levels, interruptions in formal education among newcomer immigrant students, and racial, ethnic, and linguistic diversity.

Current and Former English Learners

Current English Learners are multilingual students who are learning English in an ELD program during the school year³. They receive English language instruction, supports, and services because they are not proficient in English. The reason for the lack of English proficiency is because English is not their native language or they come from an environment where a language other than English has had a significant impact on their English proficiency. In 2019-20, 53,488 of Oregon's 578,115 K-12 students, or 9.3 percent, were current English learners⁴ (see figure 1).

Figure 1. Percentage of all Oregon students who were current English Learners (2015-16 to 2019-20).



A similar number of students in 2019-20 (50,480 or 8.7 percent) were former English learners. Former English learners are multilingual students who demonstrated English proficiency and exited an ELD program prior to the 2019-20 school year. Research does suggest, however, that former English learners may still need

³ Note that current English learners also include students who are eligible to receive English language instruction, supports, and services in an ELD program but do not participate because their parents or guardians waive English language instruction, supports, and services.

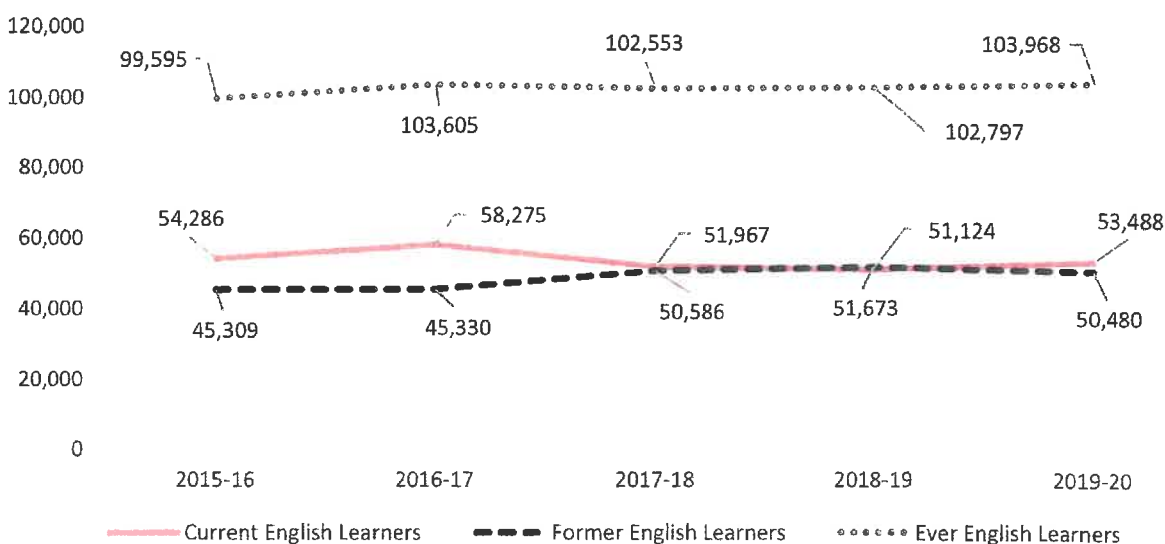
⁴ The data for this portion of the report relies on student enrollments as of the first school day in May 2020.

support to develop high levels of proficiency in academic English (i.e., the language students need in order to be successful in school; see de Jong 2004; Flores, Batalova & Fix, 2012).

Comparisons between current, former, ever, and never English learners are useful to understand the experiences and outcomes of current English learners. Note that ever English learners are the combination of current and former English learners, and never English learners are monolingual English or multilingual students who are not eligible to receive English language instruction, supports, and services in an ELD program before or during the school year. Without these comparisons, it can be easy to underestimate the achievement of current English Learners, who tend to perform at lower levels while still developing English. However, once current English learners attain English language proficiency, they often perform academically at significantly higher levels (Hopkins, Thompson, Linquanti, Hakuta, & August, 2013).

Figure 2 shows the change in the count of current, former, and ever English learners in Oregon over the last five school years. In general, it displays a slightly growing population of ever English learners in Oregon, peaking in 2016-17 at 103,605 and, after declining for a couple years, increasing slightly to 103,968 students in 2019-20.

Figure 2. Number of current, former, and ever English Learners in Oregon (2015-16 to 2019-20).

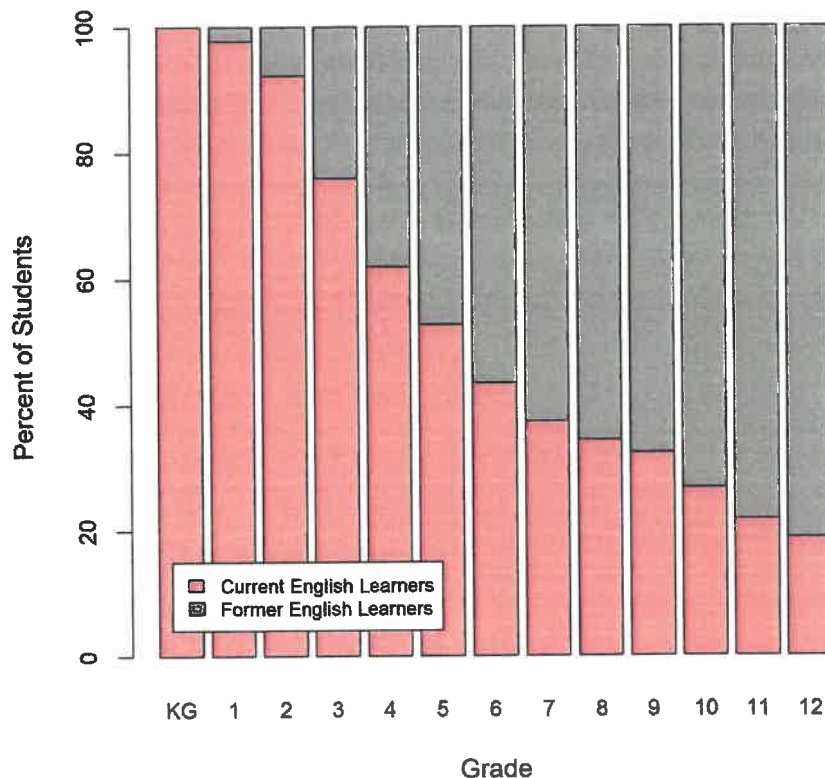


Characteristics of current English Learners in Oregon

The majority of current English Learners were in the elementary grades.

Although there were current English learners at every grade level, approximately two-thirds (65.7 percent) were in kindergarten through fifth grade. Far fewer current English learners were in middle school (grades 6-8; 18.8 percent) or in high school (grades 9-12; 15.5 percent). Figure 3 shows the percent of current and former English learners by grade in 2019-20. As the grade level increases from kindergarten to twelfth grade, the percent of current English learners decreases as they attain English proficiency and exit their ELD programs (subsequently, this results in an increase of former English learners).

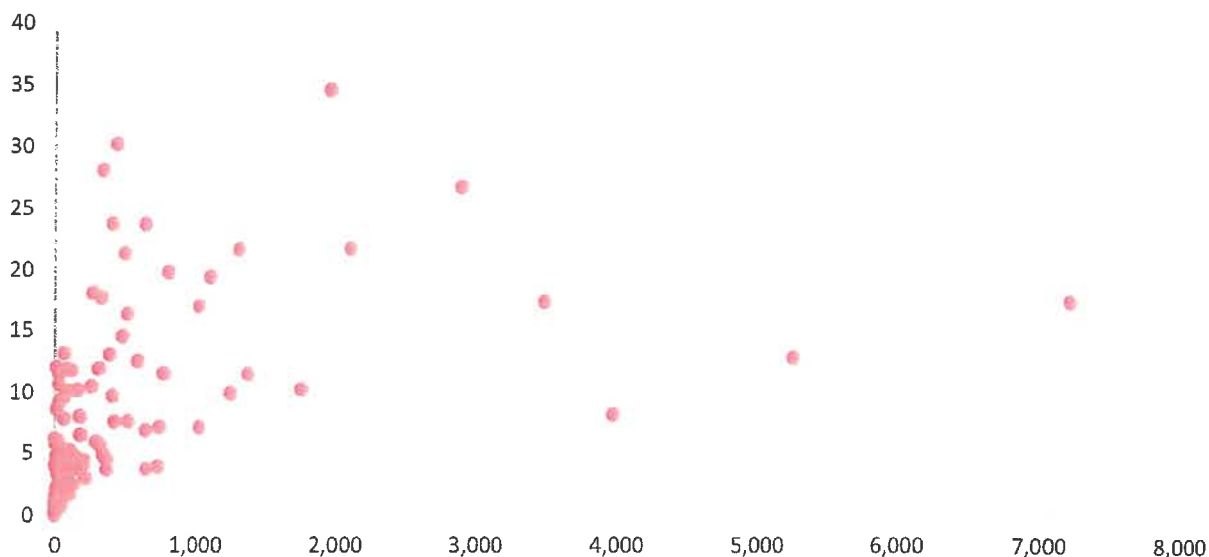
Figure 3. Comparison of the percentage of current and former English learners by grade in 2019-20.



English Learner enrollment was not uniform across Oregon districts.

Oregon has 197 school districts. In 2019-20, 149 districts provided English language instruction, supports, and services to current English learners; however, 48 districts did not have any current English learner enrollments. An additional 51 districts provided English language instruction, supports, and services to between 1 and 19 current English learners. This suggests these districts have too few current English learners to be eligible for specific improvement efforts under state and federal accountability initiatives.

Figure 4 shows the distribution of current English learners across Oregon districts. The total number of current English learners in 2019-20 is on the x-axis. While most districts are at the left hand corner, with zero or few current English learners, there were six districts with more than 2,000 current English learners. As some of those districts were larger, however, even large populations of current English learners might make up fewer than 10 or 15 percent of the student population (see the y-axis). Thus, in 2019-20, districts experienced very different situations in terms of both the number of current English learners and/or the percentage of their student population who received English language instruction, supports, and services.

Figure 4. Comparison of the number and percentage of current English learners by district in 2019-20.

This variation across districts is also evident in table 1, which shows the six districts with the highest numbers of current English learners (i.e., Salem-Keizer, Beaverton, Portland, Hillsboro, Reynolds, and David Douglas), as well as the five districts with the highest percentage of current English learners (i.e., Woodburn, Umatilla, Nyssa, Reynolds, and Jefferson County). Note that only Reynolds appears in both lists. Moreover, many of those districts with the highest percentage of current English learners have comparatively small numbers of students.

Table 1. Districts with the highest number and percentage of current English learners in 2019-20.

District Name	Number of Current English Learners	Percentage of Current English Learners
Salem-Keizer	7,223	17.5%
Beaverton	5,261	12.9%
Portland	3,969	8.2%
Hillsboro	3,486	17.4%
Reynolds	2,892	26.8%
David Douglas	2,103	21.7%
Woodburn	1,959	34.6%
Nyssa	333	28.1%
Umatilla	432	30.2%
Jefferson County	635	23.7%

The number of recent arrivers increased in 2019-20 after declines since 2016-17.

The term recent arrivers refers to students who were born outside of the U.S. and Puerto Rico, and who have been educated in the U.S. for fewer than three cumulative years (i.e., these students are recent immigrants). They can be current, former, or never English learners; however, the majority are current English learners.

English Learners in Oregon

In 2019-20, 4,927 current English learners were recent arrivers. This number is very similar to the prior year's count (4,667) but is certainly a sharp reduction from 2016-17 (6,263; see figure 5).

Figure 5. Number of current English learners who were recent arrivers in Oregon (2015-16 to 2019-20).



Most recent arrivers (60.4 percent) were in the elementary grades, while 17.8 percent were in grades 6-8 and 21.9 percent were in high school. Current English learners who are recent arrivers in middle and high school generally face particularly big challenges, since they have to learn the language while also using English-language textbooks and lectures to learn the content of their courses in a variety of subject areas (Short & Fitzsimmons, 2007). Recent arrivers in the secondary grades are known as adolescent newcomers, and districts sometimes design specialized programs to serve their unique language and cultural needs.

Statewide, the total number of current English learners who were adolescent newcomers in 2019-20 was 1,953. Not all districts provided English language instruction, support, and services to adolescent newcomers; however, six Oregon districts had at least 100 such students in 2019-20 (see table 2).

Table 2. Districts providing English language instruction, support, and services to at least 100 adolescent newcomers in 2019-20.

District	Number of Adolescent Newcomers (Recently Arrived Current English Learners in Middle or High School)
Beaverton	240
Salem-Keizer	215
David Douglas	141
Portland	140
Reynolds	140
Hillsboro	86

In 2019-20, 866 current English learners had experienced interruptions in their education.

Some current and former English learners had their education interrupted or received limited formal education before arriving in the U.S. school system. Often, these were immigrant or refugee students who had spent time in refugee camps or whose process of immigration to the U.S. prevented them from attending school for a time. These students are known as students with limited or interrupted formal education (often abbreviated as SIFE or SLIFE).

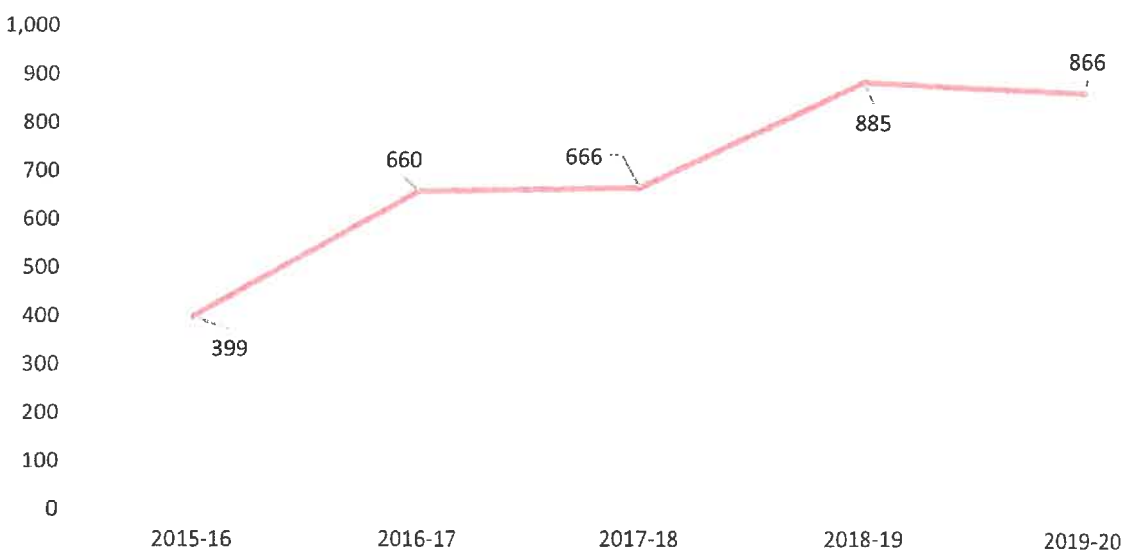
Students are SLIFE if they are immigrant students or English learners who enter school in the U.S. after grade two and experience all of the following:

- a. have at least two fewer years of schooling than their peers of the same age,
- b. function at least two years below grade level expectations in reading and mathematics, and
- c. be preliterate in their native language.

SLIFE students face unique circumstances. In addition to having missed at least two years of schooling, some arrive having experienced significant trauma. Schools need to find ways to serve SLIFE students without placing them in classes with younger students, since forming relationships with peers, including never English learner peers, is a factor that appears to improve academic outcomes (Browder 2014).

The ODE began collecting data on the number of students with limited or interrupted formal education in 2015-16. For the 2019-20 school year, districts reported 866 current English learners with limited or interrupted formal education (about 1.6 percent of all current English learners). As figure 6 illustrates, the number of students with limited or interrupted formal education increased from 2015-16 to 2018-19 but decreased slightly in 2019-20.

Figure 6. Number of current English learners with an interrupted formal education (2015-16 to 2019-20).



Most students with limited or interrupted formal education were in high school (58.7 percent). Another 24.7 percent were in the middle school grades (grades 6-8), and only 16.6 percent were in the elementary grades.

In 2019-20, the distribution of current English learners with limited or interrupted formal education was not uniform across Oregon districts. Instead, current English learners with limited or interrupted formal education were, for the most part, concentrated in a few districts. Nine districts in Oregon, identified in table 3, provided English language instruction, supports, and services to at least 20 current English learners with limited or interrupted formal education in 2019-20. These nine districts alone enrolled over 80 percent of all SLIFE students in Oregon. Note that five of the six districts serving many adolescent newcomers (see table 2) also enroll significant numbers of current English learners with interrupted formal education (i.e., Portland, Salem-Keizer, Beaverton, Reynolds, and Hillsboro).

Table 3. Districts serving at least 20 current English learners with interrupted formal education in 2019-20.

District	Number of Current English Learners with Limited or Interrupted Formal Education
Hillsboro	167
Hermiston	107
Beaverton	105
Portland	103
Reynolds	103
Morrow	34
South Lane	29
Salem-Keizer	27
Forest Grove SD 15	22

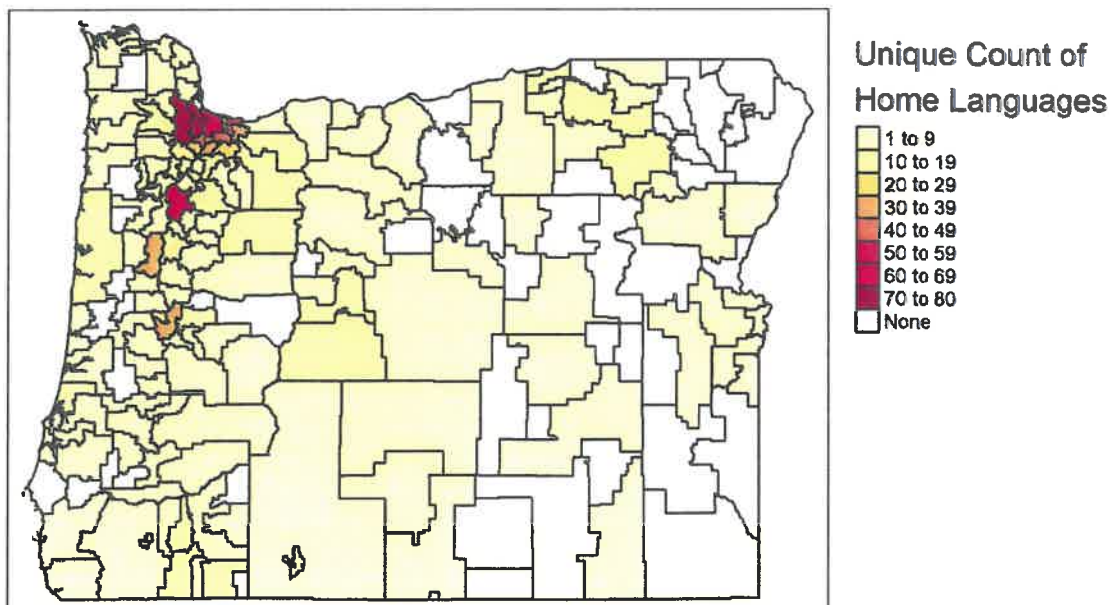
Current English learners across the state spoke 160 unique home languages.

Statewide, current English learners spoke about 160 different languages at home. By far the most prevalent home language among Oregon current English learners was Spanish, spoken at home by 75.4 percent of all current English learners. The four next most common languages were Russian, Vietnamese, Chinese, and Arabic. Taken together, these top five languages represent 84.3 percent of home languages among current English learners (see table 4). In recent years, the number of current English learners speaking Somali, Mesoamerican languages, and other languages are increasing. The ODE is updating the way districts report the home languages of current English learners to allow for more accurate reporting in the future.

Table 4. Most prevalent home languages among current English learners in 2019-20.

Language	Number of Current English Learners with this Language	Percentage of Current English Learners with this Language
Spanish	40,342	75.4%
Russian	1,563	2.9%
Vietnamese	1,208	2.3%
Chinese	1,106	2.1%
Arabic	881	1.7%
English ⁵	690	1.3%
Somali	629	1.2%
Chuukese	596	1.1%
Ukrainian	416	0.8%
Japanese	358	0.7%
Mayan languages	352	0.7%
Marshallese	341	0.6%

Home languages other than Spanish tend to concentrate in a few districts. Figure 6 provides a map illustrating the number of different home languages in different Oregon districts. A few districts, mostly in the Portland metropolitan area and Salem, provide English language instruction, supports, and services to students with over 60 unique home languages.

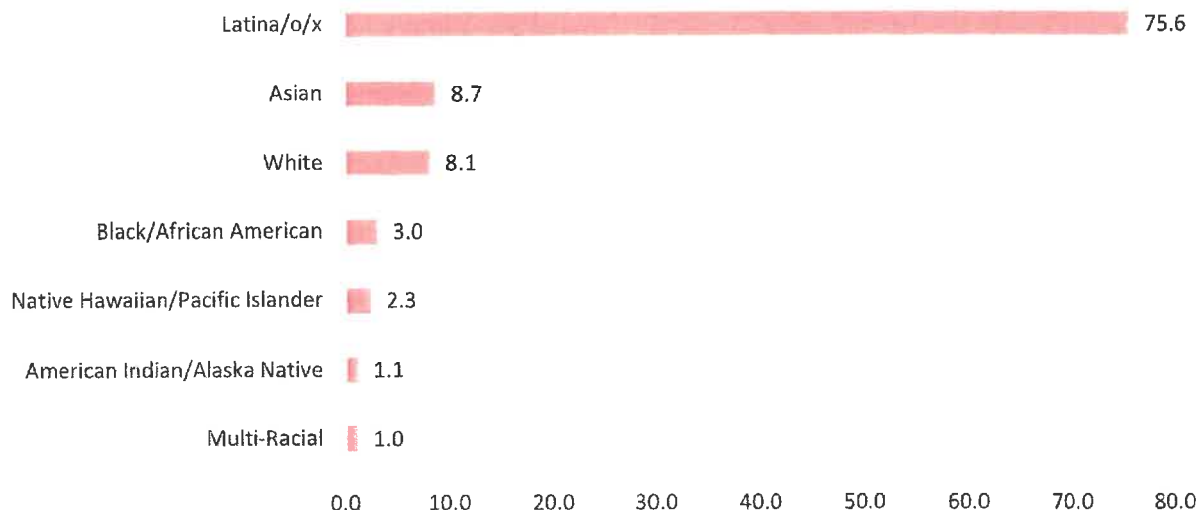
Figure 7. Geographic distribution current English learner home languages across Oregon districts during 2019-20.

⁵ All 690 current English Learners with English as the home language were American Indian/Alaska Native students.

The vast majority of current English learners were Latina/o/x.

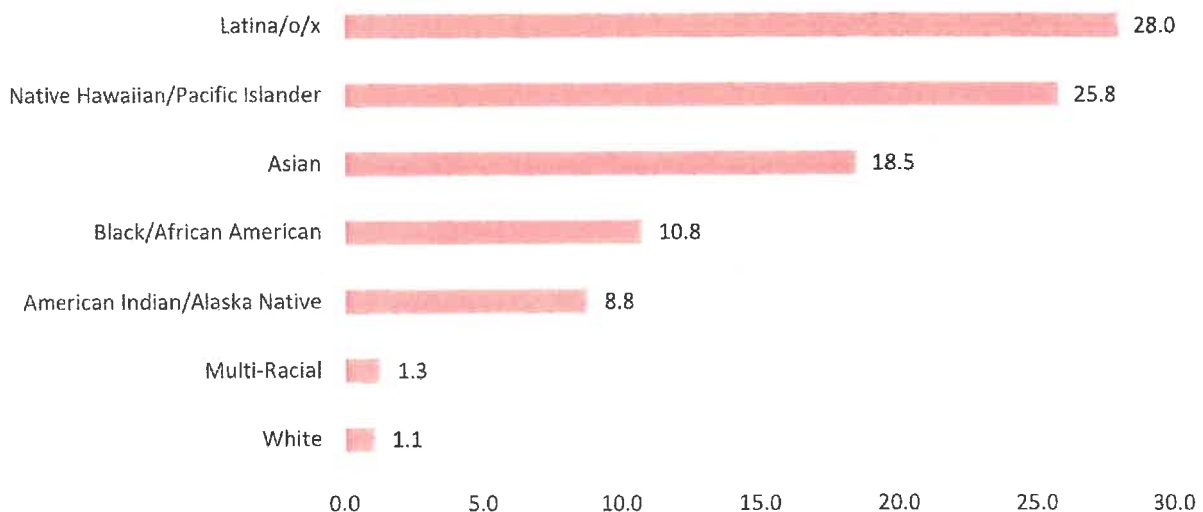
Of the 53,488 current English learners in Oregon during the 2019-20 school year, 40,457 (75.6 percent) were Latina/o/x. Slightly over 16.9 percent were White and Asian, while smaller percentages were Black/African American, Native Hawaiian/Pacific Islander, American Indian/Alaska Native, and Multi-Racial (see figure 8).

Figure 8. Percentage of current English learners by race/ethnicity in 2019-20.



It is important to note that most Latina/o/x students in Oregon were not current English learners. In fact, according to figure 9, only 28 percent of Latina/o/x students were current English learners in 2019-20. Moreover, 25.8 percent of Native Hawaiian/Pacific Islander students were current English learners.

Figure 9. Percentage of each racial/ethnic group who were current English learners in 2019-20.



Section 2: Participation in Targeted Programs

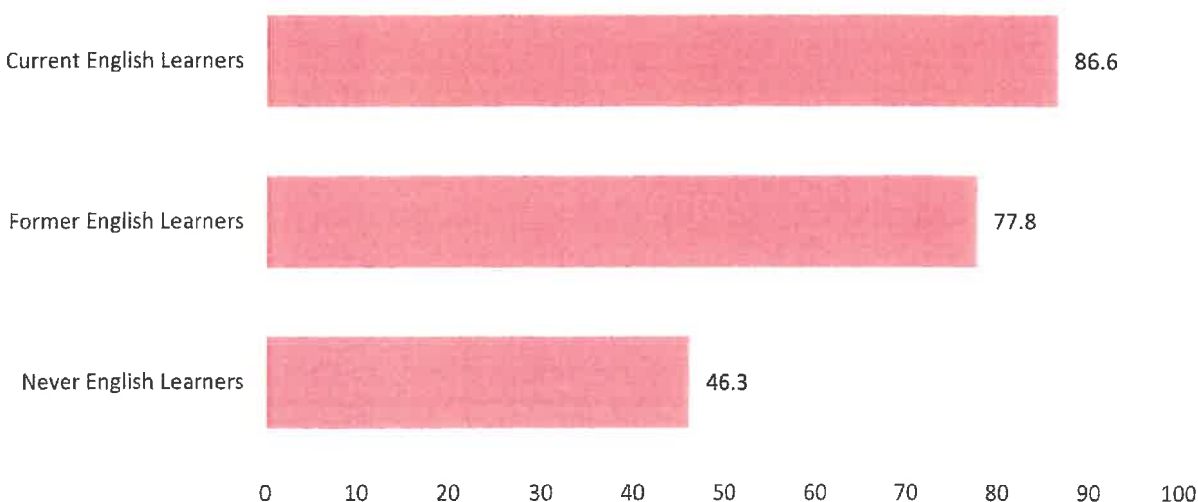
Schools and districts deliver a range of programs that aim to address the needs of particular groups of students. These include free or reduced price meals, special education, migrant education, and TAG programs. Most of these programs receive some federal funding; however, TAG programs receive only state funding. This section of the report describes the participation of English learners in each of these programs during the 2019-20 school year.

Free or Reduced Price Meals

Students who come from low-income families (those earning below 185 percent of the federal poverty line) are eligible for free or reduced price meals. The percentage of students receiving free or reduced price meals is an estimate of the level of poverty or economic disadvantage in a school. It is an imprecise measure, since some eligible students and families never apply to the program; however, it provides the best data currently available to compare poverty and economic disadvantage levels across schools and districts.

According to figure 10, current and former English learners are much more likely than never English learners to be eligible for free or reduced price meals. This suggests that households for current and former English learners are more likely to experience poverty and economic disadvantage. Overall, 86.6 percent of current English learners come from economically disadvantaged households.

Figure 10. Percentage of current, former, and never English learners receiving free or reduced price meals in 2019-20.



Special Education

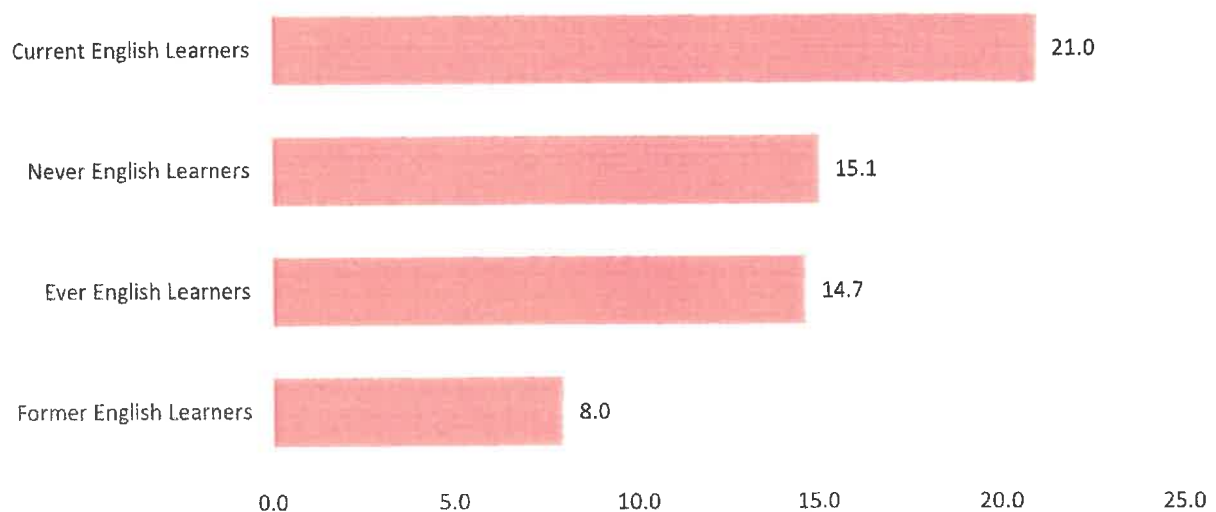
Students who are current English learners and receive special education services and supports are known as dual-identified students, since they receive instruction, supports, and services from two programs (i.e., English language and special education).

There is concern in the field about the difficulty of accurately identifying current English learners who need special education services and supports. Schools may incorrectly identify current English learners as having a learning disability when, in fact, it is their developing English proficiency that adversely influences their educational progress. On the other hand, some schools may overlook genuine disabilities, assuming that current English learners just need more time to learn English. Both identification challenges are prevalent not only in Oregon but across the United States (Artiles & Ortiz, 2002; Hamayan, Marler, Sanchez Lopez & Damico, 2007).

Ever English learners and never English learners received special education services and supports at about the same rate.

As figure 11 illustrates, a far higher rate of current English learners (21.0 percent) received special education services and supports as compared to former (8.0 percent) and never English learners (15.1 percent). However, the percentage of ever English learners (the combination of current and former English learners) receiving services and supports is very similar to that for never English learners.

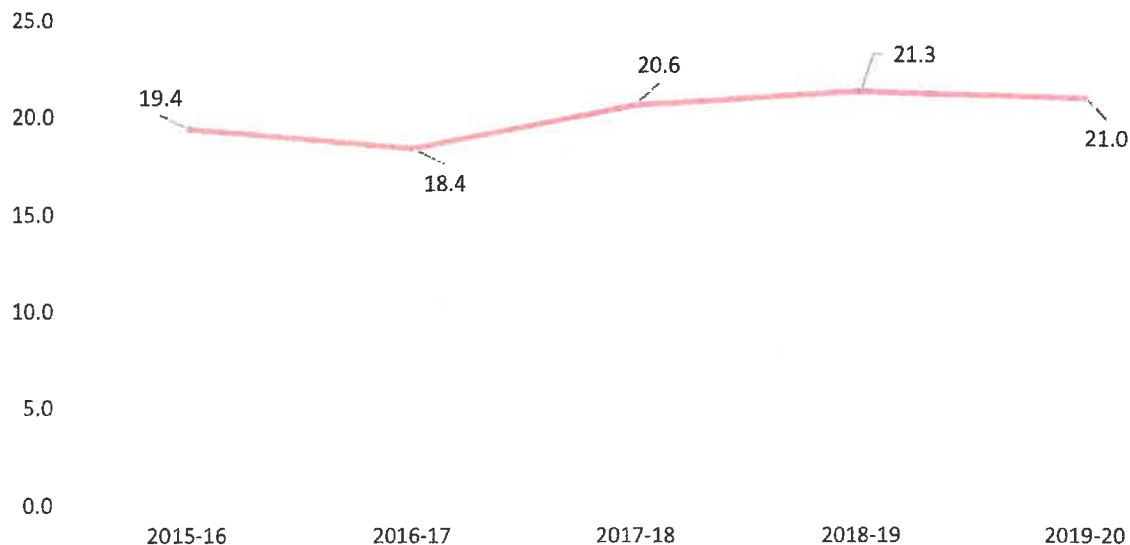
Figure 11. Percentage of current, former, never, and ever English learners receiving special education services and supports in 2019-20.



The percentage of current English learners receiving special education increased in 2019-20.

In 2019-20, 11,228 current English learners (21.0 percent) were receiving special education supports and services. The number of current English learners receiving special education services and supports in 2019-20 represents a very slight decrease from the year before, when 21.3 percent of current English learners received special education services and supports (see figure 12).

Figure 12. Percentage of current English learners receiving special education services and supports (2015-16 to 2019-20).



Most dual-identified students in 2019-20 had a specific learning disability (3,725 students) or a speech or language impairment (3,399 students) as their primary disability.⁶ Other primary disabilities, in order of frequency in 2019-10, include other health impairments, autism, intellectual disability, emotional disturbance, hearing impairment, orthopedic impairment, visual impairment, and traumatic brain injury.

Migrant Education

Some English learners also participate in migrant education programs. Students are eligible for migrant education programs if their parent or guardian is a migratory worker and they move from one school district to another during the regular school year. Many migrant children live in poverty, and when they move, they confront the challenges of having to adjust to different teachers with different instructional approaches and materials, as well as building new social connections. The intention of migrant education programs is to ensure that migrant children receive the support that addresses their unique situation.

Almost 14 percent of current English learners received services from Migrant Education Programs in 2019-20.

Across the state in the 2019-20, 7,231 current English learners participated in migrant education programs. That number translates to 13.5 percent of all current English learners. It also means that approximately half (50.5 percent) of the 14,332 students in migrant education programs were current English Learners.⁷

⁶ A specific learning disability refers to a disorder in one or more of the basic psychological processes involved in understanding or using language that may manifest itself in difficulties in listening, thinking, speaking, reading, writing, spelling, or doing math calculations. A speech or language impairment refers to a communication disorder such as stuttering, impaired articulation, or a language or voice impairment that adversely affects a students' learning or educational performance.

⁷ The data for this portion of the report relies on student enrollments as of the first school day in May 2020.

Approximately 150 districts received federal funds in the 2019-20 school year to support their migrant education programs. Districts that did not receive federal funding in 2019-20 did not have eligible students enrolled in their schools and programs. Ten districts had more than 200 current English learners participating in their migrant education program in 2019-20 (see table 5).

Table 5. Districts with over 200 current English learners participating in migrant education programs in 2019-20.

District	Number of Current ELs in Migrant Education	District	Number of Current ELs in Migrant Education
Salem-Keizer	813	Nyssa	278
Hillsboro	634	Canby	263
Woodburn	474	Hood River County	230
Medford	398	Beaverton	222
Forest Grove	326	Hermiston	217

Talented and Gifted

The state requires that all school districts establish policies and procedures to identify students to participate in TAG programs. These students may have high general intelligence and/or demonstrate unusual academic ability in one or more particular areas. State law requires districts to develop a plan to provide programs and services beyond regular school programs in order to ensure that eligible students can develop and realize their potential.

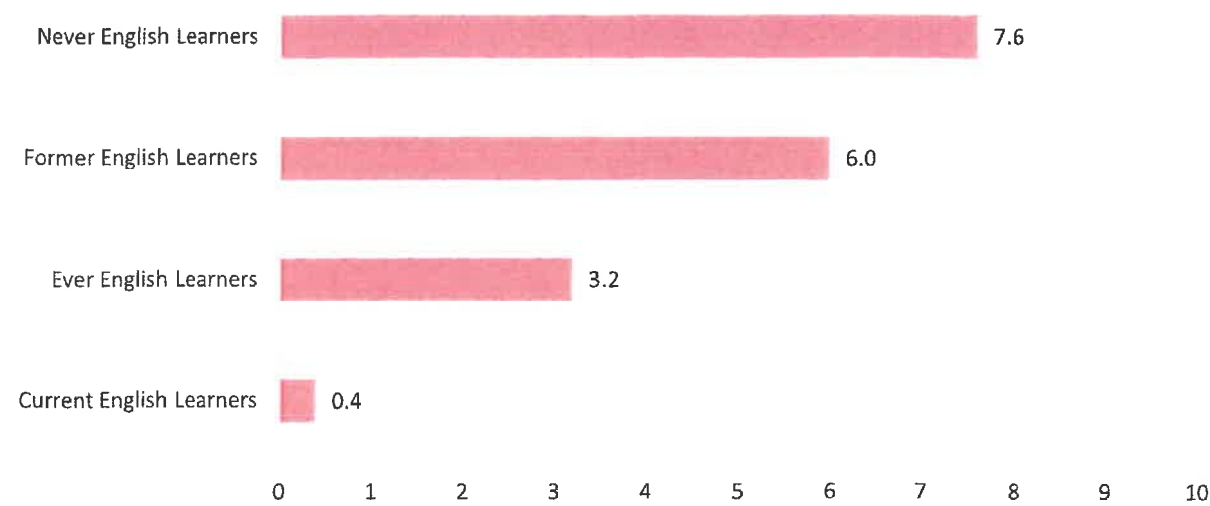
Correctly identifying students for TAG programs and providing specialized services is important because these students may have both unique talents and face unique challenges. For example, some TAG students struggle with perfectionism and the ability to cope with failure. Others engage only selectively at school and have high levels of absenteeism. Recent findings from the ODE suggest that approximately 10 percent of TAG students drop out of high school (Allen, 2016).

Current English Learners were rarely eligible for TAG Programs.

According to figure 13, 7.6 percent of never English learners (36,264 students) were eligible for TAG programs in 2019-20. While 6.0 percent of former English learners were eligible (3,035 students) and 3.2 percent of ever English learners were eligible (3,275 students), less than 1 percent of current English learners were eligible for TAG programs in 2019-20 (240 students). Never English learners were 19 times more likely to be eligible than current English learners in 2019-20 ($7.6 \text{ percent} \div 0.4 \text{ percent} = 19$).

English Learners in Oregon

Figure 13. Percentage of current, former, ever, and never English learners who participates in a TAG program in 2019-20.



Section 3: Language Development and Academic Outcomes for English Learners

Students who are current English learners have to develop proficiency in English. In addition and at the same time, they must learn all the same academic content as other students in Oregon. This section of the report provides data about English language proficiency and academic outcomes of current English learners (with comparisons to former, ever, and never English learners).

Progress towards English Language Proficiency

Data representing the progress current English learners are making towards achieving English language proficiency were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

Long-term current English learners made up 22.7 percent of all current English learners.

Educators have concerns about the number of current English learners who do not attain English language proficiency and exit an ELD program within an appropriate amount of time. Current English learners who are unable to meet proficiency expectations after a period of time are known as long-term current English Learners. The ODE defines a long-term current English learner as a student who receives English language instruction, supports, and services in an ELD program for more than seven years.

In 2019-20, most current English learners (77.3 percent) were not long-term current English learners; however, this means that 22.7 percent of current English learners received English language instruction, supports, and services for more than seven years. This is a concern because slower development of English language proficiency is highly predictive of other academic challenges (Menken & Kleyn, 2009). An important point to consider is the influence of a student's disability on the development of English language proficiency. In 2019-20, 25.4 percent of current English learners with disabilities received English language instruction, supports, and services for more than seven years.

A little more than 20 percent of current English learners receiving special education services and supports developed English language proficiency in five years.

It is also useful to look at the development of English language proficiency from another angle, namely, what proportion of current English learners develop proficiency within a particular amount of time?

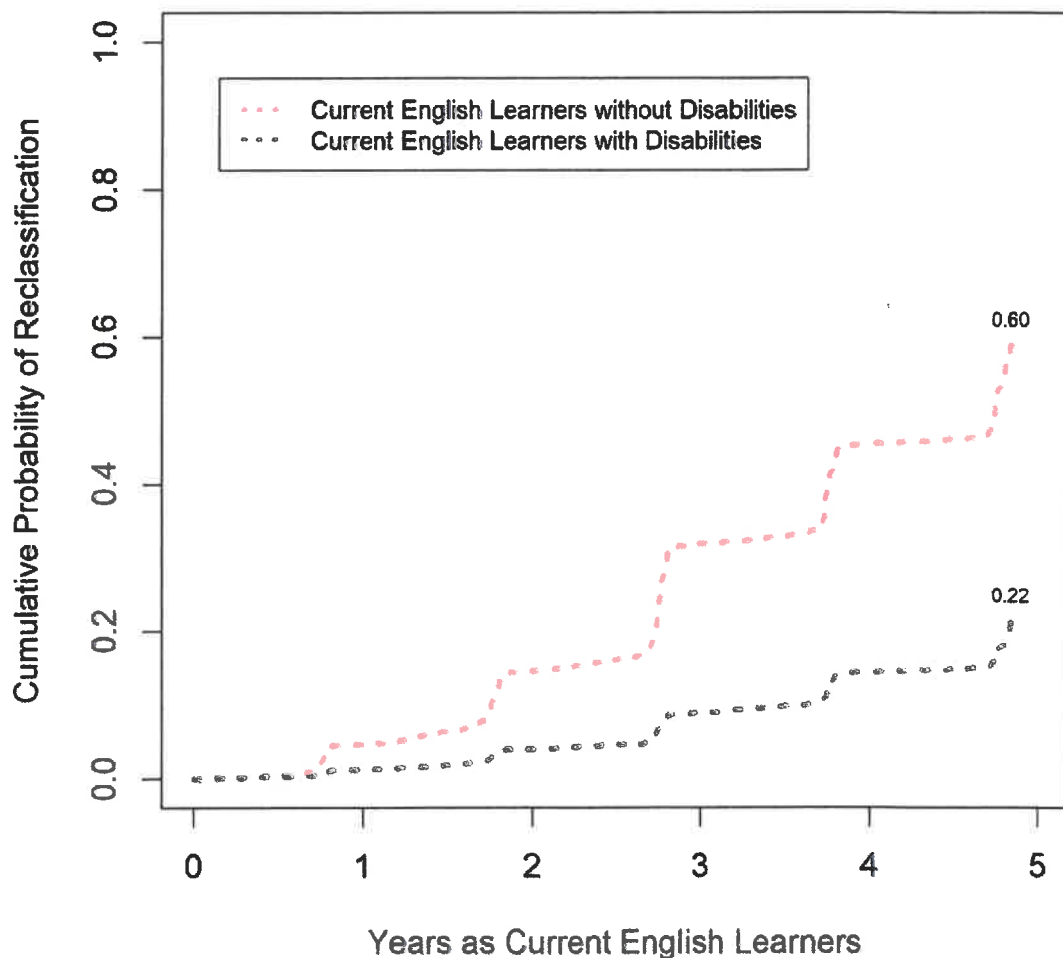
This measure uses data for all current English learners who received English language instruction, supports, and services in an ELD program in 2019-20 regardless of the length, start, or end of enrollment. While most of the data in this report rely on the first school day in May 2020 as a snapshot, this measure includes all current English learners (even those not enrolled on the first school day in May 2020).

Figure 14 addresses this question for current English learners with and without disabilities. For current English learners without disabilities who began receiving English language instruction, supports, and services on or after July 1, 2015, the probability of reclassification (i.e., attaining English language proficiency and exiting an ELD program) after five years is 0.60 (or, after multiplying by 100, 60 percent). That is, 60 percent

of the current English learners without disabilities attained English language proficiency and exited an ELD program after five years. On the other hand, only 22 percent of current English learners with disabilities attained English language proficiency and exited an ELD program after five years.

It is important to note that the reclassification probabilities are underestimates because not all current English learners had an opportunity to take the annual English language proficiency assessment in 2019-20 due to the COVID-19 pandemic. If that opportunity were available, the probability of reclassification would be higher for current English learners with and without disabilities.

Figure 14. Probability of reclassification for current English learners with and without disabilities after five years (July 1, 2015 to June 30, 2020).



Student Academic Outcomes in Language Arts and Mathematics

Data representing the language arts and mathematics achievement of current, former, ever, and never English learners were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of statewide summative assessments and data collections that support the calculation of this measure at the district and state levels).

Section 4: Attendance, Progress toward Graduation, Graduation, and Beyond

This section of the report examines several important outcomes for English learners. These are attendance, ninth grade progress towards graduation, four-year graduation, earning a Seal of Biliteracy, and post-secondary enrollment.

Attendance

Data representing the percentage of current, former, ever, and never English learners who regularly attend school were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

On-Track to Graduate

Data representing the percentage of current, former, ever, and never English learners who were on track to graduate in 9th grade were not available during the 2019-20 school year. The reason for the unavailability is due to the State of Oregon's response to the COVID-19 pandemic (e.g., the cancellation of data collections that either capture the specific data or support the calculation of this measure at the district and state levels).

Four-Year Graduation

The ODE uses a cohort adjusted graduation rate to examine and monitor the percentage of students graduating within a specific number of years. The data for this section relies on the four-year cohort adjusted graduation rate for current, former, and never English learners.⁸

Former English learners graduated at rates similar to or better than never English learners; however, substantially fewer current English learners graduated in four years.

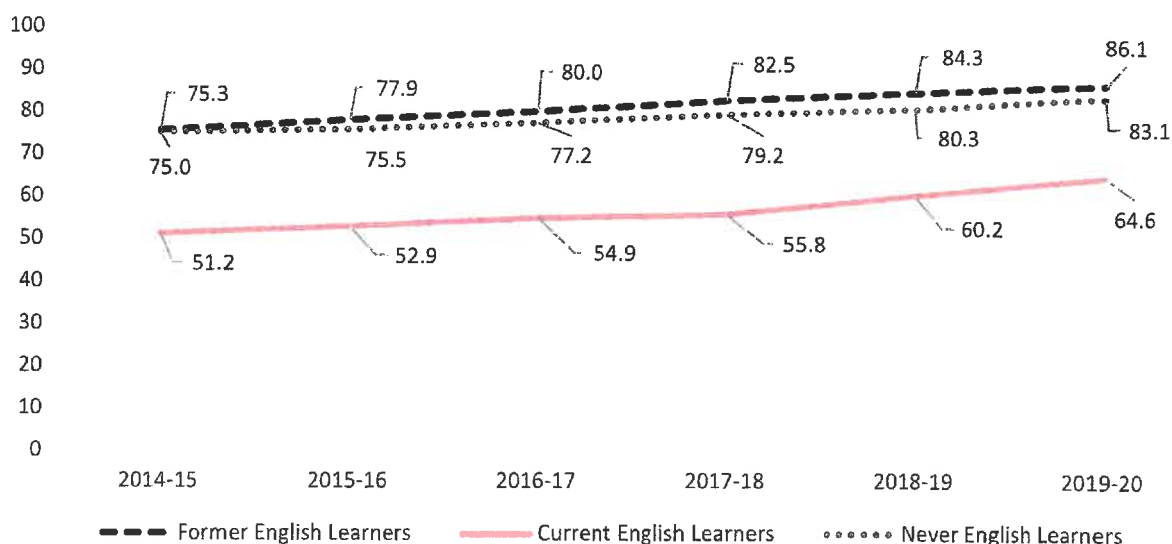
According to figure 15, former and never English learners graduate in four years at similar rates; however, although similar, the rate for former English learners was higher from 2014-15 to 2019-20. In some years (e.g., 2018-19), the four-year graduation rate for former English learners was substantially higher than the rate for never English learners (84.3 percent vs. 80.3 percent).

⁸ For the purposes of reporting graduation data to the public, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

English Learners in Oregon

Current English learners, on the other hand, graduated in four years at substantially lower rates than former and never English learners; however, it is important to note that the four-year graduation rate for current English learners has grown considerably from 2014-15 to 2019-20 (an increase of 13.2 percentage points).

Figure 15. Percentage of current, former, and never English learners graduating within four years (2014-15 to 2019-20).



Oregon State Seal of Biliteracy

The Seal of Biliteracy offers recognition of the many cognitive, academic, and economic benefits of bilingualism. Students can earn a Seal of Biliteracy on their diplomas if they meet the following requirements:

- meet all graduation requirements,
- demonstrate reading and writing skills in English (the means for doing this may vary by district), and
- score at the intermediate high level in listening, speaking, reading, and writing in a partner language.

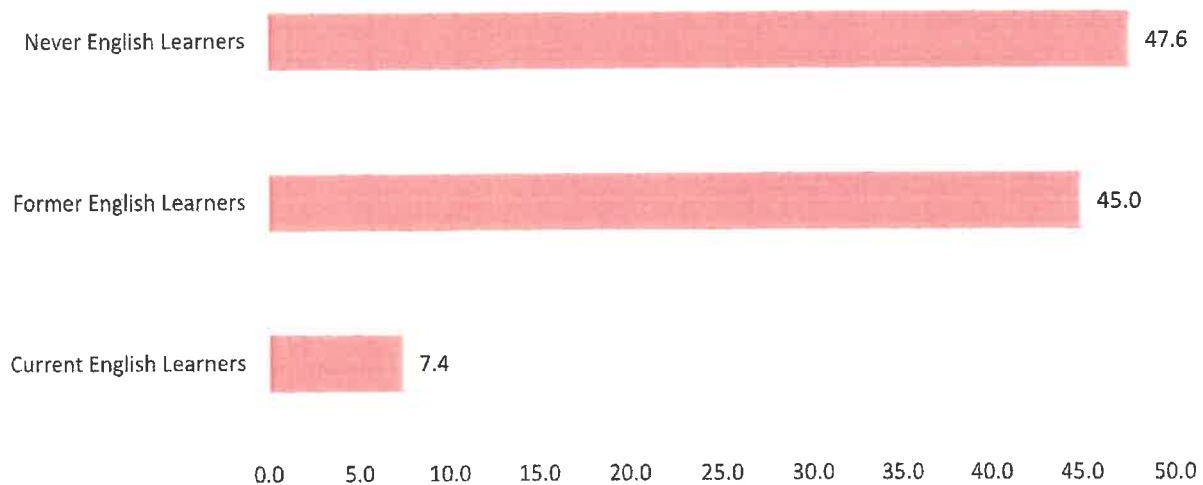
The data for this section relies on students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this section will examine the count and percentage of current, former, and never English learners⁹ who earned the Seal of Biliteracy in 2019-20.

⁹ For the purposes of reporting Seal of Biliteracy data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

In 2019-20, the majority of students who earned the Seal of Biliteracy were never English learners.

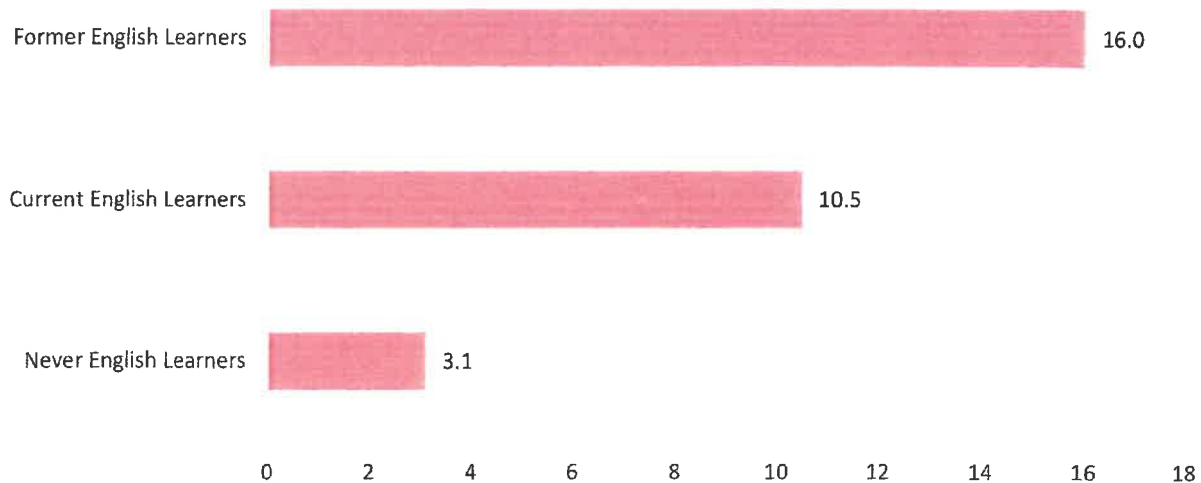
Of the 37,745 students who graduated in 2019-20, 2,006 students (or 5.3 percent) also earned the Seal of Biliteracy. Among those 2,006 students, 47.6 were never English learners, 45.0 percent were former English learners, and 7.4 percent were current English learners (see figure 16).

Figure 16. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2019-20 (among all students who earned the Seal of Biliteracy).



According to figure 17, among former English learners who graduated in 2019-20, 16.0 percent earned the Seal of Biliteracy. Moreover, 10.5 percent of current English learner graduates earned the Seal of Biliteracy in 2019-20. This means that, among ever English learners who graduated in 2019-20, 26.5 percent also earned the Seal of Biliteracy.

Figure 17. Percentage of current, former, and never English learners earning the Seal of Biliteracy in 2019-20 (among current, former, and never English learner graduates).



Students earned the Seal of Biliteracy for their knowledge of 20 different partner languages; however, Spanish was the most common partner language.

More than three-quarters of students earning the Seal of Biliteracy (81.0 percent) had Spanish as their partner language. The next four partner languages, in order of the number of students, were French, Chinese, Japanese, and Russian, all with 50 or more students earning the Seal of Biliteracy in that language. Spanish, Russian, and Chinese were the partner languages with the most current and former English learners earning the Seal of Biliteracy. On the other hand, the top three partner languages among never English learners who earned the Seal of Biliteracy in 2019-20 were Spanish, French, and Japanese.

Eleven districts had 50 or more students earning the Seal of Biliteracy.

In 2019-20, eleven districts had 50 or more students earning the Seal of Biliteracy (see table 6). Moreover, among Woodburn's students who graduated in 2019-20, 63.8 percent earned the Seal of Biliteracy. Five other districts in 2019-20 had 10 percent or more of their high school graduates earning the Seal of Biliteracy.

Table 6. Districts with 50 or more students earning the Seal of Biliteracy in 2019-20¹⁰.

District	Number of Students	District	Number of Students
Portland	380	Corvallis	90
Salem-Keizer	239	West Linn/Wilsonville	76
Beaverton	235	Hillsboro	60
Woodburn	213	Lake Oswego	53
Eugene	105	Hood River	50
North Clackamas	103		

¹⁰ Note that the counts in this table reflect students who graduated in 2019-20 (and were part of the four-year cohort adjusted graduation rate) and earned the Seal of Biliteracy. There were students who earned the Seal of Biliteracy in 2019-20 but were part of the five-year cohort or another cohort.

Post-Secondary Enrollment

The ODE annually examines and publicly reports the percentage of high school graduates who enroll in post-secondary education institutions in Oregon and across the U. S. (e.g., public and private, 2-year and 4-year, etc.). A post-secondary education affords students a wide range of advantages, including greater employment opportunities, financial security, opportunities to contribute in their community, and greater life satisfaction. However, it is important to be clear that enrollment in a post-secondary institution is not the only meaningful and advantageous post-high school opportunity available to students. Others may include military service, community or religious service, and competitive employment.

The data for this measure uses students who graduated in 2017-18 (and were part of the four-year cohort adjusted graduation rate) as the denominator in calculations. Moreover, this portion of the report will examine the count and percentage of current, former, and never English learners¹¹ who enrolled in a post-secondary education institution within sixteen months after graduation.

Never English learners were more likely to enroll in post-secondary education institutions than current English learners; however, former English learners had comparable post-secondary enrollment rates as never English learners.

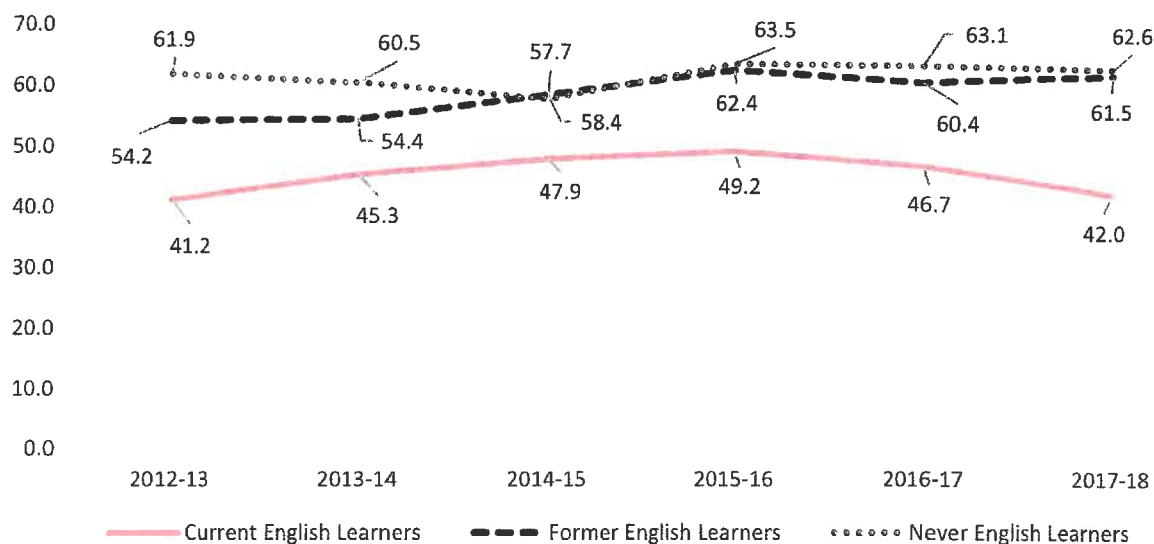
Figure 18 shows the post-secondary enrollment rates by graduation year for three groups of Oregon students. The post-secondary enrollment rates for never English learners, represented by the gray dotted line, ranged from 61.9 to 62.6 percent from 2012-13 to 2017-18.

The salmon line displays the same information for students who were current English Learners. Current English learners enrolled in post-secondary institutions at substantially lower rates than never and former English learners. The post-secondary enrollment rates for current English learners annually increased from 41.2 percent in 2012-13 to 49.2 percent in 2015-16; however, they decreased in both 2016-17 and 2017-18 to levels similar to 2012-13.

The black dashed line shows the post-secondary enrollment rates for former English learners. The post-secondary enrollment rates for former English learners increased from a low of 54.2 percent in 2012-13 to a high of 62.4 percent in 2015-16. Moreover, since 2015-16, former English learners had post-secondary enrollment rates that were reasonably comparable to never English learners.

¹¹ For the purposes of reporting post-secondary enrollment data in this report, current English learners are multilingual students who received English language instruction, supports, and services in an ELD program at any time during high school. Note that current English learners included students who were eligible to receive English language instruction, supports, and services in an ELD program but did not participate because their parents or guardians waived services. Former English learners are multilingual students who attained English language proficiency and exited an ELD program prior to entering high school. Lastly, never English learners are monolingual English or multilingual students who were not eligible to receive English language instruction, supports, and services in an ELD program at any time in grades kindergarten through twelve.

Figure 18. Percentage of current, former, and never English learners enrolling in post-secondary institutions within 16 months of high school graduation (2012-13 to 2017-18¹²).



Section 5: Instructional Programming for Current English Learners

State and federal law requires districts and schools to provide English language instruction, supports, and services to current English learners that ensures they have access to comprehensible content area learning even while they are learning English. They may accomplish this using one of five program models (see box 1.).

Box 1. Program Models for ELs

Newcomer programs are for newly arrived immigrant students and are designed to meet their academic, linguistic and transitional needs on a short-term basis (usually not longer than about two years). Students move from newcomer to other program models when this period of time is complete.

Two-way immersion programs (sometimes called “dual language immersion programs”) aim to develop full bilingualism and biliteracy in English and a partner language. These programs enroll both native English speakers and native speakers of the partner language.

Bilingual programs develop skills in both students’ primary language and in English. Some bilingual programs, known as “transitional bilingual, aim to transition ELs into English-only instruction, most often by mid- to late elementary school. Other programs, known as “developmental bilingual,” continue through elementary school or beyond and, like two-way

¹² The year (e.g., 2012-13) represents the school year in which students graduated from high school.

immersion programs, have the goal of developing full bilingualism and biliteracy. Both types of bilingual programs serve only ELs, not native English speakers.

Sheltered instruction programs provide instruction in English only, but use specialized techniques to accommodate the linguistic needs of ELs. Some sheltered instruction classes are only for ELs, while others may include a mix of ELs, former ELs, and/or never ELs.

Source: ESEA Title III Collection Variables, Definitions & Submission Rules

The data for this portion of the report relies on student enrollments as of the first school day in May 2020.

Most current English learners received English language instruction, supports, and services in sheltered instruction programs.

In 2019-20, the majority of current English learners (75.2 percent) received English language instruction, supports, and services in sheltered instruction programs. Two-way immersion programs provided services to 13.5 percent of current English learners, and bilingual programs provided services to 5.7 percent of current English learners (nearly all of them elementary students). Newcomer programs were very rare; only 190 current English learners participated in them during the 2019-20 school year (see table 7).

Table 7. Number of current English learners receiving instruction in different language models in 2019-20.

Language Model	Elementary Current English Learners	Secondary Current English Learners	K-12 Current English Learners
Sheltered Instruction	25,606	14,642	40,248
Two-Way Immersion	5,817	1,428	7,245
Bilingual ¹³	2,954	81	3,035
Newcomer	37	153	190
Not Participating ¹⁴	732	2,038	2,770
Total	35,146	18,342	53,488

¹³ This category includes both transitional and developmental bilingual programs. Current data do not allow for accurate counts of the number of students in each type of bilingual program.

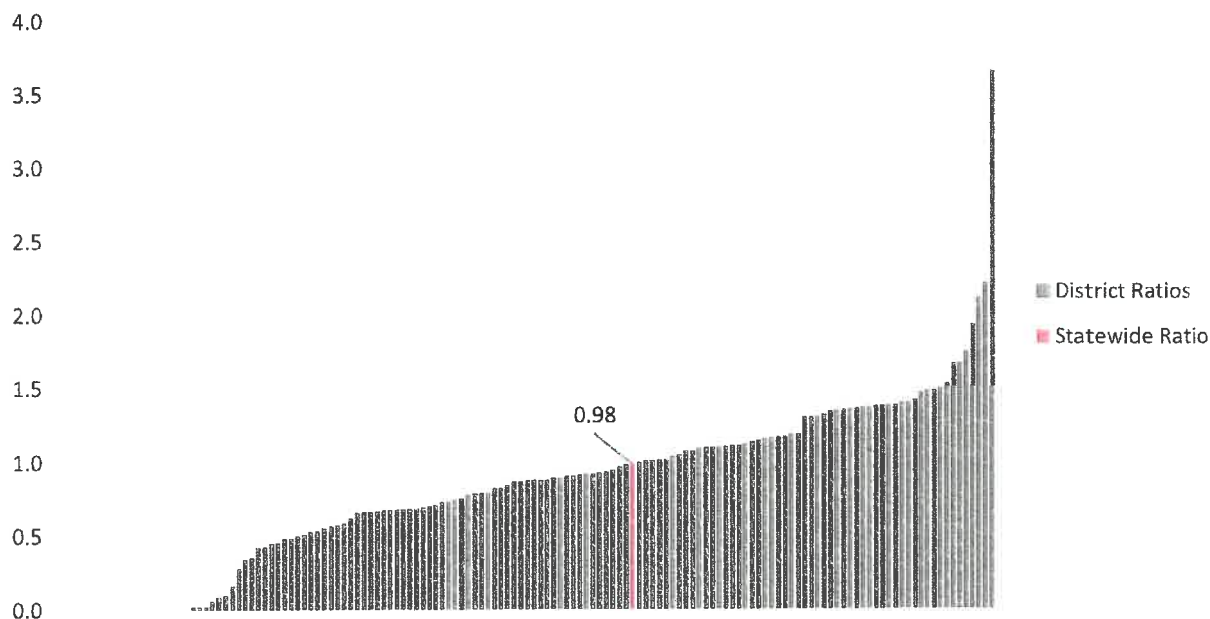
¹⁴ "Not participating" includes current English learners whose parents declined English language instruction, supports, and services on their behalf and/or current English learners who did not participate in the English language proficiency assessment.

Section 6: State Revenues and Expenditures for Current English Learners

Each year, Oregon's State School Fund provides funding to districts through General Purpose Grants. The amount of the grant relies on a formula that considers the number of students in the district (known as average daily membership weighted or ADMw). On average, the per-pupil funding amount in 2019-20 was \$8,423.¹⁵ In addition to this basic funding, districts receive additional state funds for each student enrolled in an ELD program. This amount is $0.5 \times \$8,423$ or \$4,212 per current English learner. Altogether, the state allocated \$208,266,162 for these additional English learner funds in the 2019-20 school year.

Figure 19 depicts the relationship between current English learner revenues the state allocated to districts via the State School Fund Formula and the total current English learner expenditures from the General Fund expressed as a ratio. Statewide, the ratio of expenditures to revenues in 2019-20 was 0.98, meaning that district expenditures on current English learners reflected 98 percent of the funds the state allocated to districts via the State School Fund Formula. Some districts spent more than this percentage (up to 365%), while others spent less (as little as 2%). The values on the extreme ends of the range, however, may reflect variations in the way that some districts report data. Some districts with few current English learners report revenue received from the state, but do not identify expenditures specific to current English learners, even though they may expend funds for English learner services. Other districts on the high end of the spending ratio may include expenses for dual-language programs that also educate former and never English learners, rather than calculating the percentage spent solely on current English learners.

Figure 19. Ratio of current English learner expenditures to revenues across districts in 2019-20.

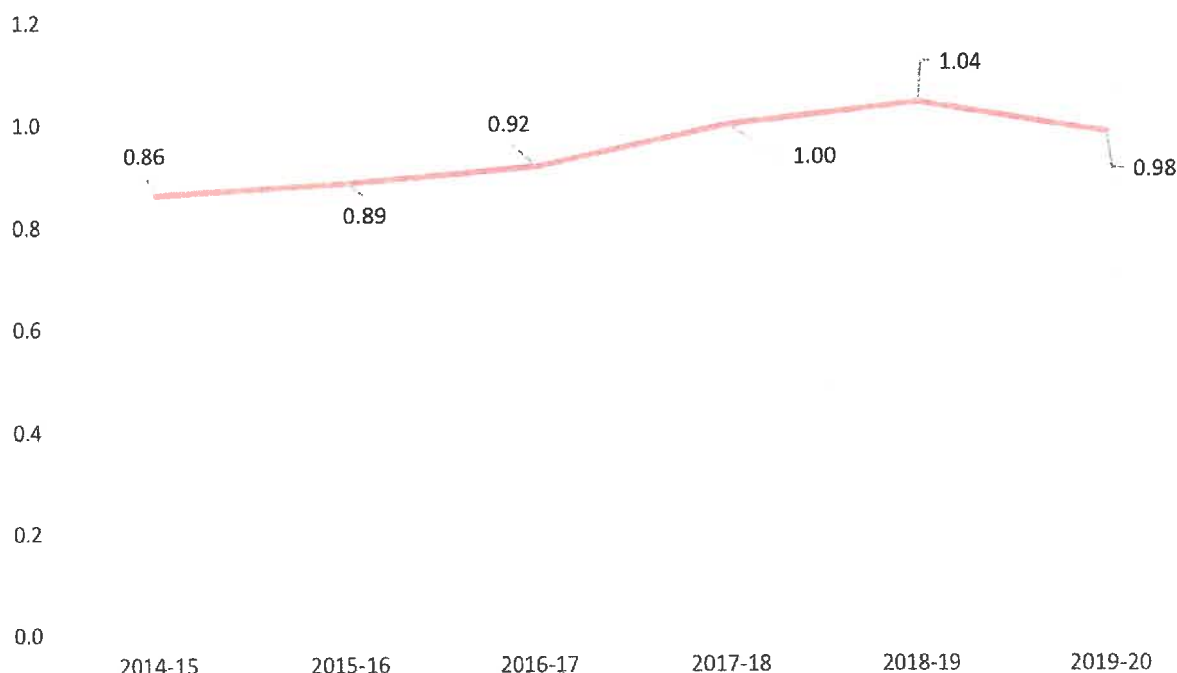


¹⁵ While \$8,423 is the average amount, the grant amount can vary a bit for different districts because of the way the formula is set up.

English Learners in Oregon

As figure 20 illustrates, the statewide ratio increased steadily from 2014-15 to 2018-19; however, in 2019-20, the ratio decreased below 1.0.

Figure 20. Ratio of statewide expenditures on current English learners to revenues (2014-15 to 2019-20).



Expenditures from the General Fund on current English learners either belong to Function 1291 (covering expenditures for instruction and interventions to help current English learners learn English) or Area of Responsibility 280 (other supports for current English learners, such as interpretation services or transportation).¹⁶

Current English learner expenditures for 2019-20 totaled \$204,698,012. Districts accounted for approximately 78 percent of the expenditures (\$159,566,770) using Function 1291 and 22 percent of the expenditures (\$45,131,242) using Area of Responsibility 280.

In addition to this state funding, districts with at least 74 current English learners may access federal Title III grants, which in 2019-20 provided an additional \$134.10 per student for supplemental current English learner services¹⁷. A description of these federal funds is beyond the scope of this report but information on the grant amounts are available on the [ODE website under Title III Allocations](#).

¹⁶ For a more detailed description of the accounting system categories, see [Oregon's Program Budgeting and Accounting Manual](#).

¹⁷ Districts with fewer than 74 students can join other districts in a consortium to access these grants.

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OSBA Model Sample Policy

Code: IICC
Adopted:

Volunteers *

Community patrons who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

[¹][A volunteer authorized by the district for service into a position that allows direct, unsupervised contact with students shall undergo an in-state criminal records check.] [A volunteer allowed to have direct, unsupervised contact with students, in a position identified by the district as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints. [(See Board policy GCDA/GDDA – Criminal Records Checks and Fingerprinting and its accompanying administrative regulation.)]] [A volunteer that will not likely have direct, unsupervised contact with students [will] [will not] be required to undergo an in-state criminal records check.]

[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.]

[Any electronic communications with students by a volunteer for the district will be appropriate and only when directed by district administration. When communicating with students electronically regarding school-related matters, volunteers shall use district e-mail using mailing lists and/or other internet messaging to a group of students rather than individual students or as directed by district administration. Texting or electronically communicating with a student through contact information gained as a volunteer for the district is [[strongly]discouraged] [prohibited].]

[Nonexempt employees² may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services³ as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are

¹ [The district must make a determination on whether volunteer positions will or will not be allowed direct, unsupervised contact with students, and also decide if any of these volunteer positions will be identified by the district to require a criminal records check and fingerprinting. If the district allows volunteers direct, unsupervised contact with students, this language is required. Choose the appropriate bracketed options and align with bracketed language selections made in GCDA/GDDA and GCDA/GDDA-AR.]

² [There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50 percent of the employee's time.]

³ [Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.]

the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.^{4]}

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

Legal Reference(s):

ORS Chapter 243

ORS 326.607

OAR 839-020-0005

ORS 326.607

OAR 581-021-0510 – 021-0512

Senate Bill 557 (2010)

ORS 332.107

Fair Labor Standards Act of 1938, 29 U.S.C. §§ 206-207 (2012).

⁴ [Districts should review the use of non-exempt employees in extracurricular activity positions such as coaching, cheerleading advisors and other district-sponsored activities with legal counsel for FLSA district impact.]

Oakridge School District 76

Code: GBL
Adopted: 1/11/11
Revised/Readopted: 11/04/19
Orig. Code: 380.1

Personnel Records

An official personnel file will be established for each person employed by the district. Such files will be maintained in a central location.

All records containing employee medical condition information such as workers' compensation reports and release or permission to return to work forms will be kept confidential, in a separate file from personnel records. Such records will be released only in accordance with the requirements of the Americans with Disabilities Act or other applicable law.

The superintendent will be responsible for establishing procedures regarding the control, use, safety and maintenance of all personnel records. Employees will be given a copy of evaluations, complaints and written disciplinary actions that will be placed in their personnel file. All charges resulting in disciplinary action shall be considered a permanent part of the teacher's personnel file and shall not be removed for any reason. Employees may submit a written response to any materials placed in their personnel file.

Except as provided below, or required by law, district employees' personnel records will be available for use and inspection only by the following:

1. The individual employee. An employee or designee may arrange with the personnel office to inspect the contents of his/her ~~their~~ personnel file on any day the personnel office is open for business;
2. Others designated in writing by the employee ~~in writing may arrange to inspect the contents of the employee's personnel file in the same manner described above;~~
3. The comptroller or auditor, when such inspection is pertinent to carrying out his/her ~~their~~ respective duties, or as otherwise specifically authorized by the Board. Information so obtained will be kept confidential. No files will be removed from their central location for personal inspection;
4. A Board member when specifically authorized by the Board. Information will be kept confidential. No files will be removed from their central location for personal inspection;
5. The superintendent and members of the central administrative staff ~~designated by the superintendent;~~
6. District administrators and supervisors who currently or prospectively supervise the employee;
7. Attorneys for the district or the district's designated representative on matters of district business;

8. The disciplinary records¹ of a district employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.345 or 192.355 and shall be released to any person upon request. Prior to the release of disciplinary records the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a district employee who is not the subject of the disciplinary record. Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
9. Upon request from a law enforcement agency, the Oregon Department of Human Services or the Teacher Standards and Practices Commission, or the Oregon Department of Education, a district shall provide the records of investigations of suspected child abuse by a district employee in conducting an investigation related to suspected abuse or suspected sexual conduct, to the extent allowable by state and federal law, including laws protecting a person from self-incrimination.

The superintendent may permit persons other than those specified above to use and to inspect personnel records when, in his/her opinion, the person requesting access has a legitimate official purpose. The superintendent will determine in each case, the appropriateness and extent of such access.

Release of personnel records to parties other than those listed above, will be in line with Board policy KBA - Public Records.

END OF POLICY

Legal Reference(s):

ORS 339.370 – 339.374
ORS 339.388

ORS 342.143
ORS 342.850

ORS 652.750
OAR 581-022-2405

OSEA v. Lake County Sch. District, 93 Or. App. 481 (1988).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. § 2000ff-1 (2018).

Cross Reference(s):

ACA - Americans with Disabilities Act

¹ "Disciplinary records" is defined as records related to a personnel discipline action or materials or documents supporting that action.

Oakridge School District 76

Code: GBLA
Adopted: 1/11/11
Revised/Readopted: 11/04/19
Orig. Code: 380.1

Disclosure of Information

Authorized district officials may disclose information about a former employee's job performance to a prospective employer. District officials are immune from civil liability for such disclosures under the following conditions:

1. The disclosure of information regarding the former employee's job performance is upon request of the prospective employer or the former employee. This disclosure is presumed to be in good faith. Presumption of good faith is rebutted by showing the information disclosed was:
 - a. Knowingly false;
 - b. Deliberately misleading
 - c. Rendered with malicious purpose; or
 - d. Violated civil rights ~~of a nonunion employee protected under Oregon Revised Statute (ORS) 339.388(8)(c).~~
2. ~~The disclosure is of the disciplinary records of a district employee who has been convicted of a crime listed in Oregon Revised Statute (ORS) 342.143. These records are generally not exempt from disclosure under ORS 192.345 or ORS 192.355. "Disciplinary records" is defined as records related to a personnel discipline action or materials or documents supporting that action. Prior to disclosure of a disciplinary record, the district shall remove any personally identifiable information from the record that would disclose the identity of a child, a crime victim or a school employee who is not the subject of the disciplinary record.~~ Records created pursuant to ORS 339.388(8)(c) are confidential and are not public records as defined in ORS 192.311. The district may use the record as a basis for providing the information required to be disclosed about an employee under ORS 339.378(1);
3. ~~The disclosure is the result of a request from a law enforcement agency, the Oregon Department of Human Services or Teacher Standards and Practices Commission regarding the records of investigations of suspected child abuse by a district employee.~~ The disclosure is a result of a request from law enforcement, Oregon Department of Human Services, Teacher Standards and Practices Commission, or the Oregon Department of Education in conducting an investigation related to suspected abuse or suspected sexual conduct to the extent allowable by state and federal law, including laws protecting a person from self-incrimination.
4. Not later than 20 days after receiving a request under ORS 339.374(1)(b), an education provider that ~~has or has had an employment relationship with the applicant shall disclose the information requested and any disciplinary records that must be disclosed as provided by ORS 339.388(7).~~

END OF POLICY

Legal Reference(s):

ORS 30.178
ORS 339.370 - 339.374

ORS 339.378
ORS 339.388

ORS Chapter 659
ORS Chapter 659A

OR. ATTORNEY GENERAL'S PUBLIC RECORDS AND MEETINGS MANUAL.

OSBA Model Sample Policy

Code: JBA/GBN
Adopted:

Sexual Harassment

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

The district processes complaints^{1} or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

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

OREGON DEFINITION AND PROCEDURES

Oregon Definition

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

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.

^{1} Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If you choose to change these terms, make sure that you are consistent and clear. Note, "complainant" is defined under federal law.

^{2} Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy JHFF/GBNAA)

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

3. Assault when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.^{4}

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

Examples of sexual harassment may include, but not be limited to, [^{5}] physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

Oregon Procedures

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

Name	Position	Phone	Email
_____	_____	_____	_____
[_____	_____	_____	_____]

This/These individual(s) is/are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. [This person is also designated as the Title IX Coordinator.]^{6} See JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.

Response

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

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

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the

^{4} The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1)(b). If the district would like to include the full statutory definition, it can do so.

^{5} OAR 581-021-0038 requires that the policy include a "examples of harassing behaviors covered by policy". The bracketed list in this policy reflects OSBA's recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district's legal counsel.

^{6} This must be communicated elsewhere, but it is a good reason to specify it here as well.

student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

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

Investigation

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

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

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.]{⁷}

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

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

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

1. [Removing that third party's ability to contract or volunteer with the district, or be present on district property;

⁷ OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

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

No Retaliation

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

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

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

Notice

When a person⁸ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

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

The written notification must include⁹:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;

⁸ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁹ Remember confidentiality laws when providing any information.

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

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

The notice must:

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

[Oregon Department of Education (ODE) Support]

The ODE will provide technical assistance and training upon request.]

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

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

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity¹⁰;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

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

Federal Procedures

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

Reporting

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

[Person or position] is designated as the Title IX Coordinator [and can be contacted at [insert phone number]]. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.^{11}

¹⁰ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

^{11} Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}

Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.¹² The district shall treat complainants and respondents equitably by providing supportive measures¹³ to the complainant and by following a grievance procedure¹⁴ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹⁵

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁶ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

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

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

¹² (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

¹³ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.¹³ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

¹⁴ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹⁵ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁶ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹⁷, or both.]

No Retaliation

Neither the district or any person may retaliate¹⁸ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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

Publication

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

END OF POLICY

Legal Reference(s):

<u>ORS 243.706</u>	<u>ORS 342.850</u>	<u>ORS 659A.030</u>
<u>ORS 332.107</u>	<u>ORS 342.865</u>	<u>OAR 581-021-0038</u>
<u>ORS 342.700</u>	<u>ORS 659.850</u>	<u>OAR 584-020-0040</u>
<u>ORS 342.704</u>	<u>ORS 659A.006</u>	<u>OAR 584-020-0041</u>
<u>ORS 342.708</u>	<u>ORS 659A.029</u>	

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).

Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999).

Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

¹⁷ Of the United States Department of Education.

¹⁸ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

OSBA Model Sample Policy

Code: GBN/JBA
Adopted:

Sexual Harassment

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

The district processes complaints^{1} or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

General Procedures

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

OREGON DEFINITION AND PROCEDURES

Oregon Definition

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

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.

^{1} Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If you choose to change these terms, make sure that you are consistent and clear. Note, "complainant" is defined under federal law.

^{2} Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNA/JHFF)

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

3. Assault when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member or third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.^{4}

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

Examples of sexual harassment may include, but not be limited to, [^{5}] physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance].

Oregon Procedures

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

Name	Position	Phone	Email
_____	_____	_____	_____
_____	_____	_____	_____

This/These individual(s) is/are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. [This person is also designated as the Title IX Coordinator.]^{6} See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

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

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

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the

^{4} The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1)(b). If the district would like to include the full statutory definition, it can do so.

^{5} OAR 581-021-0038 requires that the policy include a "examples of harassing behaviors covered by policy". The bracketed list in this policy reflects OSBA's recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district's legal counsel.

^{6} This must be communicated elsewhere, but it is a good reason to specify it here as well.

student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

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

Investigation

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

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

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment.]^{7}

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

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

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

1. [Removing that third party's ability to contract or volunteer with the district, or be present on district property;

^{7} OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

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

No Retaliation

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

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

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

Notice

When a person⁸ who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

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

The written notification must include⁹:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;

⁸ Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

⁹ Remember confidentiality laws when providing any information.

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

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

The notice must:

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

[Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.]

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

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

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity¹⁰;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

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

Federal Procedures

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

Reporting

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

[Person or position] is designated as the Title IX Coordinator [and can be contacted at [insert phone number]]. The Title IX Coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX Coordinator on the district website and in each handbook.^{11}

Response

¹⁰ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs." (Title 34 C.F.R. § 106.44(a))

^{11} Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.¹² The district shall treat complainants and respondents equitably by providing supportive measures¹³ to the complainant and by following a grievance procedure¹⁴ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¹⁵

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.¹⁶ The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

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

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

¹² (Title 34 C.F.R. §106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

¹³ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.¹³ The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

¹⁴ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹⁵ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹⁶ The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹⁷, or both.]

No Retaliation

Neither the district or any person may retaliate¹⁸ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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

Publication

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

END OF POLICY

Legal Reference(s):

<u>ORS 243.706</u>	<u>ORS 342.850</u>	<u>ORS 659A.030</u>
<u>ORS 332.107</u>	<u>ORS 342.865</u>	<u>OAR 581-021-0038</u>
<u>ORS 342.700</u>	<u>ORS 659.850</u>	<u>OAR 584-020-0040</u>
<u>ORS 342.704</u>	<u>ORS 659A.006</u>	<u>OAR 584-020-0041</u>
<u>ORS 342.708</u>	<u>ORS 659A.029</u>	

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).

¹⁷ Of the United States Department of Education.
¹⁸ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

Oakridge School District 76

Code: GCBDAAGDBDAA
Adopted: 6/08/20

COVID-19 Related Leave

When applicable, the district will comply with the provisions of the Families First Coronavirus Response Act (FFCRA) which includes the Emergency Paid Sick Leave Act (EPSLA) and the Emergency Family and Medical Leave Expansion Act (EFMLEA). The district will also comply with the Oregon Bureau of Labor and Industries' (BOLI) temporary rule BLI 4-2020 that amends Oregon Administrative Rule 839-009-0230 for the purpose of taking leave during the statewide public health emergency. This policy and its accompanying administrative regulation will be in effect until each of the above laws have expired.

Employees are eligible for EFMLEA leave if they have been employed for at least 30 days.

EPSLA applies to all employees no matter how long they have been employed or how many hours they have worked.

The district may exclude from the EPSLA and EFMLEA employees who are health care providers, including anyone employed at any post-secondary educational institution offering health care instruction.

The BOLI rule applies to districts with employees who are eligible for leave under the Oregon Family Leave Act.

The district shall post a notice of FFCRA requirements in conspicuous places at district facilities. The district may meet the notice requirement by emailing the notice to employees or posting notice on an internal or external website made available to employees.

The district is prohibited from retaliating against an employee who takes leave or takes actions to enforce the requirements of these acts.

This policy does not affect employee rights or benefits under any other law, collective bargaining agreement, or district policy. The district is not required to pay an employee for unused emergency paid sick time if an employee resigns, retires, or is terminated.

END OF POLICY

Emergency Family and Medical Leave Expansion Act

A district employee may take public health emergency leave to care for the employee's child during a COVID-19 public health emergency.

The district is not required to pay an employee for the first 10 days of such public health emergency leave. However, an employee may use accrued paid leave during such time. After the 10 days, the district must pay not less than two-thirds of an employee's regular rate of pay for the number of hours per week the employee normally works. The maximum amount of compensation for such leave is \$200 per day and \$10,000 in aggregate.

The district shall restore the employee's former position following the use of public health emergency leave unless, the district:

1. Has fewer than 25 employees;
2. Has made reasonable efforts to retain the employee's position but such position no longer exists due to economic or operating conditions caused by the public health emergency; and
3. Has made reasonable efforts to restore the employee to an equivalent position.

Temporary BOLI Rule affecting Oregon Family Leave Act (OFLA)

The temporary BOLI rule extends OFLA's sick child leave to include the absence to care for an employee's child whose school or place of care has been closed in conjunction with a statewide public health emergency declared by a public health official.

The leave is protected but unpaid, and in most circumstances will run concurrently with leave taken under the Families First Coronavirus Response Act. An employee may elect to use any accrued paid leave time.