



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
April 11, 2022
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=eTRoc3BVV1VESFg4aVlxQlFSMWN3Zzo9>
- Listen by phone: +1 253 215 8782 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. Announcements and Correspondence
4. Action Items
 - 4.1 Consent Agenda (Action)
5. Information/Reports
 - 5.1 Superintendent Report Superintendent Doland
 - 5.2 Oakridge Food Pantry Bev McCulley
 - 5.3 Construction Update Jim Mender, John Stapleton
 - 5.4 OES Report Principal Maher, Emily Howard, Rich McGill
6. Unfinished Business
7. New Business
 - 7.1 Teacher Appreciation Week (May 2-6) Resolution 22-13
 - 7.2 2022-23 Academic Calendar
 - 7.3 Policy (1st Read)
 - AC – Nondiscrimination
 - GBA- Equal Employment Opportunity
 - GBEA – Workplace Harassment
 - IB – Freedom of Expression
 - IGBI – Bilingual Education
 - JB – Equal Educational Opportunity
 - KGBB – Firearms Prohibited(Information)
 - AC-AR – Discrimination Complaint Procedure
8. 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.)

9. Next Meetings

- **Work Session, May 4, 2022, 5:30pm**
- **Budget Meeting, May 9, 2022, 5:00pm**
- **Regular Board Meeting, May 9, 2022, 6:00pm**

10. 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.

Post: 04/07/2022

Start of Consent Agenda

April 11, 2022

1. Meeting Minutes

- Regular Session
 - March 14, 2022
- Work Session
 - March 22, 2022
 - March 31, 2022

2. February Expenditures

3. Food Service Report

End of Consent Agenda



Oakridge School District #76

47997 W. First St., Oakridge, OR 97463

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

www.oakridge.k12.or.us

Oakridge Board of Directors March 14, 2022

Regular School Board Meeting

1. Call Meeting to Order

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

Chair Martin called the Regular Meeting of the Board of Directors to order at 6:01pm. The meeting was led in the Pledge of Allegiance and roll call was taken.

2. Changes or Additions to the Agenda

No changes or additions to the agenda.

3. Announcements and Correspondence

3.1 Budget Committee Vacancy

There are two open budget committee vacancies. No applications have been received. The Herold 58 has advertised the position. Chair Martin asked the Board to start recruiting.

4. Action Items

4.1 Consent Agenda (Action)

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

4.2 Certified Contract Recommendations (Action)

Superintendent Doland explained contract renewals for certified staff. She explained the probationary period and presented recommendations of renewal for continuing their contract.

Vice Chair Hardy moved to approve the contract extensions for the employees listed. Director McPherson seconded the motion. The motion passed with all directors voting yes.

5. Information/Reports

5.1 Superintendent Report

Enrollment

March	OES	MS	HS	District Total
21-22	273	94	136	503
Last Year	283	87	146	516
Difference	10	7	10	13

2022-23 Draft Calendar

Superintendent Doland presented the Board with the 2022-23 Draft Calendars. She explained the differences between the calendars were the Spring Break Days. The U of O Spring Break will be the last week in March in 2023. One draft follows the U of O timeframe for Spring Break, while the other calendar will keep Spring Break on the third week of March. The draft calendars will be placed in the staff rooms for staff input at both buildings as well as placed on the website and social media for community input.

Legislative Updates

Superintendent Doland presented Legislative updates related to education.

1. HB 5202 – Omnibus Budget Reconciliation Bill – Passed
 - \$150 million towards the summer learning programs for 2022. Prioritizing academic learning, enrichment activities and social-emotional and mental health services.
2. HB 4026 – Funding Stability for Wildfire Impacted Districts –Passed
 - Ensures stable state school funding, SIA and High School Success, for the next four years to districts that have been most impacted by the 2020 wildfires (Phoenix-Talent, McKenzie, Santiam Canyon, and Lincoln County)
3. HB 4030 – Boosting efforts to support our educator workforce – Passed
 - Educator Recruitment and Retention Grants and Efforts: \$100 million investment of which \$78.1 million for ODE to distribute to School Districts, Educational Service Districts, or Education personnel membership organizations for recruiting and retaining personnel in education. \$19.5 million will go towards reimbursing substitute teachers and instructional assistants for required trainings.

Cumulative Attendance

Superintendent Doland shared the cumulative attendance for the school year that are attending regularly. She stated these numbers are between 4% and 6% lower than pre-COVID numbers. The number of quarantined may include students who have tested positive more than once.

	Elementary	Junior High	High School
Attending	87%	86%	86%
Quarantined	101	27	35

Upcoming Meeting Topics

Superintendent Doland shared topics for the April Board Meeting. ESSER funds were discussed.

5.2 Preschool Report

Principal Maher gave shout-outs to:

- Dana Harriger, thanking her for her service
- Elementary teachers in their efforts in celebrating the classified staff during Classified Appreciation Week
- Cindy Niece the math coach and all her hard work
- Dr. Harrison, Mrs. Walter, and Mr. Iten for participating in dodgeball and donuts to encourage students to come to school on Friday.

She shared the students of the month awarded for integrity.

Mrs. Aileron spoke about the preschool program. She explained preschool is about social skills and getting ready for the school environment. The district preschool is a collaborative program with Early Childhood Cares, with 11 students enrolled in the district and five students in Early Childhood Cares. She shared different pictures of the

projects that the preschoolers are working on, such as “I Can” statements like “I can count to 20”, learning the days of the week, practicing counting and recognizing and predicting patterns. She shared the PreK students really enjoy their time with the Early Childhood Education CTE high school class that they join once a week.

6. Unfinished Business

No unfinished business.

7. New Business

7.1 IT Issues at Board Meetings

Superintendent Doland stated IT issues were addressed and should be minimized.

7.2 Public Attendance at Board Meetings

The Board discussed allowing public attendance at Board meetings. Superintendent Doland cautioned the Board in doing it too soon. The auditorium was suggested as an option. Superintendent Doland stated she would speak to the IT Director to investigate if the auditorium was a possibility since Board Meetings needed to be offered virtually as well. Director McPherson asked if there would be enough time in investigating it for the April Board Meeting. Superintendent Doland stated if it was determined to be possible to hold the meeting in the auditorium, she would include an update to the Board before the April meeting.

Vice Chair Hardy moved to have the staff begin the process of looking into the IT needs to allow public to join the Board Meetings. Director Samuelson seconded the motion. The motion passed with all directors voting yes.

7.3 Discussion of Board Meeting Reports

Director Pope stated he would like to see information prior to the Board Meetings in order to be better prepared. He felt several items could be discussed and questions answered if access to the information was obtained earlier. He requested a more standardized school reports from both buildings. He would like to see information on achievement and grades tracked monthly. He likes the program and curriculum reports, but would like the additional information sooner in order to ask clarifying questions. Chair Martin agreed and asked for the power points earlier. He stated he would like to see rate to graduate and math and English scores each month and the comparative data. Superintendent Doland stated she can get that data to the Board as well as passing and not passing information possibly in a fact sheet. She spoke about the extra support that is being provided to students that are in need. Director Pope asked for behavior updates from each school as well such as referrals and measurable type incidents. Director McPherson suggested these items be added to the consent agenda. She stated she likes to have her information before hand in order to feel better prepared when it is needed to share with the parents and community members.

Site Visits were discussed. Vice Chair Hardy liked the individual visits that used to take place. She stated a schedule was made up and each Board Member was assigned to a time and location. A hybrid of the current site visit schedule and individual scheduled times was discussed.

Chair Martin requested a work session after the April regular meeting to discuss work sessions, site visitations, and board meetings in general, as well as professional development with OSBA on Executive Sessions.

Director Pope asked if he could add an agenda item 7.4. There was a consensus with the Board.

7.4 Volunteers Back in School

Director Pope asked if there had been discussion on bringing volunteers back in the school. Superintendent Doland stated yes, discussions were happening, and volunteers were going to be allowed back in the school sometime after spring break. Director McPherson asked about an established list of volunteers.

Superintendent Doland stated there is an established list, but due to policy change, all volunteers have to be fingerprinted so that is also being discussed. Chair Martin asked about the vaccination requirements for volunteers. He stated he thought it was no longer a requirement. Superintendent Doland stated it was still a requirement and she would get the Board the documentation regarding vaccinations.

8. Public Comment

Karen Hale shared her appreciation and thanked the Board for their hard work during the pandemic.

9. Next Meetings

- **Work Session, March 22, 2022, 5:30pm**
- **Work Session, March 31, 2022, 5:30pm**
- **Regular Board Meeting, April 11, 2022, 6:00pm**

The Board was reminded of the Budget Meetings date and times.

10. Adjourn

The meeting was adjourned at 7:19pm

APPROVED:

JRM

Board Chair

Superintendent



**Oakridge Board of Directors
Work Session
March 22, 2022
5:30 p.m.**

1. Call Meeting to Order

Present: Chair Martin, Vice Chair Hardy, Director McPherson, Director Samuelson, Director Pope, Superintendent Doland, Confidential Secretary Jayme Martin.

Chair Martin called the Work Session of the Board of Directors to order at 5:37pm. The meeting was led in the Pledge of Allegiance.

2. Reappoint Budget Committee Members (Action)

- Kevin Gobelman (Term Expired 6/30/2021)

- Bev McCulley (Term Expired 6/30/2021)

- Louis Gomez (Term Expired 6/30/2021)

Vice Chair Hardy moved to reappoint the current budget committee members. Director McPherson seconded the motion. The motion passed with all directors voting yes.

3. Executive Session Pursuant to ORS 192.660 (2)(i) Review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.

The meeting was called into Executive Session at 5:39

Chair Martin left the meeting at 5:40

The Work Session public meeting resumed at 7:40

OSBA Board Development, Janet Avila-Medina went over the next steps for the evaluation process. She stated Superintendent Doland will receive the draft of the evaluation by March 25th. The next meeting will occur on March 31st where Superintendent Doland has the opportunity to ask clarifying questions in executive session, and the 2022 Superintendent Evaluation will be voted on in open session.

4. Adjourn

The meeting adjourned at 7:50.

APPROVED:



**Oakridge Board of Directors
Work Session
March 31, 2022
5:30 p.m.**

1. Call Meeting to Order

Present: Vice Chair Hardy, Director McPherson, Director Samuelson, Director Pope, Superintendent Doland, Confidential Secretary Jayme Martin.

Vice Chair Hardy called the Work Session of the Board of Directors to order at 5:43 pm.

2. Executive Session Pursuant to ORS 192.660 (2)(i) Review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.

The meeting was called in Executive Session at 5:45

The Work Session public meeting resumed at 6:14

3. 2022 Superintendent Evaluation (Action)

Vice Chair Hardy stated the Superintendent Evaluation had been discussed in executive session and is ready to be voted on by the Board for approval.

*Director Samuelson moved to approve the 2022 superintendent evaluation.
Director McPherson seconded the motion. The motion passed with all
directors present voting yes.*

4. Adjourn

The meeting was adjourned at 6:18 p.m.

APPROVED:

JRM

Board Chair

Superintendent

Review of Expenditures for February 2022

Our total operating budget for 2021-2022 is \$25,061,620

We spent \$798,198 to operate the month of February. That is 3.18% of the total District operating budget. This total includes all expenditures including payroll.

Through February 28, we have encumbered and expended \$5,453,362 from a General Fund budget of \$7,419,932. This represents 73.50% of the General Fund budget.*

Through February 28, we have expended only a total of \$3,254,404 from the General Fund, which represents 43.86%













*Although we are 8 months into the fiscal year, as of February 2022 we have encumbered and expended 73.50% of the General Fund. However, it is important to remember that encumbrances include financial obligations. This primarily involves purchase orders awaiting delivery and unexpended salary through June 30 for licensed staff, i.e. summer checks.

(Source of Information is the Summary Expenditure Status Report)

CHECK	TOTAL	VENDOR
49500	3726.44	AMAZON
49501	2739.2	AMAZON
49502	897.23	AMAZON
49503	579	AMAZON
49504	9002.64	BANNER BANK
49504	-9002.64	BANNER BANK
49505	171.29	CHEVRON AND TEXACO CARD SERVICES
49506	337.17	CIT
49507	550.88	COOLSYS
49508	5567.26	EMERALD FRUIT/PRODUCE CO
49509	120	FM SHEET METAL, INC.
49510	780.13	HOME DEPOT PRO
49511	1794	INTEGRATED ELECTRONIC SYSTEMS
49512	20.5	PEGGY MAHLA
49513	1200	MCCLAIN CONSTRUCTION, LLC
49514	77.95	OAKRIDGE TIRE CENTER
49515	497.28	OFFICE DEPOT
49516	52.07	RETA DOLAND
49517	7831.5	THE KEYHOLE LOCKSMITH
49518	3030.4	UMPQUA DAIRY PRODUCTS COMPANY
49519	35	UNIVERSITY OF OREGON
49520	8962.79	BANNER BANK
49521	39.85	TAMARA SCOTT
49522	1085.42	BANNER BANK
49523	425.43	ARAMARK
49524	5396.25	ARMORZONE
49525	3350	BRIDGEWAY HOUSE
49526	13.5	CRIMINAL INFORMATION SERVICES
49527	108	DASH DELIVERY
49528	3624.57	FERRELLGAS
49529	1153.67	HOME DEPOT CRC
49530	913	INSTAPRINT
49531	451	MINERS GRADUATE SERVICES
49532	60.57	OAKRIDGE HARDWARE
49533	1645.06	OAKRIDGE SANI-HAUL
49534	249.09	OFFICE DEPOT
49535	792.06	PACIFIC OFFICE AUTOMATION
49536	145.85	SIERRA SPRINGS
49537	6150.32	SYSCO
49538	3726.71	TYREE OIL, INC
49539	105564	MCKENZIE COMMERCIAL CONTRACTORS
49540	3651.06	AMERICAN FIDELITY
49541	2008.33	HEALTH EQUITY
49542	296.62	HEALTH EQUITY
49543	725	MATRIX TRUST COMPANY
49544	2450	HORACE MANN INSURANCE CO
49545	111	MASA
49546	351	OAKRIDGE TEACHERS ASSOCIATION
49547	2087.58	OEA
49548	200	OREGON SAVINGS GROWTH PLAN
49549	829.52	OSEA
49550	44	OSEA/OAKRIDGE CHAPTER 46
49551	175	THRIVENT FINANCIAL FOR LUTHERANS
49552	1275	VALIC
49553	70.45	ACCESS INFORMATION HOLDINGS, LLC
49554	172.06	ALEXANDRA ADAMSON
49555	156.18	ALAN HANDMAN
49556	118.89	AILAH ALTEMUS
49557	3.45	JESSICA ATKINS
49558	290	BAXTER PLUMBING

CHECK	TOTAL	VENDOR
49559	1321.27	CENTURYLINK
49560	34.54	CENTURYLINK
49561	334.85	CHEVRON AND TEXACO CARD SERVICES
49562	93.75	OMANI COTLER
49563	27	CRIMINAL INFORMATION SERVICES
49564	86.91	DEMCO
49565	1243.15	ECOLUBE RECOVERY, LLC
49566	9777	EDUCATIONAL EXCELLENCE LLC
49567	4652	EUGENE SD 4J
49568	28.15	LETICIA FARRALLY
49569	36767.49	FIRST STUDENT, INC.
49570	469.41	TRUDI GLANDER
49571	349.8	DAVID GORDON
49572	497.58	MARK WILLIAM HAGER
49573	2275	HORACE MANN INSURANCE CO
49574	365.8	HUNGERFORD LAW FIRM
49575	54.99	JERRYS BUILDING MATERIALS
49576	2448.95	KIDDER MEDIA
49578	19789.37	LANE ELECTRIC CO-OP
49579	140.78	PEGGY MAHLA
49580	142.93	MARY HELEN FERGUSON-POPE
49581	1910	MINERS GRADUATE SERVICES
49582	56.25	NATASHA CALLAHAN
49583	29.26	BRYNA NICE
49584	1234.79	CITY OF OAKRIDGE
49585	782.65	OFFICE DEPOT
49586	116	OREGON WATER SERVICES INC
49587	995.28	OSBA
49588	258.56	PACIFIC OFFICE AUTOMATION
49589	208	PACIFIC OFFICE AUTOMATION
49590	5550	PACIFIC SPORTS TURF
49591	1510	PIVOT ARCHITECTURE
49592	1050	PIVOT ARCHITECTURE
49593	33.58	CORNELIA C SCHORER
49594	170.84	TIAA BANK
49595	2946.04	TYREE OIL, INC
49596	148.1	UMPQUA DAIRY PRODUCTS COMPANY
49597	450.6	VERIZON WIRELESS
49598	80.02	VERIZON WIRELESS
49599	331	WASHINGTON STATE SUPPORT REGISTRY
49600	686.24	WAYFAIR, LCC
49601	2066.56	WHITE BIRD CLINIC
49602	259.14	ASHLEY SCHMIDIG
49603	130	BAXTER PLUMBING
49604	667.8	QUADIENT, INC
49605	1800	VARSITY TUTORS FOR SCHOOLS
88350	2635.63	██████████████████
88351	1369.76	██████████████████
88352	2368.46	██████████████████
88353	115.28	██████████████████
88354	985.73	██████████████████
88355	3690.94	██████████████████
88356	3221.42	██████████████████
V17311	1058.75	██████████████████
V17312	157.73	██████████████████
V17313	2643.72	██████████████████
V17314	1176.19	██████████████████
V17315	3608.62	██████████████████

CHECK	TOTAL	VENDOR
V17316	1196.5	XXXXXXXXXXXX
V17317	3055.78	XXXXXXXXXXXXXXXXXX
V17318	3089.87	XXXXXXXXXXXX
V17319	2265.36	XXXXXXXXXXXX
V17320	1550.98	XXXXXXXXXXXXXXXXXX
V17321	3067.07	XXXXXXXXXXXXXXXXXX
V17322	4634.94	XXXXXXXXXXXXXXXXXX
V17323	1296.68	XXXXXXXXXXXXXXXXXX
V17324	7055.83	XXXXXXXXXXXX
V17325	1125.86	XXXXXXXXXXXX
V17326	2097.18	XXXXXXXXXXXXXXXXXX
V17327	1293.99	XXXXXXXXXXXXXXXXXX
V17328	1228.86	XXXXXXXXXX
V17329	1473.48	XXXXXXXXXXXXXXXXXX
V17330	3051.05	XXXXXXXXXX ❸
V17331	2227.2	XXXXXXXXXXXX
V17332	3310.57	XXXXXXXXXXXX
V17333	4670.82	XXXXXXXXXXXX
V17334	807.23	XXXXXXXXXXXX
V17335	3191.49	XXXXXXXXXXXX
V17336	420.53	XXXXXXXXXXXX
V17337	3243.95	XXXXXXXXXXXX
V17338	137.09	XXXXXXXXXXXX
V17339	2428.35	XXXXXXXXXXXXXXXXXX
V17340	1310.23	XXXXXXXXXXXXXXXXXX
V17341	4307.63	XX ❸XXXXXXXXXXXX
V17342	184.43	XXXXXXXXXXXX
V17343	1623.54	XXXXXXXXXXXX
V17344	2807.54	XXXXXXXXXXXX ❸
V17345	2252.03	XXXXXXXXXXXXXXXXXX
V17346	5006.27	XXXXXXXXXXXX
V17347	759.84	XXXXXXXXXXXX
V17348	3080.58	XXXXXXXXXXXX
V17349	1684.32	XXXXXXXXXXXX
V17350	913.78	XXXXXXXXXXXX
V17351	2037.24	XXXXXXXXXXXXXXXXXX
V17352	6553.28	XXXXXXXXXXXXXXXXXX
V17353	1742.86	XXXXXXXXXXXX
V17354	1416.06	XXXXXXXXXXXX
V17355	1435.29	XX ❸XXXXXXXXXXXX ❸
V17356	4780.7	XXXXXXXXXXXX
V17357	4705.08	XXXXXXXXXXXX
V17358	237.05	XXXXXXXXXXXX
V17359	1153.77	XXXXXXXXXXXX
V17360	3390.05	XXXXXXXXXXXX
V17361	2642.59	XXXXXXXXXXXX
V17362	2100.27	XXXXXXXXXXXXXXXXXX
V17363	3097.53	XXXXXXXXXXXXXXXXXX
V17364	4620.73	XXXXXXXXXXXXXXXXXX
V17365	2973.92	XXXXXXXXXXXXXXXXXX
V17366	959.18	XXXXXXXXXXXXXXXXXX
V17367	579.08	XXXXXXXXXXXX
V17368	4017.26	XXXXXXXXXXXXXXXXXX

CHECK	TOTAL	VENDOR
V17369	2597.33	XXXXXXXXXXXXXXXX 
V17370	1630.94	XXXXXXXXXXXXXXXX
V17371	2824.66	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V17372	3388.81	XXXXXXXXXXXXXXXX
V17373	2805.02	XXXXXXXXXXXXXXXX
V17374	861.53	XXXXXXXX 
V17375	2918.38	XXXXXXXXXXXXXXXX
V17376	2051.95	XXXXXXXXXXXXXXXXXXXX
V17377	678.87	XXXXXXXXXXXXXXXXXXXX
V17378	3189.81	XXXXXXXXXXXXXXXX
V17379	1134.34	XXXXXXXXXXXXXXXX
V17380	2804.29	XXXXXXXXXXXXXXXXXXXX
V17381	1151.36	XX 
V17382	1733.76	XXXXXXXXXXXXXXXXXXXX
V17383	6141.99	XXXXXXXXXXXXXXXX
V17384	346.01	XX 
V17385	932.71	XXXXXXXXXXXXXXXX 
V17386	3480.26	XXXXXXXXXXXXXXXX
V17387	1230.71	XXXXXXXXXXXXXXXXXXXX
V17388	3798.92	XXXXXXXXXXXXXXXXXXXX
V17389	3271.63	XXXXXXXXXXXXXXXX
V17390	3663.33	XXXXXXXXXXXXXXXX
V17391	2950.58	XXXXXXXXXXXXXXXXXXXX
V17392	1381.46	XXXXXXXXXXXXXXXXXXXX
V17393	1600.24	XXXXXXXXXXXXXXXX
V17394	3774.21	XXXXXXXX 
V17395	3162.46	XXXXXXXX 
V17396	1257.63	XXXXXXXXXXXXXXXX
V17397	395.31	XXXXXXXXXXXXXXXXXXXX
V17398	3358.25	XXXXXXXXXXXXXXXX
V17399	3783.17	XXXXXXXXXXXXXXXX
V17400	4323.62	 XXXXXXXXXXXXXXXX
V17401	374.6	 XXXXXXXXXXXXXXXX
V17402	2916.71	 XXXXXXXXXXXXXXXX
V17403	1424.92	 XXXXXXXXXXXXXXXX
V17404	2825.52	 XXXXXXXXXXXXXXXX
V17405	872.58	XXXXXXXXXXXXXXXX

SUNGARD PENTAMATION
DATE: 04/07/2022
TIME: 12:45:38

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 8/22

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	87,338.86	371,531.50	542,248.65	261,840.85	77.73
1112	INTERMEDIATE PROGRAMS	.00	.00	.00	.00	.00	.00
1121	MIDDLE/JR. HIGH PROGRAMS	180,274.00	17,858.60	82,450.45	117,618.91	-19,795.36	110.98
1131	HIGH SCHOOL PROGRAMS	704,452.00	53,617.70	244,762.77	308,640.30	151,048.93	78.56
1132	HIGH SCHOOL EXTRACURR.	244,643.00	6,851.30	72,153.95	163,389.79	9,099.26	96.28
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	40,259.72	208,891.91	228,264.61	602,540.48	42.05
1250	LESS RESTRICT.W/DISABILI	.00	.00	.00	.00	.00	.00
1260	EARLY INTERVENTION	3,000.00	.00	.00	.00	3,000.00	.00
1271	REMEDIATION	5,283.00	.00	.00	.00	5,283.00	.00
1272	EDUCATIONALLY DISADVANTA	.00	.00	.00	.00	.00	.00
1280	ALTERNATIVE EDUCATION	159,223.00	9,324.17	48,421.83	55,473.52	55,327.65	65.25
1291	ENGLISH LANGUAGE LEARNER	1,815.00	.00	.00	.00	1,815.00	.00
1299	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
1460	SPECIAL PROG. SUMMER SCH	14,127.00	.00	.00	2,599.57	11,527.43	18.40
2112	ATTENDANCE SERVICES	141,532.00	6,558.57	25,469.20	54,968.49	61,094.31	56.83
2115	STUDENT SAFETY	15,000.00	.00	.00	.00	15,000.00	.00
2120	GUIDANCE SERVICES	113,366.00	9,684.83	48,442.41	57,372.91	7,550.68	93.34
2130	HEALTH SERVICES	715.00	.00	45.00	402.70	267.30	62.62
2134	NURSE SERVICES	.00	.00	17,494.00	.00	-17,494.00	.00
2150	SPEECH PATHOLOGY/AUDIO	110,981.00	7,830.71	39,363.08	45,855.30	25,762.62	76.79
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: 04/07/2022
TIME: 12:45:38

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 8/22

OAKRIDGE SCHOOL DISTRICT 76
SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 2
EXPSTALL

FUND - 100 - GENERAL FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
2222	LIBRARY/MEDIA CENTER	42,329.00	5,138.90	23,120.43	26,480.58	-7,272.01	117.18
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	1,396.08	34,941.45	29,149.28	24,657.27	72.22
2321	OFFICE OF SUPERINTENDENT	343,356.00	27,609.55	78,359.63	224,090.93	40,905.44	88.09
2329	OTHER EXECUTIVE ADMIN	155,818.00	.00	65.00	110,003.78	45,749.22	70.64
2410	OFFICE OF PRINCIPAL SERV	382,966.00	39,215.11	149,989.07	260,611.65	-27,634.72	107.22
2520	FISCAL SERVICES	158,821.00	11,387.16	33,614.24	96,008.62	29,198.14	81.62
2541	SERVICE AREA DIRECTION	.00	.00	.00	.00	.00	.00
2542	CARE,UPKEEP OF BLDGS SVC	905,576.00	72,285.63	303,229.92	491,757.15	110,588.93	87.79
2543	CARE,UPKEEP OF GROUNDS	43,554.00	8,590.24	16,981.20	33,947.46	-7,374.66	116.93
2551	SERVICE AREA DIRECTION	46,972.00	2,840.47	9,083.45	24,482.63	13,405.92	71.46
2552	VEHICLE OPERATION SERVIC	274,672.00	27,363.68	160,753.57	113,244.77	673.66	99.75
2553	REIMBURSABLE FIELD TRIPS	14,249.00	.00	14,249.00	.00	.00	100.00
2554	NON-REIMBURSABLE TRIPS	42,272.00	3,752.36	30,571.42	11,700.58	.00	100.00
2558	SPECIAL ED TRANSPORT SVC	155,669.00	6,609.19	128,740.12	26,928.88	.00	100.00
2633	PUBLIC INFORMATION SVCS	.00	.00	19,029.00	.00	-19,029.00	.00
2660	TECHNOLOGY SERVICES	210,426.00	12,139.96	36,793.51	177,014.42	-3,381.93	101.61
2700	SUPP. RETIREMENT PROGRAM	77,400.00	.00	.00	51,672.00	25,728.00	66.76
3360	WELFARE SERVICES	2,743.00	82.10	411.33	476.32	1,855.35	32.36
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: 04/07/2022
TIME: 12:45:38

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 8/22

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
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	457,734.89	2,198,958.44	3,254,403.80	1,966,570.76	73.50
TOTAL REPORT		7,419,933.00	457,734.89	2,198,958.44	3,254,403.80	1,966,570.76	73.50

Oakridge Elementary Student Body Fund

Balance Sheet
As of April 7, 2022

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
A101 SVB	-729.71
After School Meal Program	285.00
Auction Donations	15.72
Backpack Project	69.55
Bates	68.46
bleachers	406.00
Box Tops for Education	1,035.72
Carnival	950.67
Chess Club	100.00
COLLEGE SAVINGS ACCOUNT	1,505.00
Cycle Oregon	1,500.00
earphones	20.00
field trip	2,152.55
fundraiser	5,319.91
Gardening Club	495.00
Library	650.76
Lions Pride Reads	700.00
Little Kids Laundry	28.77
Maxine DeWitt Field Trip Fund	349.91
Meals	392.10
Misc	22.17
Music	151.88
OES Arts	65.00
OES Novels	1,202.00
OFFICE FUND	15.00
Office of the Principal	79.35
Outdoor School	503.01
PBS Awards	6.25
Rich Bray Memorial	1,175.74
Safety Net	293.91
Santa's Workshop	383.24
Ski Club	1,106.66
Splash	1.00
Strive for Five	0.85
Student Council	1,319.22
Student Incentives	2.23

Oakridge Elementary Student Body Fund

Balance Sheet
As of April 7, 2022

	TOTAL
Student Planners	120.00
Sunshine Club	618.98
Supply Closet	1.47
T-shirts	70.00
TEACHERS	
3RD GRADE - ROOM 8	431.55
ARTHUR, S.	450.00
Bradbeer	538.31
BRISSETTE, JOEY	150.00
Gardner, E.	905.24
Gordon, D.	337.23
HALE	884.70
HARRIGER	316.31
Howard	1,502.01
HULL, M.	785.39
Maher	299.17
Martin	256.09
McGill	617.34
MORAN-HOGANSEN, A.	150.00
PORTER, J.	1,434.46
Pounds	450.00
Saxon	218.87
Shafor	347.72
Shaw	111.48
Shepard	300.00
THARP, V.	150.00
Tysoe	384.58
Wilkinson	281.76
Total TEACHERS	11,102.21
Technology	370.00
Tragedy Response	174.02
Tutors	10.75
unicycle/stilts	1.08
weekly readers	80.00
Total A101 SVB	34,183.43
Total Bank Accounts	\$34,183.43
Total Current Assets	\$34,183.43
TOTAL ASSETS	\$34,183.43

Oakridge Elementary Student Body Fund

Balance Sheet
As of April 7, 2022

		TOTAL
LIABILITIES AND EQUITY		
Liabilities		
Total Liabilities		
Equity		
32000 Retained Earnings		33,006.81
Net Income		1,176.62
Total Equity		\$34,183.43
TOTAL LIABILITIES AND EQUITY		\$34,183.43

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	\$ 33,578.51	\$ 34,606.06	\$ 31,645.82	\$ 22,866.34	\$ 38,008.38
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 160.72	\$ 231.28
Interest/Bank Account	\$ 0.06	\$ 0.06	\$ 0.06	\$ 0.06	\$ 0.05	\$ 0.06	\$ 0.06
School Match	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
REVENUE TOTALS	\$ 20,909.58	\$ 3,125.64	\$ 33,578.57	\$ 34,606.12	\$ 31,645.87	\$ 23,027.12	\$ 38,239.72

EXPENSES	July	August	September	October	November	December	January
Salaries/100's	\$ -	\$ 1,636.42	\$ 3,191.10	\$ 7,244.09	\$ 8,058.03	\$ 7,083.94	\$ 5,988.63
Employee Benefits/200's	\$ -	\$ 621.64	\$ 1,718.53	\$ 2,209.35	\$ 3,235.25	\$ 2,718.24	\$ 4,957.30
Other Purchases/300's	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 386.52	\$ -
Materials/Supplies/400's	\$ 97.19	\$ -	\$ 2,170.77	\$ 1,484.08	\$ 1,065.50	\$ 1,031.91	\$ 540.30
Food/450	\$ 4,626.92	\$ 1,062.58	\$ 20,627.32	\$ 6,064.33	\$ 9,497.64	\$ 5,576.43	\$ 12,150.59
Commodities/416	\$ -	\$ -	\$ -	\$ 630.82	\$ -	\$ -	\$ -
Dues/640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EXPENSE TOTALS	\$ 4,724.11	\$ 3,320.64	\$ 27,707.72	\$ 17,632.67	\$ 21,856.42	\$ 16,797.04	\$ 23,636.82

ENDING BALANCE	\$ 16,185.47	\$ (195.00)	\$ 5,870.85	\$ 16,973.45	\$ 9,789.45	\$ 6,230.08	\$ 14,602.90
----------------	--------------	-------------	-------------	--------------	-------------	-------------	--------------

r 2021-22

	February	March	April	May	June	Total
\$	-	\$	\$	-	\$	-
\$	-	\$	\$	-	\$	-
\$	37,556.08	\$ 39,481.23				\$ 261,777.52
\$	203.84	\$ 160.72	\$	-	-	\$ 756.56
\$	0.05			\$	-	\$ 0.46
\$		\$	-	\$	-	\$
\$	37,759.97	\$ 39,641.95	\$	-	-	\$ 262,534.54

	February	March	April	May	June	Total
\$	7,477.10	\$ 6,856.98				\$ 47,536.29
\$	3,529.61	\$ 2,937.08				\$ 21,927.00
\$						\$ 386.52
\$	998.09	\$ 655.10				\$ 8,042.94
\$	12,141.50	\$ 13,338.77				\$ 4,626.92
\$	-	\$	-	\$	-	\$ 630.82
\$	-	\$	-	\$	-	\$
\$	24,146.30	\$ 23,787.93	\$	-	-	\$ 83,150.49
\$	13,613.67	\$ 15,854.02	\$	-	-	\$ 179,384.05

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	\$ -	\$ -	\$ 19,266.80	\$ 21,658.53	\$ 19,957.07	\$ 14,231.18	\$ 24,472.63
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest/Bank Account	\$ 0.030	\$ 0.020	\$ 0.030	\$ 0.03	\$ 0.02	\$ 0.03	\$ 0.03
School Match/other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
REVENUE TOTALS	\$ 0.03	\$ 0.02	\$ 19,266.83	\$ 21,658.56	\$ 19,957.09	\$ 14,231.21	\$ 24,472.66

EXPENSES	July	August	September	October	November	December	January
Salaries/100's	\$ -	\$ 818.21	\$ 3,191.10	\$ 3,428.14	\$ 2,601.53	\$ 2,992.42	\$ 2,927.59
Employee Benefits/200's	\$ 1.31	\$ 310.82	\$ 747.54	\$ 1,215.74	\$ 1,488.91	\$ 1,544.97	\$ 1,517.02
Other Purchases/300's				\$ 249.36			
Materials/Supplies/400's		\$ -	\$ 997.71	\$ 260.59	\$ 553.63	\$ 706.60	\$ -
Food/450		\$ -	\$ 11,383.24	\$ 3,517.01	\$ 6,222.31	\$ 3,254.16	\$ 6,500.50
Commodities/416	\$ -	\$ -	\$ -	\$ 315.41	\$ -	\$ -	\$ -
Dues/640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EXPENSE TOTALS	\$ 1.31	\$ 1,129.03	\$ 16,319.59	\$ 8,986.25	\$ 10,866.38	\$ 8,498.15	\$ 10,945.11

Ending Balance	\$ (1.28)	\$ (1,129.01)	\$ 2,947.24	\$ 12,672.31	\$ 9,090.71	\$ 5,733.06	\$ 13,527.55
----------------	-----------	---------------	-------------	--------------	-------------	-------------	--------------

Beginning Fund Balance (estimated)
Current Month Program Balance
Fund Balance for current month
Spend Down Plan Expenses

	\$ 109,587.54
OJSH	0
OES	\$0.00
OJSH	\$0.00
OES	\$0.00
OES	\$0.00
OJSH	\$0.00
	\$0.00

OES Program Balance
OES Last Year

\$69,045.24
-\$6,331.68

Balance All Schools
Last year at this time

\$40,143.94

Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM
Oakridge Elementary School

	February	March	April	May	June	Total
\$	-	\$ -	\$ -	\$ -	\$ -	-
\$	-	\$ -	\$ -	\$ -	\$ -	-
\$	24,343.09	\$ 25,344.25				
\$	-	\$ -	\$ -	\$ -	\$ -	-
\$	0.02			\$ -	\$ -	0.21
\$	-	\$ -	\$ -	\$ -	\$ -	-
\$	24,343.11	\$ 25,344.25	\$ -	\$ -	\$ -	0.21

	February	March	April	May	June	Total
\$	2,683.13	\$ 2,664.03			\$ 21,306.15	
\$	1,509.89	\$ 1,018.06			\$ 9,354.26	
\$	493.45	\$ 407.05			\$ 249.36	
\$	7,612.95	\$ 7,847.46			\$ 3,419.03	
\$	-	\$ -	\$ -	\$ -	\$ 46,337.63	
\$	-	\$ -	\$ -	\$ -	\$ 315.41	
\$	12,299.42	\$ 11,936.60	\$ -	\$ -	\$ -	-
\$					\$ 80,981.84	

\$	12,043.69	\$ 13,407.65	\$ -	\$ -	\$ -	\$ (80,981.63)
----	-----------	--------------	------	------	------	----------------

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	\$ 14,311.71	\$ 12,947.54	\$ 11,688.75	\$ 8,635.17	\$ 13,535.75
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 160.72	\$ 231.28
Interest/Bank Account	\$ 0.030	\$ 0.030	\$ 0.030	\$ 0.03	\$ 0.03	\$ 0.03	\$ 0.03
School Match/SFSP	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
REVENUE TOTALS	\$ 20,909.550	\$ 3,125.610	\$ 14,311.740	\$ 12,947.57	\$ 11,688.78	\$ 8,795.92	\$ 13,767.06

EXPENSES	July	August	September	October	November	December	January
Salaries/100's	\$ 5,038.21	\$ 818.21	\$ 3,468.21	\$ 3,815.95	\$ 5,456.50	\$ 4,091.52	\$ 3,061.04
Employee Benefits/200's	\$ 849.30	\$ 310.82	\$ 970.99	\$ 993.61	\$ 1,746.34	\$ 1,173.27	\$ 3,440.28
Other Purchases/300's	\$ 97.19	\$ -	\$ 1,173.06	\$ 1,223.49	\$ 511.87	\$ 386.52	\$ 540.30
Materials/Supplies/400's	\$ 4,626.92	\$ 1,062.58	\$ 9,244.08	\$ 2,547.32	\$ 3,275.33	\$ 2,322.27	\$ 5,650.09
Food/450	\$ -	\$ -	\$ -	\$ 315.41	\$ -	\$ -	\$ -
Commodities/416	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Dues/640	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EXPENSE TOTALS	\$ 10,611.62	\$ 2,191.61	\$ 14,856.340	\$ 8,895.78	\$ 10,990.04	\$ 8,298.89	\$ 12,691.71

Ending Balance	\$ 10,297.93	\$ 934.00	\$ (544.600)	\$ 4,051.79	\$ 698.74	\$ 497.03	\$ 1,075.35
----------------	--------------	-----------	--------------	-------------	-----------	-----------	-------------

OHS/OJHS Program Balance \$ 21,026.59
OHS/OJHS Last Year \$ (5,841.14)

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

	February	March	April	May	June	Total
\$	-	\$ -	\$ -	\$ -	\$ -	-
\$	-	\$ -	\$ -	\$ -	\$ -	-
\$	13,212.99	\$ 14,136.98				\$ 112,503.99
\$	203.84	\$ 160.72	\$ -	\$ -	\$ -	\$ 756.56
\$	0.03			\$ -	\$ -	\$ 0.24
		\$ -	\$ -	\$ -	\$ -	
\$	13,416.86	\$ 14,297.70	\$ -	\$ -	\$ -	\$ 113,260.79

	February	March	April	May	June	Total
\$	4,793.97	\$ 4,192.95				\$ 34,736.56
\$	2,019.72	\$ 1,919.02				\$ 13,423.35
						\$ 386.52
\$	504.64	\$ 248.05				\$ 4,623.91
\$	4,528.55	\$ 5,491.31				\$ 38,748.45
\$	-	\$ -	\$ -	\$ -	\$ -	\$ 315.41
\$	-	\$ -	\$ -	\$ -	\$ -	-
\$	11,846.88	\$ 11,851.33	\$ -	\$ -	\$ -	\$ 92,234.20

\$	1,569.98	\$ 2,446.37	\$ -	\$ -	\$ -	\$ 21,026.59
----	----------	-------------	------	------	------	--------------

Oakridge School District

Monthly Enrollment Report 2021-22

September 2021	October 2021	November 2021	December 2021	January 2022	February 2022	March 2022	April 2022	May 2022	June 2022
-------------------	-----------------	------------------	------------------	-----------------	------------------	---------------	---------------	-------------	--------------

Oakridge Elementary School

Kindergarten									
K. Caughlin		19				18	17	17	
E. Gardner		20				19	20	20	
Total Kindergarten	39	39	38	39	39	37	37	37	0
Grade 1									
Shafor		19				17	17	20	
Tharp		19				18	18	18	
Total Grade 1 Enrollment	42	38	36	37	36	35	35	38	0
Grade 2									
Bradbeer		14				14	14	15	
McGill		13				15	15	14	
Total Grade 2 Enrollment	29	27	28	28	28	29	29	29	0
Grade 3									
Porter		22				20	19	18	
Johnson		19				18	19	20	
Total Grade 3	40	41	41	40	42	38	38	38	0
Grade 4									
Shaw		20				22	22	22	
Tysoe		21				20	20	20	
Total Grade 4 Enrollment	44	41	44	44	43	42	42	42	0
Grade 5									
Howard		18				19	19	19	
D Gordon		18				17	18	18	
Total Grade 5 Enrollment	34	36	37	37	37	36	37	37	0
Grade 6									
Wilkinson		21				21	21	19	
Brissette		21				21	22	21	
Total Grade 6 Enrollment	48	42	46	48	47	42	43	40	0
OAKS Online Total						13	12	10	

Oakridge Elementary School	276	264	270	273	272	272	273	271	0	0
2020-21 Enrollment	0	288	283	286	288	285	283	283	282	282

Oakridge Junior High

Grade 7 Enrollment	44	47	44	45	45	43	45	43		
Grade 8 Enrollment	48	48	48	47	48	47	49	50		
	92	95	92	92	93	90	94	93	0	0

Oakridge Junior High School	92	95	92	92	93	90	94	93	0	0
2020-21 Enrollment	0	88	86	87	89	90	87	88	87	87

Oakridge High School

Grade 09 Enrollment	36	33	33	31	31	33	32	33		
Grade 10 Enrollment	34	34	34	33	35	34	34	33		
Grade 11 Enrollment	42	40	40	42	41	42	43	41		
Grade 12 Enrollment	31	28	28	28	29	29	27	25		

Oakridge High School	143	135	135	134	136	138	136	132	0	0
2020-21 Enrollment	0	158	157	153	153	149	146	144	140	130

Students Transported out of area on Daily Basis (Not included in other totals)

	2	2	2	2	2	2	2	2		
--	---	---	---	---	---	---	---	---	--	--

Total District Enrollment 2020-21	513	496	499	501	503	502	505	498	0	0
--	------------	------------	------------	------------	------------	------------	------------	------------	----------	----------

Total District Enrollment 2020-21	0	534	526	526	530	524	516	515	509	499
--	----------	------------	------------	------------	------------	------------	------------	------------	------------	------------

School Board

TINA MAHER

APRIL 11, 2022



Shout Outs

- School Board, Thank you for coming and visiting OES. It was great to share the learning in our building
- EA's, Barb Desser, Cailey Jensen and Sarah Willis reviewed school wide expectations with student the first two days back from spring break
- MTSS team, they continue to fine tune the meetings to run smoother for teachers
- 4th-6th grade teachers worked with students to create posters and articles for the "If I were Mayor" contest. Winners will be announced this summer



Roars

- ▶ 484 students have earned a roar this school year
- ▶ These are positive referrals and encourage positive behavior
- ▶ Personal messages or classroom messages
- ▶ Any staff member may write
- ▶ Thursdays are ROAR Thursdays on the announcements



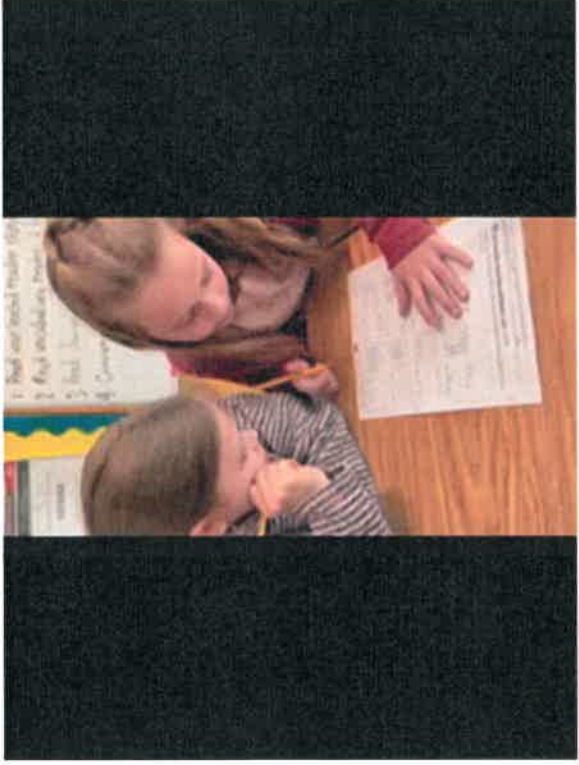
Behavior Referrals

- ▶ Provides opportunities to reteach expectations
- ▶ SWIS is the data collection program
- ▶ Average referral per day goal is 3 or less
- ▶ 194
- ▶ classroom

Bridges Workplace



Workplaces





Journeys Planning

- ▶ Teachers have created curriculum map and unit maps for their reading and writing classes



ROAR!

**Oakridge Elementary
School has something good to
say.**

**Our learning community
values individuals and
inspires excellence in school
and beyond.**

Student: _____

Date: _____

Grade: _____

Teacher: _____

Time: _____

Reported By: _____

I was

☐ **SAFE** ☐ **RESPONSIBLE** ☐ **RESPECTFUL**

Well done! We caught you going above and beyond and with Lion Pride!

Comment:

OAKRIDGE ELEMENTARY SCHOOL
Behavior Tracking Slip/Referral Form

Student Name: _____ Time: _____

Date: _____ Grade: _____

Homeroom Teacher: _____

Referring Staff: _____

Location:

Playground	Library	Gym
Cafeteria	Bathroom	Classroom
Hallway	Bus	Other _____

Minor Problem Behavior

- Forgery/Theft/Plagiarism
- Disrespect
- Defiance/Insubordination/Noncompliance
- Abusive language/Inappropriate language/Profanity
- Property misuse
- Dress code violation
- Public Display of Affection
- Technology violation
- * Skipping Class
- * Disruption
- * Lying/Cheating

Major Problem Behavior

- Fighting/Physical Aggression
- Bomb threat/False alarm
- Harassment/Bullying
- Property Damage/Major Vandalism
- Possession of tobacco, drugs, weapon, combustibles, alcohol
- Gang affiliation display

Action Taken / Consequence (date and initial)

- Loss of Privilege: _____
- Conference with Student: _____
- Parent Contact: _____
- Detention: _____
- Apology Letter: _____

- Counselor: _____
- In-School Suspension: _____
- Out-Of-School Suspension: _____
- Other: _____

Others Involved in the Incident: (circle one)

None Peers Staff Teacher Substitute Unknown Other

Obtain peer attention	Avoid Tasks/Activities	Motivation	Obtain Items/Activities	Obtain Adult Attention
Avoid Adult	Avoid Peer(s)	Other		Unknown Motivation

Explanation of Incident: _____

Date Entered: _____

Revised 10/20/2021

**Oakridge Elementary School**

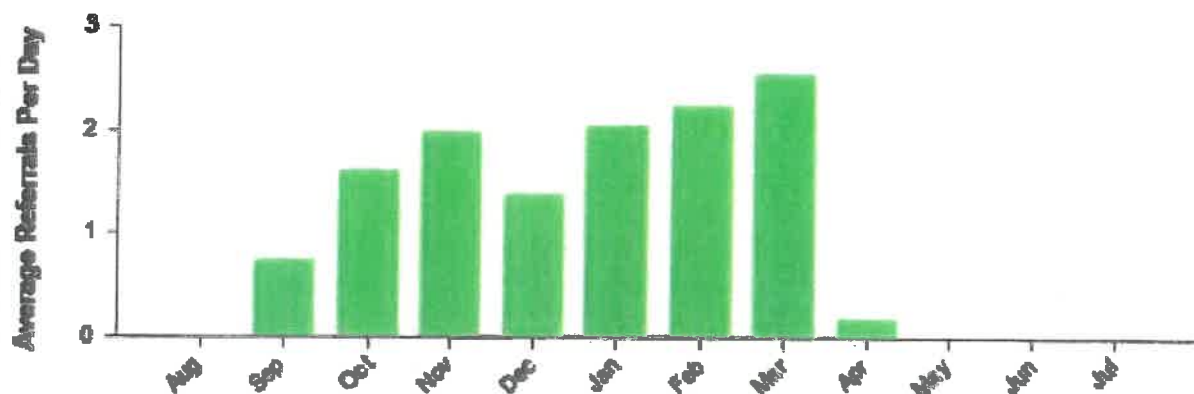
Generated: Apr 7, 2022, 10:55:35 AM

**Average Referrals Per Day Per Month
2021-22**

-
-
-

Outcome: All Referrals
Show National Data on Graph: No
Show Values on the Graph: No

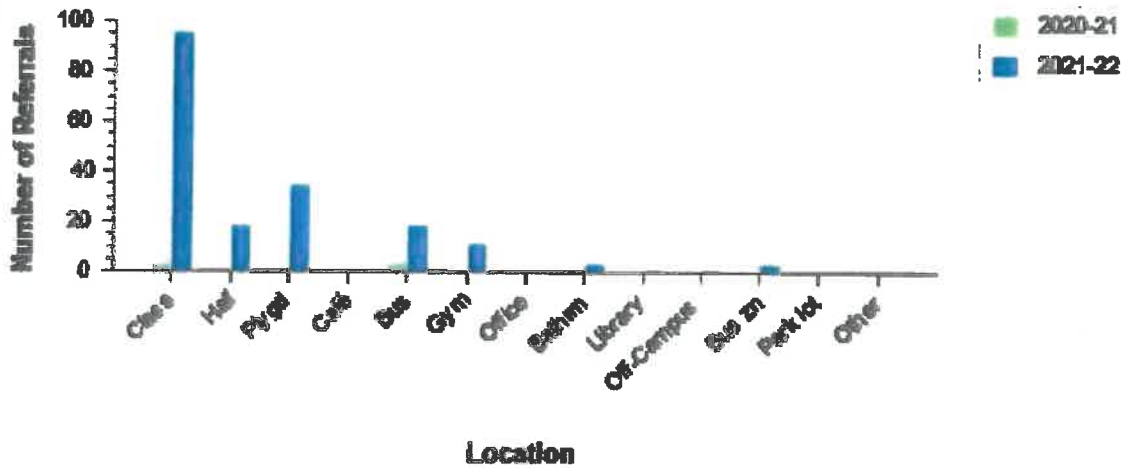
Average Referrals Per Day Per Month All, 2021-22

**School Months****Main Data**

Year	Month	Days Count	Referral Count	ODR/School Day
2021	August	0	0	0.00
2021	September	16	12	0.75
2021	October	16	26	1.63
2021	November	15	30	2.00
2021	December	10	14	1.40
2022	January	17	35	2.08
2022	February	16	36	2.25
2022	March	16	41	2.56
2022	April	15	3	0.20
2022	May	17	0	0.00
2022	June	10	0	0.00
2022	July	0	0	0.00
Totals:		148	197	1.07


Referrals By Location - Multi-Year
 2020-21 - 2021-22

 Outcome: All Referrals
 Only Show Locations With Data: Yes

Referrals by Location - Multi-Year
 All, 2020-21 - 2021-22

Data Table

Location	2020-21	2021-22
Classroom	3	96
Hallway/Breezeway	0	19
Playground	1	35
Cafeteria	0	1
Bus	4	19
Gym	0	12
Office	0	1
Bathroom/Restroom	0	4
Library	0	2
Off-Campus	0	2
Bus Loading Zone	0	4
Parking Lot	0	1
Other Location	0	1
Totals:	8	197

Grade 5	Routine s & Rituals 4 Days	Unit 1 24 Days	Unit 2 20 Days (*1 Flex Day)	Unit 3 20 Days (*4 Flex Days)	J: Mummies 16 Days	Unit 5 20 Days (*1 Flex Day)	Unit 6 25 Days
2020-2021 Dates	Sept 8-11	Sept 14-Oct 22	Oct 26-Dec 2 Flex Dec 3	Dec. 7-Jan 22 Flex Jan 25-28	Feb 1- Feb 25	Mar 1-April 7 Flex April 8	April 12-May 24
Reading Foundational Standards		RF.3 Phonics & Decoding RF.3a Multisyllabic words RF.4c Use reading strategies for clarification	RF.4 (Accuracy) RF.4a Purpose, understanding RF.4b Poetry, prose (Accuracy)		RF.4 (Fluency)	RF.4b Poetry, prose (Rate, expression)	
Reading Literature RL.10 Read Lit in Grade Level Text		RL.2 Theme, Summarize	RL.3 Compare, Contrast Characters, setting, events	RL.9 Compare, Contrast stories, same genre L.10.C. & L.12 K. George RL.5 Overall Structure	RL.1 Quote accurately	RL.4 Figurative Language	RL.6 Narrator POV RL.7 Visual, Multimedia contribution
Reading Informational R.10 Read grade level info text		RI.2 Main Idea, Summarize	RI.3 Compare & Contrast: individuals, events, ideas, concepts	RI.1 Quote accurately RI.5 Compare, contrast overall structure, 2 or more texts RI.6 Multiple accounts of same event, topic, point of view	RI.8 How author uses reasons, evidence to support points	RI.4 Academic and Domain specific words, phrases	RI.7 Multiple Sources to find answers quickly RI.9 Integrate Info <i>Scientist Research</i>
Writing W.10 Write routinely		W.3 Narrative (real) W.3a Introduce, organize events W.3c Transitional Words, Phrases W.3e Conclusion W.5 Strengthen writing	W.2 Informational (procedural-dwelling) W.2a Introduction W.2e Conclusion	W.1 Opinion/Argumentative W.1a (Organizational structure) W.1b Reasons supported by facts W.1d Conclusion W.9 Evidence from text	W.2 Informational (research) W.2b Develop topic W.2c Link ideas W.2d Precise language W.9 Appropriate to purpose audience W.7 Short research W.8 Recall, gather, cite sources	W.3 Narrative Imaginative W.3b Narrative techniques W.3d Sensory details	W.1 Opinion/ Argumentative W.1a (Intro, State opinion) W.1c Linking words, phrases W.6 Use technology
Speaking/ Listening		SL.1 Collaborative Discussions SL.1a Come prepared SL.1b Follow rules SL.1c Pose, Respond to Qs	SL.1d Review ideas draw conclusions SL.3 Summarize speakers' points dwelling speech	SL.2 Summarize	SL.4 Report on a topic SL.3 Summarize Speaker points MLK speech SL.5 Multimedia	SL.6 Adapt speech to audience	

Language	L.2a Punctuation, items in series L.2b Commas to separate intro element L.2c Commas in tag O's L.2e Spell correctly L.4a Context clues L.4c Reference materials	L.1b Perfect verb tenses L.1c Verb tenses L.1d Recognize & correct inappropriate shifts in verb tense L.4 Multiple meaning words, phrases L.4b Greek, Latin Roots	L.2 Conventions L.2d Underlining, quotes, conventions L.3a Expand, combine, reduce sentences L.3b Compare, contrast varieties of English	L.1 Grammar L.1a Conjunctions, prepositions, & interjections L.1e Correlative conjunctions	L.5 Figurative Language, word relationships, nuances L.5a Similes, metaphors, idioms, adages, proverbs L.5c Relationships between words	L.6 Acquire & Use Accurately
----------	--	--	---	--	---	------------------------------

Italics: Unit Names (per Adoption)

Non-Bold: Supporting Standards

Highlighted: Priority Standard

*: Needs to be supplemented by team

(): Indicates the portion of the standards taught during this unit.

2020-2021

Standard/Change	Moved From	Moved To
RF.4c	Unit 2	Unit 1
L.1.c	Unit 1	Unit 2
L.1.d	Unit 1	Unit 2
L.2.b	Unit 2	Unit 1
L.2.c	Unit 2	Unit 1
L.2.e	Unit 2	Unit 1
W.9.a ODE Deleted from Standard	Unit 2	
W.9.b ODE Deleted from Standard	Unit 3	
RI.9	Unit 4	Unit 6
RF.4b	Unit 4	Unit 5

Dear 6th grade teachers:

RL.4 Figurative Language (word meanings is okay but did not finish the figurative language portion) RL.7

Visual, Multimedia contribution

RI.9 Integrate Info

W.1 Opinion/Argumentative (had an introduction to this standard but missed the last unit where we were going deeper) W.3b

Narrative Techniques (dialogue in DOL exercises but not in their own writing)

L.5 Figurative Language, word relationships, nuances (started it but did not finish)

L.5a Similes, metaphors (started it but did not finish)

L.5b Idioms, adages, proverbs (started it but did not finish)

L.5c Relationships between words (started it but did not finish)

Team Cycle Information

Grade Level/Team: 5

Plan Start Date: 3/1

Projected End Date 4/7
Based on Projection Map:

Overview of standards in this Unit

Priority Standards:

RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5a Interpret figurative language, including similes and metaphors, in context.

L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Supporting Standards

RF.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

W.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

SL.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)

L.5c Use the relationship between particular words to better understand each of the words.

Step 1: Plan and Prepare Instruction

CHOOSE PRIORITY STANDARD(S)

- RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.5a Interpret figurative language, including similes and metaphors, in context.
- L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.

Mark the standard type/s	Knowledge	Reasoning	Performance Skill	Product
--------------------------	-----------	-----------	-------------------	---------

Deconstruct the Standard

List the nouns...	RI.4: Meaning, general academic words & phrases, domain specific words & phrases, text, grade 5 topic, subject area RL.9: story, genre, theme, topic RL.4: Meaning, words & phrases, text, figurative language W.3: narratives, experiences, events, technique, details, sequences W.3b: narrative techniques, dialogue, description, pacing, experiences, events, responses, characters, situations L.5: understanding, figurative language, word, relationships, nuances L.5a: figurative Language, similes, metaphors, context L.5b: meaning, idioms, adages, proverbs
Define nouns as needed...	RI.4: Meaning=definition; general academic words & phrases=regular vocab for grade 5; domain specific words & phrases=vocab that deals with a specific topic; text=written words, grade 5 topic/subject area=category being

	<p>read/discussed</p> <p>RL.9: story=narrative, genre=category of text type, theme=lessons or morals (same theme can apply to many texts vs main idea is text specific), topic=category being read/discussed</p> <p>RL.4: Meaning=definition; words & phrases=regular vocab for grade 5; text=written words; figurative language=use of words in an artistic way to express an idea</p> <p>W.3:narratives=stories, experiences=something that's happened to you (real or imagined), events=something that took place/happened, technique=way to do something, details=small, descriptive information, sequences=order of happenings</p> <p>W.3b: narrative techniques=ways to write a story, dialogue=direct speaking, description=explaining what you know, pacing=rate of speed, experiences=something that's happened to you (real or imagined), events=something that took place/happened, responses=reactions, characters=beings in a story, situations=problem</p> <p>L.5: understanding=know the meaning; in this case, use inference, figurative language (above), word relationships=way text/words are connected, nuances=small things that make a big difference</p> <p>L.5a: figurative language (above), similes=comparison using like or as, metaphors=comparison without using like or as, context=surrounding text</p> <p>L.5b: meaning=definition, idioms=descriptive phrase not meant literally, adages=a familiar saying that offers wisdom or advice, proverbs=simply phrased expression of practical advice or wisdom</p>
List the verbs...	<p>RI.4: determine, relevant</p> <p>RL.9: compare, contrast, approaches</p> <p>RL.4: determine, use</p> <p>W.3: write, develop, using</p> <p>W.3b: use, develop, show</p> <p>L.5: demonstrate</p> <p>L.5a: interpret, including</p> <p>L.5b: recognize, explain</p>
Define verb as needed...	<p>RI.4: determine=decide; relevant=information you would find in typical grade 5 material</p> <p>RL.9: compare=how two or more stories are similar, contrast=how two or more stories are different, approaches=way of looking/viewing something (theme/topic)</p> <p>RL.4: determine=decide; use=way it is written</p> <p>W.3: write, develop, using (see above)</p> <p>L.5: demonstrate=show</p> <p>L.5a: interpret=understand</p> <p>L.5b: recognize=identify, find in context, explain=describe</p>

Identify Learning Targets			
Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
<p>What must students know? What is the underpinning knowledge needed?</p> <p>RI.4</p> <ul style="list-style-type: none"> -I know what a context clue is. -I know that Greek and Latin affixes and roots help me understand words I do not know. -I know the difference between a glossary, dictionary, and thesaurus. 	<p>How are students using knowledge to solve a problem, make a decision, etc.?</p> <p>RI.4</p> <ul style="list-style-type: none"> -I can use context clues in text to determine the meaning of an unknown word. -I can use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of unknown words. -I can use a glossary, dictionary, or thesaurus to determine the meaning of unknown words in text. 	<p>What must students be able to do? How are they using knowledge and reasoning to perform a task?</p> <p>RI.4 X</p>	<p>What are students asked to produce or create?</p> <p>RI.4 X</p>
<p>RL.9</p> <ul style="list-style-type: none"> -I know what a theme is. 	<p>RL.9</p> <ul style="list-style-type: none"> -I can identify the character's actions and events that are emphasized by an author to reveal the theme or topic of a story. -I can identify the similarities and differences (of themes and topics) to determine what approach the author or characters took (the way they portrayed the theme). 	<p>RL.9 X</p>	<p>RL.9 X</p>

<p>I know what a genre is.</p> <p>RL.4 I know what context clues are.</p> <p>-I know what figurative language is.</p> <p>-I know what literal language is.</p> <p>W.3 I know that an imaginative narrative includes: -A problem/solution -Sequenced plot -Descriptive setting (a mind movie) -Characters</p>	<p>-I can compare and contrast an author's approach to theme and topic in stories with the same genre.</p> <p>RL.4 -I can determine the meaning of words and phrases as they are used in text by using reading strategies such as context clues. -I can identify examples of figurative language and determine what they mean. -I can distinguish between literal meanings and figurative meanings.</p> <p>W.3 -I can logically create realistic interactions between characters in a narrative. -I can add descriptive details to better portray a mind movie. -I can organize events in my writing in an easy to follow way. -I can know how to create writing that is appropriate to a specific audience and purpose.</p>	<p>RL.9 X</p> <p>W.3 X</p>	<p>RL.9 X</p> <p>W.3 I can produce an imaginative narrative (about ____).</p>
--	--	--	---

<p>(***Paste link to the agreed upon unit post assessment here)</p>	
<p>Post Assessment Scoring Agreements</p>	<p>Review/warm up given prior to the assessment</p>

Unit Curriculum Map						
Standards	Enduring Understanding	Essential Questions	Content and Vocabulary	Learning Targets	Assessments	Instructional Strategies
Copy and Paste the Priority Standard(s)	Fill in Enduring Understanding and Essential questions (Recommended to pull from a resource, rather than write your own.)		Identify vocabulary	Place the learning targets, identified above, in order that they will be taught	(Include Pre, Post and possible progress monitors)	List lessons from your adopted curriculum that match the learning targets AND - Select additional high impact instructional strategies that will be used to teach targets not yet fully addressed
RI.4 Determine the meaning of the general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or		How do the word relationships within a text help the reader better understand the text?	Meaning, general academic words & phrases, domain specific words & phrases, text,	RI.4: -I know what a context clue is. (K) -I can use context clues in text to determine the meaning of an unknown word. (R) -I know that Greek and Latin affixes and roots help me understand words I do not	https://drive.google.com/open?id=1kzuFeWtxTBjd6uzBXADE82GRjiH6Wbaw (text & page 1 of assessment	L.21 Clarification Strategies -remind & list (roots, context clues, etc.) -practice L.22 & L.23 -Glossary, dictionary, thesaurus: -what to use when

<p>subject area.</p>			<p>grade 5 topic, subject area</p>	<p>know. (K) -I know the difference between a glossary, dictionary, and thesaurus. (K) -I can use common, grade-appropriate Greek and Latin affixes and roots to determine the meaning of unknown words. (R) -I can use a glossary, dictionary, or thesaurus to determine the meaning of unknown words in text. (R)</p>	<p>only) *take after L.23</p>	<p>-how each is different -practice using each (David's worksheets)</p>
<p>RL.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>		<p>How does comparing and contrasting themes from various pieces of literature increase understanding?</p>	<p>story, genre, theme, topic</p>	<p>RL.9 -I know what a genre is. (K) -I know what a theme is. (K) -I can identify the character's actions and events that are emphasized by an author to reveal the theme or topic of a story. (R) -I can identify the similarities and differences (of themes and topics) to determine what approach the author or characters took (the way they portrayed the theme). (R) -I can compare and contrast an author's approach to theme</p>	<p>https://drive.google.com/open?id=11t0lu4uxG_orwly-hvBb8NWCjSLq8t XDM5e (texts & pg 1 of assessment) *Take this after L.22</p>	<p>L.22 Focus Skill: Theme Use historical fiction (L.21 Tucket's Travel, L.22 Birchbark House, L.24 Rachel's Journal). Possible Graphic Organizer: https://drive.google.com/open?id=11t0lu4uxG_orwly-hvBb8NWCjSLq8t</p>

					and topic in stories with the same genre. (R)		
RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	The use of figurative language enhances an author's ability to express emotion and imagination. Readers cannot fully experience the meaning of a text unless they are able to determine the meaning of figurative language within it.	How does figurative language affect the meaning or effect of a text?	Meaning, words & phrases, text, figurative language	RL.4: I know what context clues are. (K) -I know what figurative language is. (K) -I know what literal language is. (K) -I can determine the meaning of words and phrases as they are used in text by using reading strategies such as context clues. (R) -I can identify examples of figurative language and determine what they mean. (R) -I can distinguish between literal meanings and figurative meanings. (R)	RL.4: I know what context clues are. (K) -I know what figurative language is. (K) -I know what literal language is. (K) -I can determine the meaning of words and phrases as they are used in text by using reading strategies such as context clues. (R) -I can identify examples of figurative language and determine what they mean. (R) -I can distinguish between literal meanings and figurative meanings. (R)	RL.4: I know what context clues are. (K) -I know what figurative language is. (K) -I know what literal language is. (K) -I can determine the meaning of words and phrases as they are used in text by using reading strategies such as context clues. (R) -I can identify examples of figurative language and determine what they mean. (R) -I can distinguish between literal meanings and figurative meanings. (R)	L.21 Clarification Strategies -remind & list (roots, context clues, etc.) -practice Figurative Language Definitions https://docs.google.com/document/d/1A8qUBuoCbZsZtPC_F20H3Zx8wXmsXv6sOSGbCmDTq5w/edit?usp=sharing L.21 Idiom Pg T26/ SB pg 642 Metaphor Pg T29/ SB pg 644 & 651 Personification SB Pg 636 ("it would come when it wanted to come" speaking of danger, an inanimate object) L.23 Adage Pg T183/ SB pg 707 & 709 Proverb Pg T224 (RTI) L.24 Hyperbole T251/ SB pg 729 & 737
W.3 Write narratives to develop real or imagined experiences or events using effective	Writers engage an audience through several effective techniques and figurative language in a narrative.	How can a writer engage his/her audience in a narrative? Why are figurative	narratives, experiences, events, technique, details, sequences	W.3 -I know that an imaginative narrative includes: (K) -A problem/solution -Sequenced plot -Descriptive setting (a mind movie) -Characters	Create a prompt that coordinates with other subjects at this time.	Students will use the Narrative Graphic Organizer to plan a story. https://drive.google.com/open?id=1Ff1CCTzTBtNxZuSCdy6jmbmwUrhlUuNVd7T247Vw_o Students will then create a narrative using the organizer.	

technique, descriptive details, and clear event sequences.	language, effective techniques, & descriptive details so important to engage the audience?	-I can logically create realistic interactions between characters in a narrative. (R) -I can add descriptive details to better portray a mind movie. (R) -I can organize events in my writing in an easy to follow way. (R) -I can know how to create writing that is appropriate to a specific audience and purpose. (R)	Imaginative: The Best Spring Break? Use a story starter to write about an imaginative Halloween experience. "When I went out for Halloween Trick or Treating during Covid, I never expected to be turned into a . . ." https://docs.google.com/document/d/1s7bn9H6ZPUkHQ071r4eEVBj5Hfj1035eACwIP59tHBY/edit?usp=sharing
W.3b Use narrative techniques, such as dialogue, and description, and pacing, to develop experiences and events or show the responses of characters to situations.	How does a writer show the character's response? Why are dialogue, thoughts, and feelings important to a narrative story?	narrative techniques, dialogue, description, pacing, experiences, events, responses, characters, situations -I can determine how a narrative technique will impact my story. (K) -I can determine how a character should respond to a situation. (R) -I can determine if a narrative technique should be used in my writing (e.g., dialogue, description, pacing). (R) -I can demonstrate multiple techniques to develop characters in my narratives (e.g. own character's actions, dialogue, other character's thoughts and actions). (R)	<u>Dialogue:</u> Write Source Pg 96 (portraying a scene with & without dialogue) Write Source Pg 494.1 & 494.2 (punctuating) <u>Pacing:</u> Journeys Student Book pg 553 <u>Description:</u> Review of use of adjectives, adverbs, and thesaurus to embellish writing (better mind movie). Use novels to model dialogue

								with focus on paragraphing and punctuation. <u>Dialogue:</u> Write Source Pg 96 (portraying a scene with & without dialogue) Write Source Pg 494.1 & 494.2 (punctuating) <u>Pacing:</u> Journeys Student Book pg 553
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Effective communicators understand and use figurative language, nuances in word meanings, and	Why and how figurative language are similes and metaphors used? How does the figurative	figurative Language, similes, metaphors, context	g, figurative language, word, relationships, nuances	L.5, a, b: -I know what figurative language is. (K) -I know what a simile is. (K) -I know what a metaphor is. (K) -I know what an idiom is. (K) -I know what a hyperbole is. (K) -I know what a proverb is. (K) -I know what an adage is. (K) -I can interpret figurative language, including similes and metaphors, in context. (R) -I can recognize and explain the meaning of common idioms, adages, and proverbs. (R)	https://drive.google.com/open?id=1qk2jeHxAnfOnmHp6CKq31hvwOn_Udp1PeKlmV7OqW2Y *Take after L.24	L.21 Idiom Pg T26/ SB pg 642 Metaphor Pg T29/ SB pg 644 & 651 Personification SB Pg 636 ("it would come when it wanted to come" speaking of danger, an inanimate object) L.23 Adage Pg T183/ SB pg 707 & 709 Proverb PgT224 (RTI) L.24 Hyperbole T251/ SB pg 729 &737	
L.5a Interpret figurative language, including similes and metaphors, in context.							Figurative Language List Definitions & Examples https://docs.google.com/document/d/1jKahUXKq7NjSXdDxSNfHqCr3d8lqg66bvur86HuABXq/edit?usp=sharing	

	word relationships to clarify and express meaning.	language used in a piece of literature affect the purpose, voice, and tone of the work?			<u>Journeys</u> L.21 Idiom Pg T26/ SB pg 642 Metaphor Pg T29/ SB pg 644 & 651 Personification SB Pg 636 ("it would come when it wanted to come" speaking of danger, an inanimate object) L.23 Adage Pg T183/ SB pg 707 & 709 Proverb PgT224 (RTI) L.24 Hyperbole T251/ SB pg 729 & 737 Figurative Language List Definitions & Examples https://docs.google.com/document/d/1jKahUXKg7NjSXdDxSNfHgCr3d8lqq66bvur86HuABXq/edit?usp=sharing Figurative Language Quiz https://forms.gle/j7peckVCVjHHELKp8
L.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	Effective communicators understand and use figurative language, nuances in word meanings, and word relationships to clarify and express meaning	What are some of the most common idioms, adages and proverbs of the English language and what do they mean? How and why do authors choose to include idioms, adages, and proverbs in their writing?	meaning, idioms, adages, proverbs		L.21 Idiom Pg T26/ SB pg 642 L.23 Adage Pg T183/ SB pg 707 & 709 Proverb PgT224 (RTI) Figurative Language List

							Definitions & Examples https://docs.google.com/document/d/1jKahUXKq7NjSXdDxSNfHqCr3d8lqq66bvur86HuABXq/edit?usp=sharing Figurative Language Quiz https://forms.gle/i7peckVCVjHHELKp8
Determine Pre-Assessment							
<i>Paste link to the agreed upon unit pre-assessment here</i>							
Pre-Assessment Scoring Agreements				Review/warm up given to students prior to the assessment			
RL5.9 4: Can explain how the common theme is approached in each text. Can find similarities and differences in how the theme is approached among the two texts. Can explain similarities and differences in how the theme is approached among the two texts. 3: Can find similarities and differences in how the theme is approached among the two texts. 2: 1:							

--	--



April 11, 2022 Board Meeting 7.3 Policies

❖ AC & AC-AR – Nondiscrimination

GENDER IDENTITY & PHYSICAL CHARACTERISTICS ASSOCIATED WITH RACE

Summary

House Bill (HB) 2935 added an aspect to the definition of discrimination in ORS 659.850 for race that includes physical characteristics historically associated with race such as natural hair and hair texture (see new footnote in AC and JB for full language). Another bill, HB 3041, revised the definition of sexual orientation and added a new definition for gender identity to the protected classes. Both of these bills affected change represented in the attached model policies.

A change created by HB 2935 that is not reflected by policy changes but is still important for districts, the bill created additional criteria a school district must ensure when paying fees to a voluntary organization. In addition to the complaint policy requirements imposed on these voluntary organizations in 2019, these policies must now be equity focused. Voluntary organizations must have policies that prohibit discrimination as defined in ORS 659.850, which now includes physical characteristics related to race such as natural hair or hair texture. These equity focused policies must now also permit a student to wear religious clothing when consistent with any safety and health requirements, which will be balanced based on reasonable accommodation needs of participants for a specific activity. Further, the HB adds a provision regarding employer driven dress code or policy, amending ORS 659A.030(5), that they cannot create “a disproportionate adverse impact on members of a protected class to a greater extent than the policy impacts persons generally” (HB 2935, 2021).

Collective Bargaining Impact

None

❖ GBA – Equal Employment Opportunity

❖ GBEA – Workplace Harassment

❖ IB – Freedom of Expression

❖ JB – Equal Educational Opportunity

GENDER IDENTITY DEFINITION

Summary

House Bill 3041 (2021) revised the statutory definition of sexual orientation (removed gender identity) and created a new definition for gender identity.

Collective Bargaining Impact

None

❖ **IGBI – Bilingual Education**

LANGUAGE ARTS AND ESSENTIAL SKILLS

Summary

The 2021 Oregon Legislature updated statute in ORS 329.451 (House Bill 2056) modifying Oregon diploma requirements by changing ‘English language arts’ to ‘language arts’ and redefining definitions for language arts, world languages and holocaust and genocide studies. Statute updates to ORS 329.045 made changes to the required characteristics of a school system and to Essential Skills.

Senate Bill 744 (2021) has suspended the requirement for a student to show proficiency in Essential Skills as a condition of receiving a high school diploma for the 2021-2022, 2022-23 or the 2023-2024 school year.

Lastly, there has been two versions of policy for IKF – Graduation Requirements and an AR to accompany version 2. The decisions was made to maintain one version of IKF – Graduation Requirements and remove the alternate version (2) and the AR from the model samples, leaving one version of model policy IKF. The designation for IKF – Graduation Requirements has been changed to *conditionally required* because the district is required to adopt policy if the district has established additional credit and/or graduation requirements above the state-adopted graduation requirements for any state described diploma or alternative certificate.

Collective Bargaining Impact

None

❖ **KGBB – Firearms Prohibited**

FIREARMS

Summary

The 2021 Oregon Legislature passed Senate Bill (SB) 554 which includes amendments to ORS 166.360 and 166.370 and is now effective.

Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). SB 554 (2021) created law that now allows districts to prohibit persons with concealed carry licenses from carrying firearms on school grounds by adopting a policy and posting notice at entry points. A person who is properly licensed to carry may still possess the firearm IF the person is not otherwise prohibited from possessing and if it is unloaded and locked in a motor vehicle and in accordance with law.

OSBA considers this policy to be conditionally required because if the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees, it does not need to adopt this policy.

To institute this prohibition, this requires a policy adopted by the board, the board to identify all school grounds subject to policy in a notice posted on the board’s website, and post appropriate signage “at all normal points of entry to school grounds subject to policy” (Senate Bill 554, 2021), in accordance with law.

Law enforcement are still permitted to carry and [superintendent’s] may still approve use for district-sponsored activities.

Collective Bargaining Impact

None

OSBA Model Sample Policy

Code: AC
Adopted:

Nondiscrimination

The district prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex, sexual orientation², gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

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

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

The superintendent shall appoint individuals at the district to contact on issues concerning the Americans with Disabilities Act ~~of 1990~~ and Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), Section 504 of the Rehabilitation Act, Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments ~~of 1972~~, and other civil rights or discrimination issues, and notify students, parents, and staff with their names, office addresses, and phone numbers. The district will publish complaint procedures providing for prompt and equitable resolution of complaints from students, employees and the public, and such procedures will be available at the district's administrative office and available on the home page of the district's website.

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)

[ORS 326.051\(1\)\(e\)](#)
[ORS 408.230](#)

[ORS 659.805](#)
[ORS 659.815](#)

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

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

[ORS 659.850 - 659.860](#)
[ORS 659.865](#)
~~[ORS 659.870](#)~~
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.230 - 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)

[OAR 581-002-0001 - 002-0005](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2012~~2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (~~2012~~2018); 29 C.F.R. Part 1626 (~~2018~~2019).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12112 (~~2012~~2018); 29 C.F.R. Part 1630 (~~2018~~2019); 28 C.F.R. Part 35 (~~2018~~2019).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2012~~2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (~~2012~~2018); 34 C.F.R. Part 104 (~~2018~~2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (~~2012~~2018);

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2018~~2020).

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018); 28 C.F.R. §§ 42.101-42.106 (~~2018~~2019).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2012~~2018); 29 C.F.R. § 1601 (~~2018~~2019).

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

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (~~2012~~2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (~~2012~~2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2012~~2018); 29 C.F.R. Part 1635 (2019).

House Bill 2935 (2021).

House Bill 3041 (2021).

OSBA Model Sample Policy

Code: AC-AR
Adopted:

Discrimination Complaint Procedure

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

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

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

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

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

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

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

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

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

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

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

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

Charter Schools of which the District Board is a Sponsor

[The district Board, [through its charter agreement with [name of charter school sponsored by the district board]] [through a board resolution] [through this administrative regulation], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination). A complainant may appeal 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 this 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 administrative regulation], 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 Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), 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.]

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

DISCRIMINATION COMPLAINT FORM

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

Student/Parent ☐ Employee ☐ Job applicant ☐ Other ☐ _____

Type of discrimination:

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

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

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

Suggested solution/resolution/outcome: _____

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

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

OSBA Model Sample Policy

Code: GBA
Adopted:

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the district regardless of race¹, color, religion, sex, sexual orientation², gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition³, age, veterans' status⁴, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁵ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The superintendent will appoint an employee to serve as the officer in charge of compliance with the Americans with Disabilities Act ~~of 1990~~, and the Americans with Disabilities Act Amendments Act ~~of 2008~~ (ADA), and Section 504 of the Rehabilitation Act. The superintendent will also designate a Title IX coordinator to comply with the requirements of Title IX of the Education Amendments ~~of 1972~~. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.

The superintendent will develop other specific recruiting, interviewing and evaluation procedures as are necessary to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 243.317 – 243.323](#)
[ORS 326.051](#)
[ORS 332.505](#)
[ORS 342.934](#)
[ORS 408.225](#)

[ORS 408.230](#)
[ORS 408.235](#)
[ORS 652.210 - 652.220](#)
[ORS 659.850](#)
~~[ORS 659.870](#)~~
[ORS 659A.003](#)

[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.082](#)

¹ Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by ORS 659A.001 (as amended by House Bill 2935 (2021)).

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

³ This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

⁴ The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁵ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

[ORS 659A.109](#)
[ORS 659A.112](#)
[ORS 659A.147](#)
[ORS 659A.233](#)
[ORS 659A.236](#)
[ORS 659A.309](#)

[ORS 659A.321](#)
[ORS 659A.409](#)
[ORS 659A.820](#)
[OAR 581-021-0045](#)
[OAR 581-022-2405](#)
[OAR 839-003-0000](#)

[OAR 839-006-0435](#)
[OAR 839-006-0440](#)
[OAR 839-006-0450](#)
[OAR 839-006-0455](#)
[OAR 839-006-0460](#)
[OAR 839-006-0465](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (~~2012~~2018).

Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2012~~2018).

Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (~~2012~~2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2019~~2020).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2012~~2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).

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

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (~~2012~~2018).

The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).

Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2012~~2018).

Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).

Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

[House Bill 2935 \(2021\)](#)

[House Bill 3041 \(2021\)](#)

OSBA Model Sample Policy

Code: GBEA
Adopted:

Workplace Harassment *

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

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

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault¹ or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

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

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

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

The district may not require or coerce a district employee to enter into a nondisclosure² or nondisparagement³ agreement.

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

² A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

³ A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 243.317 - 243.323](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[ORS 659A.082](#)
[ORS 659A.112](#)
[ORS 659A.820](#)
[ORS 659A.875](#)

[ORS 659A.885](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (~~2012~~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 (~~2019~~2020).

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

House Bill 3041 (2021)

OSBA Model Sample Policy

Code: IB
Adopted:

Freedom of Expression

Students have a general right to freedom of expression within the school system. The district requires that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.

Freedom of Student Inquiry and Expression

1. Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.
2. In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, sex, or sexual orientation or gender identity. Each student organization must have a staff adviser to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures and a current list of officers. School administrators may establish reasonable rules and regulations governing the activity of student organizations.

Publications K-8, Displays and Productions

On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be reviewed by the administrator or may be restricted or prohibited pursuant to legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the audience;
3. The material is poorly written, inadequately researched, biased or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;
5. Whether specific individuals may be identified even though the material does not use or give names;

6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, e.g., if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;
7. Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.

High School Student Journalists

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. "School-sponsored media" means materials that are prepared, substantially written, published or broadcast by student journalists; that are distributed or generally made available, either free of charge or for a fee, to members of the student body; and that are prepared under the direction of a student media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

1. Is libelous or slanderous;
2. Is obscene, pervasively indecent or vulgar;
3. Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;
4. Constitutes an unwarranted invasion of privacy;
5. Violates federal or state law or regulation; or
6. So incites students as to create a clear and present danger of:
 - a. The commission of unlawful acts on or off school premises;
 - b. The violation of district or school policies; or
 - c. The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

[Modifications or removal of items may be appealed in writing to the superintendent. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make his/her a decision within three school days of the meeting. [The superintendent's decision shall be final and binding on all parties.]]

[If the complainant is not satisfied with the decision of the superintendent, ~~he/she~~ the complainant may appeal to the Board under established district procedures.]

END OF POLICY

Legal Reference(s):

~~ORS 174.100~~
[ORS 332.072](#)
[ORS 332.107](#)

[ORS 336.477](#)
[ORS 339.880](#)
[ORS 339.885](#)

~~ORS 659.850~~
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)

Equal Access Act, 20 U.S.C. §§ 4071-4074 (~~2012~~ 2018).
Westside Cmty. Bd. of Educ. v. Mergens, 496 U.S. 226 (1990).
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).
U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.
~~House Bill 3041 (2021).~~

OSBA Model Sample Policy

Code: IGBI

Adopted:

Bilingual Education**

Students whose primary language is ~~a language~~ other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction ~~and other educational activities~~.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

~~ORS 336.074~~
~~ORS 336.079~~

~~OAR 581-021-0046~~
~~OAR 581-022-2310~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2012~~2018).
Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (~~2012~~2018).

OSBA Model Sample Policy

Code: JB
Adopted:

Equal Educational Opportunity[**]

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation⁺, gender identity, race², religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

[The district shall develop and implement an Equal Educational Opportunity Plan that assures that][n]o student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district.

[A student or parent may also access and use the district's general complaint procedure through Board policy KL - Public Complaints.]

All reports, complaints or information will be investigated.

[The district will communicate the availability of policy and available complaint procedures to students and their parents through available district communication systems[,] [and] [handbooks] [and will be published to the district website and made available at the district office during regular business hours].]

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051](#)
[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.086](#)
[ORS 659.850](#)

[ORS 659.852](#)
[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.103 - 659A.145](#)
[ORS 659A.400](#)
[ORS 659A.403](#)

[ORS 659A.406](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-022-2310](#)
[OAR 839-003-0000](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).

Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

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

² Race also includes physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type and protective hairstyles as defined by [ORS 659A.001](#) (as amended by House Bill 2935 (2021)).

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (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. §§ 12101-12333 (2018).

House Bill 2935 (2021).

House Bill 3041 (2021).

OSBA Model Sample Policy

Code: KGBB
Adopted:

Firearms Prohibited

{Oregon law has allowed members of the public possessing a concealed carry license to carry firearms on district property in accordance with ORS 166.370(3)(g). Senate Bill (SB) 554 (2021) allows districts to prohibit even those with concealed carry licenses from carrying firearms by adopting a policy and posting notice at entry points.

OSBA considers this policy to be conditionally required because if the district wants to prohibit concealed carry licensees from carrying firearms on district property, the district must adopt a policy. If the district does not want to limit concealed carry licensees, the district does not need to adopt this policy.}

No person on grounds of the schools controlled by the Board (including in school buildings), will possess any firearm¹, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the Board.² Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials³.

[The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply. The district will post on the district's web pages designated for school board operations, identifying designated school grounds that are subject to this policy.]

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 164.245](#)
[ORS 164.255](#)

[ORS 166.210 - 166.370](#)
[ORS 297.405](#)
[ORS 332.107](#)

[ORS 332.172](#)
[ORS 339.315](#)

¹ "Firearm" has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

² See Senate Bill 554 (2021).

³ ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.

Gun-Free Schools Act, 20 U.S.C. § 7961 (2018).
Senate Bill 554 (2021).

Adopted: Oakridge School District

2022 – 2023

Students First Day of School - Sept. 6th (half day am)

Students Last Day of School - June 15 (half day am)

July

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

October = 18 Student Days

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January = 17 Student Days

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April = 15^{oes}/16^{oish} Student Days

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

August

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November = 14 Student Days

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

February = 17 Student Days

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

May = 18 Student Days

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September = 16 Student Days

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December = 10 Student Days

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

March = 15 Student Days

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June = 9 Student Days

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Holidays/Vacations - No School

Sept. 5	Labor Day	Jan. 16 non-paid, no work day	Martin Luther King Jr. Day	Aug. 29	Oct. 4	1st Quarter – 37 days
Nov. 11	Veteran's Day	Feb. 20	President's Day	Aug. 30	Jan. 27	2nd Quarter – 36 days
Nov. 24	Thanksgiving	March 27-31	Spring Break	Aug. 31	April 7	3rd Quarter – 38 days
Dec. 19- Jan. 3	Winter Break	May 29	Memorial Day	Sept. 6 (half day pm)	June 15	4th Quarter – 39 days-OJHS 38 days - OES
Jan. 2	New Year's Day (observed)	June 19 non-paid, no work day	Juneteenth	June 14 (half day pm)		

Grading Days

End of Quarter =	End of Quarter =
○	○

Conferences

Nov. 21-22	Parent Teacher Conferences	Sept. 1	Work Days
Nov. 21-22	Parent Teacher Conferences	Sept. 1	Work Days
April 20	OES Only Parent Teacher Conferences (No School)	Sept. 23	Work Days
April 21	Parent Teacher Conferences	June 16	Work Days

Other/Underlined Days

Oct. 8	State In-Service Day
Nov. 23	Conf. Comp Day
June 10	Graduation

Teacher Contract Days: 174 (includes Flex Day). Instructional Days: OJHS = 150 OES = 149
Inclement weather school closures will be made up in this order: March 17, April 28, May 5, May 19, May 26.

