School Board Agenda
Oregon City School District, November 4, 2019

The Board of Education will hold a Complaint Appeal Hearing beginning at 5:30 p.m. in the District Board Room at the Jackson Building, 1306 12th Street, Oregon City.

Following the hearing, the Board will meet in Executive Session beginning at 6:00 p.m. in Room 115 at the Jackson Building, 1306 12th Street, Oregon City, to consider discuss student matters pursuant to ORS 192.660(2)(d) and (e).

NOTICE TO MEDIA: In accordance with ORS 192.660(4) regarding Executive Sessions, news media representatives may not be allowed to attend portions dealing with collective bargaining strategy or consideration of student expulsion. All other matters discussed in Executive Session must remain undisclosed.

Executive Session Agenda:

- Property
- Collective Bargaining

Following the Executive Session, the Board will meet in Work Session, in Room 115 at the Jackson Building, 1306 12th Street, Oregon City.

Work Session Agenda:

- New Member Orientation

The Board of Education will meet in Regular Session beginning at 7:00 p.m. in the District Board Room at the Jackson Building, 1306 12th Street, Oregon City.

Please silence all electronic devices before the meeting begins.

Regular Meeting Agenda:

1. CALL TO ORDER

2. FOCUS ON LEARNING
   What AVID Means To Me – Odgen Middle School Teachers & Students

3. RECOGNITION AND GOOD NEWS ABOUT OREGON CITY SCHOOLS
   Unified Sports Soccer – Tim Pass & Vanessa Dickey
   OnPoint $1000 Award to Bridges to Independence - Katie Wolvert & Megan Gill

4. PATRON INPUT
   Visitors who have not previously arranged with the Superintendent to appear before the Board may be heard by signing in on the form found beside the agenda packets near the door.

5. REPORTS
   Financial Update – Susan Dodd
   Bond Implementation – Wes Rogers & Michael Clark
   October 18th Professional Development – Sara Deboy

6. BOARD COMMUNICATION
   Ex Officio Members: OCHS, OCEA and OSEA representatives
7. DISCUSSION
   Policy Development – Larry Didway
   School Based Health Center Interagency Agreement – Larry Didway

8. ACTION ITEMS

A. CONSENT AGENDA
   1. Approve minutes: October 14, 2019 Regular Session
   2. 1920-103 Approve Added Duty Appointments
   3. 1920-413 Approve Out of District and Overnight Travel
B. 1920-410 Support Chissy Reitz for OSBA LPC Position 7
C. 1920-411 Support Betty Reynolds for OSBA Board of Directors Position 8
D. 1920-412 Support Libra Forde for OSBA LPC Position 8
E. 1920-07 Adopt Amendment to the Licensed Collective Bargaining Agreement
   for 2019-20
F. 1920-09 Adopt Recommended Professional Agreement with Oregon City School
   Administrators for 2019-20
G. 1920-228 Resolution Granting Exemption from Competitive Bidding for Renovation
   for Six Elementary Schools by Means of a Construction Manager/General
   Contractor (CM/GC) and Authorizing Selection by Requests for Proposal for the
   Oregon City School District No. 62
H. 1920-229 Resolution of the Board of Directors of the Oregon City School District
   No. 62 Approving an Early Work Agreement for Modular Village Procurement
   and Site Investigation Services Related to the Renovation of Ogden Middle
   School
I. 1920-414 A Resolution of the Board of Directors of the Oregon City School
   District No. 62 Authorizing the Granting of a Permanent Nonexclusive
   Driveway Easement to the Adjacent Property Owner at Redland
   Elementary School
J. 1920-415 Approve Oregon City School Board Policy
   IGAI Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases,
   Health Education **

9. Other items requiring action by the Board (addendum)

10. ADJOURNMENT

NEXT MEETING:
   6:00p.m., November 18, 2019 – Work Session. Downstairs District Office
   6:00p.m., December 2, 2010 - Work Session, Downstairs District Office
   6:00p.m., December 9, 2019 - Work Session, Jackson Campus Rm 115
   7:00p.m., December 9, 2019 - Regular Session, Jackson Campus, Board Room
DATE: November 4, 2019
TO: Board Members
FROM: Susan Dodd, CFO
RE: Financial Update for the Quarter Ended September 30, 2019 – Quarter 1 of 2019-20

The attached report summarizes updated preliminary financial statements for the General Fund of Oregon City School District for the first quarter ended September 30, 2019 of fiscal 2019-20. The information in this memo summarizes the financial trends for the quarter in comparison with the District’s Adopted Budget and presents a projection for year-end. Note that the District is utilizing new software for its financial projections – Forecast Five. Several Districts are currently utilizing this software to provide greater transparency to the community and comparability between school districts.

Prior Year 2018-19 Recap

The District’s audited financial statements are in the process of being finalized and will be presented in the Comprehensive Annual Financial Report (CAFR) in late December.

Comparison of the 2019-20 Original Adopted Budget to Projected Financial Results

- **Revenue** – There is no projected difference between budgeted resources and projected resources this early in the fiscal year other than the correction for the beginning fund balance. The beginning fund balance for the Adopted Budget was projected in the February of 2019. Between the Third Quarter Projection as of March 2019 and the end of the fiscal year, expenses came in lower by $1.4 million and revenues came in higher by $2.2 million. As of March 2019, the District estimated an ending fund balance of $4.9 million. The District budgeted a $4.5 million dollar beginning fund balance. The new projected beginning fund balance is $2.0 million dollars higher than the budgeted beginning fund balance which has allowed the District greater flexibility with its employee bargaining units for 2019-20.

- **Expenditures** - Expenditures are forecasted based on realization rates for prior years and known approved expenditures. The new Forecast Five software uses several historical performance years in the calculation of the realization rate trends. The expenditure projection has been adjusted to reflect possible employee bargaining unit agreements which utilize the additional increase in the Beginning Fund Balance over the Budget.

- **Summary and Look Ahead** – Currently the District does not have all employee contracts in place. Enrollment has increased slightly by 30 students from September of the prior year. Final funding for the current year will not be determined until the spring. The District is currently in the process of working with the Oregon Department of Education to determine the full amount of funding for the Student Improvement Act. This could add an additional $6 million dollars of resources for targeted funding for specific program areas. Information will continue to be provided.
# Oregon City School District

## General Fund Financial Statements

<table>
<thead>
<tr>
<th>2019-20 GENERAL FUND BALANCE SEPTEMBER 30, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2019-20</td>
</tr>
<tr>
<td>Qtr 3 Projection</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>TOTAL RESOURCES</td>
</tr>
<tr>
<td>85,641,787</td>
</tr>
<tr>
<td>TOTAL EXPENDITURES</td>
</tr>
<tr>
<td>80,953,873</td>
</tr>
<tr>
<td>FUND BALANCE</td>
</tr>
<tr>
<td>4,887,914</td>
</tr>
<tr>
<td>As a % of Total Resources</td>
</tr>
<tr>
<td>5.69%</td>
</tr>
<tr>
<td>FUND BALANCE BUDGETED FOR NEXT YEAR</td>
</tr>
<tr>
<td>4,500,000</td>
</tr>
<tr>
<td>DIFFERENCE AVAILABLE FOR 2019-20</td>
</tr>
<tr>
<td>2,083,004</td>
</tr>
</tbody>
</table>
# OCSD - General Obligation Bond Summary - Expenses Nov. 2018 Through Sept. 2019 - Funds 418 & 419

| Bond Proceeds from Sale - District Improvements | $ 157,533,991 |
| Other Estimated Funding - Erate and Efficient Energy Refund - SB 1 | $ 1,145,010 |
| OSCIM Grant | $ 8,000,000 |
| Interest Income - Estimated | $ 6,000,000 |
| **Total Resources Available** | **$ 172,679,001** |

<table>
<thead>
<tr>
<th>Bond Expenses</th>
<th>Location</th>
<th>Expenses Overall Budget</th>
<th>Amount</th>
<th>Expenses Budget Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Gardiner Replacement</strong></td>
<td>Gardiner</td>
<td>$ 82,093,293</td>
<td>$ 1,934,019</td>
<td>$ 80,159,274</td>
</tr>
<tr>
<td><strong>2 Ogden Renovation</strong></td>
<td>Ogden</td>
<td>$ 31,399,384</td>
<td>$ 871,017</td>
<td>$ 30,528,367</td>
</tr>
<tr>
<td><strong>3 Future Ogden Middle School Land</strong></td>
<td>Ogden</td>
<td>$ 4,000,000</td>
<td>$ 116,390</td>
<td>$ 3,883,610</td>
</tr>
<tr>
<td><strong>4 Safety &amp; Security</strong></td>
<td>All Locations</td>
<td>$ 9,831,650</td>
<td>$ 516,151</td>
<td>$ 9,315,499</td>
</tr>
<tr>
<td><strong>5 Capital Upgrades - Other</strong></td>
<td>TBD</td>
<td>$ 3,000,000</td>
<td>$ 134,203</td>
<td>$ 2,865,797</td>
</tr>
<tr>
<td><strong>6 CTE Planning and Prototypes</strong></td>
<td>TBD</td>
<td>$ 4,459,711</td>
<td>$ 422,665</td>
<td>$ 4,037,046</td>
</tr>
<tr>
<td><strong>7 Bond Management &amp; Bond Office Construction</strong></td>
<td>District-Wide</td>
<td>$ 11,774,173</td>
<td>$ 1,618,265</td>
<td>$ 10,155,908</td>
</tr>
<tr>
<td>Contingency - Budget</td>
<td></td>
<td></td>
<td></td>
<td>$ 26,120,790</td>
</tr>
<tr>
<td><strong>Total Bond Project Expenses Nov. 2018 Through Sept. 2019</strong></td>
<td><strong>$ 172,679,001</strong></td>
<td><strong>$ 5,612,710</strong></td>
<td><strong>$ 167,066,291</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Oregon City School District #62 Investment Report QTR 1 2020

<table>
<thead>
<tr>
<th>Issuer</th>
<th>Book Value</th>
<th>Percentage of Portfolio</th>
<th>Maximum allowed per Policy</th>
<th>Over</th>
<th>Weighted Ave Yield</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>US Gov't Treasuries</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US Gov't Treasury</td>
<td>$ 60,438,553.20</td>
<td>32.32%</td>
<td>100.00%</td>
<td></td>
<td>2.54%</td>
</tr>
<tr>
<td>Sub Total</td>
<td>$ 60,438,553.20</td>
<td>32.32%</td>
<td>100.00%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>US Gov't Agencies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Home Loan Bank</td>
<td>$ 26,012,529.04</td>
<td>13.91%</td>
<td>100.00%</td>
<td>N/A</td>
<td>2.58%</td>
</tr>
<tr>
<td>Federal Home Loan Mortgage</td>
<td>$ 13,838,327.50</td>
<td>7.40%</td>
<td>100.00%</td>
<td>N/A</td>
<td>2.60%</td>
</tr>
<tr>
<td>Federal National Mortgage</td>
<td>$ 7,804,570.40</td>
<td>4.17%</td>
<td>100.00%</td>
<td>N/A</td>
<td>2.63%</td>
</tr>
<tr>
<td>Federal Farm Credit Bank</td>
<td>$ 2,188,728.63</td>
<td>1.17%</td>
<td>100.00%</td>
<td>N/A</td>
<td>2.62%</td>
</tr>
<tr>
<td>Tennessee Valley Authority</td>
<td>$ 5,081,332.98</td>
<td>2.72%</td>
<td>100.00%</td>
<td>N/A</td>
<td>2.67%</td>
</tr>
<tr>
<td>Sub Total</td>
<td>$ 54,925,488.55</td>
<td>29.37%</td>
<td>100.00%</td>
<td>N/A</td>
<td>2.60%</td>
</tr>
<tr>
<td><strong>Corporate Notes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wells Fargo Bank</td>
<td>$ 6,980,648.10</td>
<td>3.73%</td>
<td>5.00%</td>
<td>N/A</td>
<td>2.91%</td>
</tr>
<tr>
<td>US Bank</td>
<td>$ 6,000,776.15</td>
<td>3.21%</td>
<td>5.00%</td>
<td>N/A</td>
<td>2.76%</td>
</tr>
<tr>
<td>JP Morgan Chase Bank</td>
<td>$ 9,003,648.30</td>
<td>4.81%</td>
<td>5.00%</td>
<td>N/A</td>
<td>3.06%</td>
</tr>
<tr>
<td>Toyota</td>
<td>$ 4,988,601.88</td>
<td>2.67%</td>
<td>5.00%</td>
<td>N/A</td>
<td>2.60%</td>
</tr>
<tr>
<td>Key Bank</td>
<td>$ 1,998,617.64</td>
<td>1.07%</td>
<td>5.00%</td>
<td>N/A</td>
<td>2.82%</td>
</tr>
<tr>
<td>Bank of America</td>
<td>$ 5,564,657.31</td>
<td>2.98%</td>
<td>5.00%</td>
<td>N/A</td>
<td>2.83%</td>
</tr>
<tr>
<td>Sub Total</td>
<td>$ 34,536,949.38</td>
<td>18.47%</td>
<td>35.00%</td>
<td>N/A</td>
<td>2.86%</td>
</tr>
</tbody>
</table>

### Total Investment Portfolio

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Investment Portfolio</td>
<td>$ 149,900,991.13</td>
<td>80.16%</td>
<td></td>
<td></td>
<td>2.64%</td>
</tr>
</tbody>
</table>

### Banks/LGIP

<table>
<thead>
<tr>
<th>Issuer</th>
<th>Book Value</th>
<th></th>
<th>LGIP Limit</th>
<th>Under</th>
<th>Over</th>
<th>LGIP Limit</th>
<th>Under</th>
<th>Over</th>
</tr>
</thead>
<tbody>
<tr>
<td>US Bank - Bond Checking</td>
<td>$ 648,928.77</td>
<td></td>
<td>7.98%</td>
<td>50,400,000</td>
<td>35,523,183</td>
<td>2.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US Bank - General Checking</td>
<td>$ 901,815.30</td>
<td></td>
<td>0.88%</td>
<td>50,400,000</td>
<td>48,789,869</td>
<td>2.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US Bank - Nutrition Services</td>
<td>$ 113,133.85</td>
<td></td>
<td>10.19%</td>
<td>50,400,000</td>
<td>31,345,601</td>
<td>2.45%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wells Fargo Bank- Payroll</td>
<td>$ 177,384.25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub Total - banks</td>
<td>$ 1,550,744.07</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| LGIP 6102 Bond Fund 418                | $ 14,876,837.02 |                 |            |       |      |            |       |      |
| LGIP 4358 Debt Service Fund 300        | $ 1,610,130.90  |                 |            |       |      |            |       |      |
| LGIP 4344 General Fund 100             | $ 19,054,399.41 |                 |            |       |      |            |       |      |
| Total Cash and Equivalents             | $ 35,541,367.33 |             |            |       |      |            |       |      |

### Grand Total

|                         | $ 186,993,102.53 |                         |            |       |      |            |       |      |

**Interest Earned to Date**

**Bond Investments**  

$ 2,375,153
POLICY READINGS  
November 4, 2019  
2019 POLICY UPDATE

<table>
<thead>
<tr>
<th>Code</th>
<th>Policy - Administrative Regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST READING</strong></td>
<td></td>
</tr>
<tr>
<td>EB-AR</td>
<td>Environmental Health &amp; Safety</td>
</tr>
<tr>
<td>IGBBA</td>
<td>Talented and Gifted Students - Identification**</td>
</tr>
<tr>
<td>IGBBA-AR</td>
<td>Appeal Procedure for Talented and Gifted Student Identification and Placement**</td>
</tr>
<tr>
<td>IGBBC</td>
<td>Talented and Gifted – Programs and Services**</td>
</tr>
<tr>
<td>IGBBC-AR</td>
<td>Complaints Regarding the Talented and Gifted Program</td>
</tr>
<tr>
<td><strong>SECOND READING, NO ADOPTION</strong></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td><strong>ADOPTION</strong></td>
<td></td>
</tr>
<tr>
<td>IGAI</td>
<td>Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**</td>
</tr>
</tbody>
</table>

The following symbol(s) are used on some policies:

* May be subject to collective bargaining.

** As used in this policy, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005(4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.
Oregon City School District

Code: EB-AR
Adopted: 10/28/19

Environmental Health & Safety (EHS)
Processes & Procedures Manual

The Oregon City School District (OCSD) EHS Processes and Procedures Manual establishes minimum environmental health and safety performance expectations of construction contractors working on OCSD sites.

Overview

The following processes and procedures define OCSD’s expectations which meet and in some case exceed the requirements of applicable regulatory agencies.

OCSD provides a copy of this EHS Processes and Procedures Manual to all firms who receive a bid award. The contract that follows a bid award indicates the firm is responsible for knowing and complying with the information provided in this Manual. OCSD expects these performance requirements to be understood prior to work commencing, be included in a project specific EHS Plan and be strictly complied with.

1. RELATED REQUIREMENTS

Contractor shall comply with and be responsible for the enforcement of all federal, state and local codes, ordinances, guidelines or other governing requirements of any agency having jurisdiction (AHJ) over employee health and safety on the Project site, regardless of the requirements of the Agreement or District Requirements.

It is the Contractor’s responsibility to ensure their workers and subcontractor employees have a good working knowledge of their EHS Processes and Procedures along with those required by OCSD.

2. GENERAL

A. No person shall be required or instructed to work in surroundings or under conditions that are unsafe or dangerous to his/her health.

B. Contractor shall be responsible for initiating and maintaining a safety and health program that complies with the State of Oregon – Occupational Safety and health Administration (OR-OSHA).
C. Each employee is responsible for complying with applicable safety and occupational health requirements, wearing prescribed safety and health equipment, reporting unsafe conditions/activities, preventing avoidable accidents, and working in a safe manner.

D. Safety and health programs, documents, signs, and tags shall be communicated to employees in a language that they understand.

E. Worksites with non-English speaking workers shall have a person(s), fluent in the language(s) spoken and English, on site when work is being performed, to translate as needed.

F. Contractor will provide all necessary barricades, safety signs, stanchions, safety cones or safety warning tape as required isolating and protecting unsafe work areas from workers, vehicle traffic or pedestrians.

G. The Contractor shall erect and maintain a safety and health bulletin board in an area commonly accessed by workers. The bulletin board shall be maintained current, in clear view of on-site workers, and protected against the elements and unauthorized removal. It shall contain at least the following safety and health information:
   i. Map denoting the route to the nearest emergency care facility;
   ii. Emergency phone numbers;
   iii. Other public information postings as may be required by any AHJ specifically including but not limited to OR-OSHA; and
   iv. Project Safety Plan (PSP).

H. Before initiation of work at the job site, Contractor shall develop a PSP, written in English for the specific work and hazards of the contract and implementing in detail the pertinent requirements to the satisfaction of the District. The Contractor shall address each of the elements/sub-elements of the Project and shall provide the information required with appropriate sections and appendices including but not limited to the following:
   i. Pre-Task planning;
   ii. Fall protection and personal protective equipment;
   iii. Compressed gasses and electrical safety;
   iv. Powered industrial trucks, cranes/hoists/rigging and other power equipment;
   v. Confined space management;
   vi. Fire prevention, including fire extinguisher requirements, fire system work/red tag process and welding, cutting, brazing/hot work permit (including fire watch after work is completed);
   vii. Hazardous material control, i.e., Lead Compliance Plan when working with lead, Asbestos Hazard Abatement Plan when working with asbestos, etc.

I. The PSP will be developed by qualified personnel and will be signed by that person. The Contractor shall be responsible for documenting the qualified person's credentials.

J. Contractor’s PSP will be job specific and will include work to be performed by subcontractors and measures to be taken by the Contractor to control hazards associated with materials, services or equipment provided by suppliers.

K. To assure compliance with this section, the Contractor may be required to prepare for review specific safety and occupational health submittal items. These submittal items may be specifically required by this or other sections or may be identified in the Contract or by the District.
No additional compensation or time extensions shall be provided to the Contractor for additional submittals under this section.

L. The District or its designated representative may immediately stop work when an employee is deemed to be in imminent danger of serious injury or loss of life.

No additional compensation or time extensions shall be provided to Contractor for delays incurred under this section.

Work shall not resume until the danger to any and all employees has been mitigated to the satisfaction of the District or its Representative.

M. The Contractor shall employ a competent person at each project to function as the Site Safety and Health Officer (SSHO). The SSHO will manage the Contractor's PSP (This may be a collateral duty responsibility). The person(s), at a minimum, must have completed the 10 hour OSHA Construction Safety class or an equivalent course applicable to the work to be performed and given by qualified instructors. Such training shall have been within the last three (3) years. An SSHO shall be on-duty at all times when work is being performed and shall be responsible for enforcing and implementing the Contractor's Safety and Health program in accordance with the accepted PSP.

N. Contractor is responsible for assuring subcontractor compliance with the safety and occupational health requirements contained in this section.

O. A hazard communication program shall be implemented by the Contractor.

P. The written hazard communication program shall address, at a minimum, the following: training (to include potential safety and health effects from exposure), labeling, current inventory of hazardous chemicals on site, and the location and use of Safety Data Sheets (SDS's).

Q. Contractor is responsible to ensure compliance with State law and District policies surrounding the use and possession of weapons, tobacco, alcohol and drugs on District property.

3. INSPECTIONS

A. The PSP shall provide for frequent safety inspections, conducted by competent persons, of the work sites, material and equipment to ensure compliance with the PSP

B. In addition, Contractor quality control (QC) personnel – as part of their QC responsibilities – shall conduct and document daily safety and occupational health inspections in their daily QC logs.

C. Identified safety and health issues and deficiencies, and the actions, timetable, and responsibility for correcting the deficiencies, shall be recorded in inspection reports. Follow up inspections to ensure correction of any identified deficiencies shall be conducted and documented in a like manner.

D. The Contractor shall establish a safety and occupational health deficiency tracking system that lists and monitors the status of safety and health deficiencies in chronological order. The list will be updated daily, and will provide the following information:
i. Date deficiency identified;
ii. Description of deficiency;
iii. Name of person responsible for correcting deficiency;
iv. Projected resolution date; and
v. Date actually resolved.

E. The Contractor will immediately notify the District’s Risk Manager of any OR-OSHA or other regulatory agency inspection and provide an opportunity to accompany the Contractor on the inspection. (The inspection will not be delayed due to the non-availability of the District’s Risk Manager.) The Contractor shall provide the District’s Risk Manager with a copy of any citations or reports issued by the inspector and any corrective action responses to the citation(s) or report(s).

4. INDOCTRINATION AND TRAINING

A. A qualified person(s) shall conduct all training required by this section.

B. Employees shall be provided safety and health indoctrination prior to the start of work and continuing safety and health training to enable them to perform their work in a safe manner. Employee indoctrination will be documented in writing by date, name and content.

C. Indoctrination and training shall be based on the safety and health program of the Contractor and shall include but not be limited to:
   i. Requirements and responsibilities for accident prevention and maintaining safe and healthful work environments;
   ii. General safety and health policies and procedures and pertinent provision of this manual;
   iii. Employee and supervisor responsibilities for reporting all accidents;
   iv. Provisions for medical facilities and emergency response and procedures for obtaining medical treatment or emergency assistance;
   v. Procedures for report and correcting unsafe conditions or practices;
   vi. Job hazards and the means to control/eliminate those hazards, including applicable position and/or activity hazard analyses; and
   vii. Specific training as required by this section.

D. All visitors to the Site will be briefed by a qualified person on the hazards to be expected on the site and the safety and health controls required (i.e., hard hat, foot protection, etc.). The person-in-charge of the Site will assure that all visitors entering the site are properly protected and are wearing or provided with the appropriate personal protective equipment (PPE). Site personnel should maintain a stock of common PPE (i.e., hard hats, eye protection, ear plugs, reflective vests, etc.) for use by visitors. The site manager may require an escort for all visitors while on site.

Contractor shall have the right to refuse Site access to ANYONE not having attended the Contractor’s safety briefing or wearing the appropriate PPE.

Contractor’s briefing under this section D shall not be overly lengthy, technical in nature or create undue burden by visitors to access the Site. Access to the site shall not be withheld without justifiable reason.
E. A visitor sign-in log will be maintained on site.

F. Safety Meetings shall be conducted to review past activities, plan for new or change operations, establish safe working procedures for anticipated hazards, and provide pertinent safety and health training and motivation.

G. Meetings shall be conducted at least once a month for all supervisors on the project location and at least once a week by supervisors or foremen for all workers.

H. Meetings shall be documented, including the date, attendance, subjects discussed, and names of individuals who conducted the meeting. Documentation shall be maintained and copies provided to the District on request.

I. The District Project Manager will be informed of all scheduled meetings in advance and be invited to attend.

J. When hazardous substances are brought onto the job site, all employees potentially exposed to the substance will be advised of information in the SDS for the substance.

K. A copy of the SDS for each hazardous substance at the project will be maintained in an inventory, will be provided to the District's Project Manager, and will be made available to all potentially exposed employees. For emergency response purposes, each entry in the inventory shall include the approximate quantities, (e.g., gallons, pounds) that will be on site at any given time. In addition, a site map will be attached to the inventory showing where inventoried hazardous substances are stored. The inventory and the site map will be updated as frequently as necessary to ensure accuracy and will be posted in a conspicuous location that is accessible by the general public and workers on site at any time.

L. Contractor shall provide training in handling emergency situations that may arise in the activities or use of equipment on the project.

M. All persons who may have occasion to use emergency and rescue or lifesaving equipment shall be familiarized with the location of the equipment, trained in the proper use of the equipment and its capabilities and limitations, and medically qualified for its use.

N. Contractor will maintain on-site at all time, a minimum of one (1) person who is first aid and CPR trained, who will be available to assist during emergency events. Contractor shall maintain the following supplies:

   i. Mask for mouth-to-mouth rescue breathing with a one-way valve;
   ii. Appropriate PPE required in case of a medical emergency;
   iii. Means by which first responder may summon medical aid; and
   iv. Sufficient and appropriate medical supplies to stabilize an injured person until professional medical care can arrive at the Site.

5. PHYSICAL QUALIFICATION OF WORKERS

A. At no time and under no circumstance while on the Site, may workers use or be under the influence of alcohol, narcotics, intoxicants, or similar mind-altering substances. Workers found under the influence of consuming such substances will be immediately removed from Site. Contractors shall enforce the drug-free workplace requirements specified by the District as part of their PSP.
B. Operators of any equipment or vehicle shall be able to read and understand the signs, signals, and operating instructions in use.

6. ACCIDENT REPORTING AND RECORDKEEPING

A. All accidents and "near-misses" (events where a high probability of worker injury existed but did not occur) that occur incidentally to an operation on the Site will be investigated, reported, and analyzed as prescribed by the District Project Manager.

B. Employees are responsible for reporting all injuries or occupationally related illnesses as soon as possible to their employer or immediate supervisor.

C. Contractor, subcontractors and immediate supervisors are responsible for reporting all injuries to the District Risk Manager within 24 hours.

D. No supervisor shall decline to accept a report of injury from a subordinate.

E. An accident that appears to have any of the consequences listed below shall be immediately reported to the District’s Project Manager. If the determination of one of these consequences is not readily apparent at the time of the accident but determined at a later time, the accident should then be immediately reported to the District’s Project Manager. These accidents will be investigated in depth to identify all causes and to recommend hazard control measures. The District’s Project Manager shall immediately notify the Risk Management office of all serious accidents and follow up with official accident reports as prescribed by regulation. Contractors are responsible for notifying OSHA when one or more of their employees are seriously injured.
   i. Fatal injury;
   ii. Permanent partial disability injury;
   iii. Permanent total disability injury;
   iv. One or more persons admitted to a hospital; or
   v. Property damage in an amount specified by the District.

F. Except for rescue and emergency measures, the accident scene shall not be disturbed until it has been released by the investigating official. Contractor is responsible for obtaining appropriate medical and emergency assistance and for notifying, fire, law enforcement, and regulatory agencies. Contractor must assist and cooperate fully with District representatives conducting investigation(s) of the accident.

G. Daily records of all first aid treatments not otherwise reportable shall be maintained on prescribed forms and furnished to the District Project Manager or Risk Manager upon request.

H. In addition to any other applicable requirements of this section, the Contractor shall:
   i. Maintain records of all exposure and accident experience incidental to the work (this includes exposure and accident experience of the Contractor and subcontractors and,
   ii. As a minimum, the records shall include exposure work hours and a log of occupational injuries and illnesses – OSHA Form 300 or equivalent; provide a current copy of OHSA Form 300 or equivalent to the District Project Manager, or Risk Manager upon request;
iii. Maintain health hazard assessment documentation and employee exposure monitoring to chemical, biological, and physical agents as required. Provide this information to employees who are characterized by these assessments and exposure monitoring in accordance with OSHA requirements. Immediately notify the District Project Manager of any exposure in excess of the limits and the hazard control measures that have been taken to reduce or eliminate such exposures.

iv. Submit project work hours to the District Project Manager. Work hours include all hours on the project where an employee is in an on-duty pay status.

7. EMERGENCY PLANNING

A. Emergency plans to ensure employee safety in case of fire or other emergency shall be prepared, in writing, and reviewed with all affected employees. Emergency plans shall be tested to ensure their effectiveness.

B. Plans shall include escape procedures and routes, critical operations, employee accounting following an emergency evacuation, rescue and medical duties, means of reporting emergencies and person to be contacted for information or clarification.

C. On-site emergency planning shall be integrated with off-site emergency support. (Documentation of specific on-site emergency services shall be made. This can include written agreements, memorandum for record, telephone conversation logs, etc. The emergency services provider should be offered an on-site orientation of the Site and associated hazards.)

D. Planning for any operation shall include the total system response capabilities to minimize the consequences of accidents or natural disaster and shall consider communications, rescue, first aid, medical, emergency response, emergency equipment, and training requirements.

E. The number of persons permitted in any location shall be limited to rescue and escape capability.

F. Emergency alert systems shall be developed, tested and used to alert all persons likely to be affected by existing or imminent disaster conditions and to alert and summon emergency responders.

G. Emergency telephone numbers and reporting instructions for ambulance, physician, hospital, fire and police shall be conspicuously posted at the worksite.

H. Workers working alone in a remote location or away from other workers shall be provided an effective means of emergency communications. This means of communication could include a cellular phone, two-way radio, or other acceptable means. The selected communication must be readily available (easily within the immediate reach) of the workers and must be tested prior to the start of work to verify that it effectively operates in the area/environment. A worker check-in/check-out communication procedure shall be developed to assure employee safety.

8. SITE SECURITY

A. Contractor will provide all necessary fencing and barricades to establish a secure perimeter for the site. If unarmed private security is deemed necessary to monitor the Site, the Contractor
shall contract with a vendor that is certified by the Oregon Department of Safety and Security Training.

B. See attached document titled “Background Checks and Badging”

**Background Checks and Badging**

Oregon City School District’s priority is the safety of our students and staff. Accordingly, construction contractors must comply with the below. Failure to do so will result in immediate District action, up to and including, contract termination and immediate removal from the job site.

Contractor certifies that:

1. All workers and subcontractors have been made aware of and will follow the *Maintaining Appropriate Boundaries* section below.

2. All workers and subcontractors are not allowed direct, unsupervised contact with students, unless directly accompanied by District staff or a Project Superintendent or Bond Project Manager who has passed a District background check. Alternatively, if worker or subcontractor is unaccompanied and with the opportunity of direct, unsupervised contact with students, Bond Superintendent or Project Manager shall ensure that worker or subcontractor has passed a nationwide background check. Workers or subcontractors convicted, or arrested without resolution, of the crimes listed in ORS 342.143(3)(a), constitutes failure of the background check.

**Long-Term Contractors**

Long-term contractors, such as project managers, shall be fingerprinted and background checked by District. The Bond Office will initiate the process with the District Human Resources Department.

Long-term contractors shall wear identification similar to a District employee badge. The Bond Office will initiate the process with the District Human Resources Department to produce the badge.

**Short-Term Workers and Sub-Contractors**

Short-term workers and sub-contractors, such as maintenance and service workers, shall be background checked by the contractor. The contractor will control this process and certify compliance for the duration of the contract.

1. Contractor shall provide the District Project Manager with a listing of workers or short-term contractors whom have satisfactorily passed the background check.

2. The District Project Manager will provide the building’s main office with a current listing of those individuals.

3. When cleared, if workers or short-term contractors will be entering an area where they may have potential direct or unsupervised contact with students, they first check in at the main office to receive identification prepared by the individual building site, and properly wear and display said identification. Identification will be returned to the main office upon completion of the visit. Short-term business restricted to the main office is exempt from the badge requirement.
All other workers and short-term contractors shall be directly accompanied by a person who has undergone a District background check and who will have identification similar to a District employee badge.

Architects, Engineers, and Consultants
There is no background check requirement for architects, engineers, and consultants as they will not have direct, unsupervised contact with students. They will be accompanied at all times by a District staff member, a Project Superintendent, or District Project Manager.

Architects, engineers, and consultants shall wear identification as prepared and controlled by individual building sites. Identification will be returned to the main office upon completion of the visit. Short-term business restricted to the main office is exempt from the badge requirement.

Maintaining Appropriate Boundaries

Contractors and their workers should not be interacting with students in any way. The following is a list of inappropriate interactions, which apply on or off campus, during work hours, and during non-work hours. Inappropriate interaction with students will result in immediate District action, up to and including, contract termination and immediate removal from job site.

- Invading personal space; being too close in physical proximity.
- Touching students in any way.
- Maintaining intense eye contact.
- Making comments that are physical in nature or may have sexual overtones.
- Non-verbal or gestures that are physical in nature or may have sexual overtones.
- Holding conversations with students.
- Spending time alone with a student, intentionally or unintentionally.
- Meeting with a student off campus.
- Receiving from or writing communication to a student (including note, texts, social media, email, chat rooms).
- Leering or “checking out” students’ appearance, clothing, activity, or behavior.
- Conversations with others about students’ appearance, clothing, activity, or behavior.

Any individual that becomes aware of a situation where any worker on a job site has or may have failed to maintain appropriate boundaries as described above, must immediately report to the Project Superintendent, who will immediately report to the District’s Risk Manager or District Project Manager.
OSBA Model Sample Policy

Code: IGAI

Adopted:

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

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

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

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

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

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

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

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

3. Is balanced and medically accurate;

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

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;

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

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

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

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

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

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

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

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

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

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

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

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

19. Is culturally inclusive.

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

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 336.035 | ORS 339.370 - 339.400 | OAR 581-022-2030
ORS 336.107 | ORS 581.021-0009 | OAR 581-022-2050
ORS 336.455 - 336.475 | OAR 581-022-2220
OSBA Model Sample Policy

Talented and Gifted Students - Identification**

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

This process of identification shall include as a minimum:

1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged.

2. Behavioral, learning and/or performance information.

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

4. A nationally standardized academic achievement test of reading or mathematics or a test of total English Language Arts/Literacy or total mathematics on the Smarter Balanced Oregon statewide Assessment for assistance in identifying academically talented students.

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

If a parent is dissatisfied with the identification process or placement of their student, they may appeal the decision through the accompanying administrative regulation, IGBBA-AR.

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

END OF POLICY

Legal Reference(s):

ORS 343.395
ORS 343.407
ORS 343.411

OAR 581-021-0030
OAR 581-022-2325
OAR 581-022-2330

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

R7/01/17 7/18/19 PH
OSBA Model Sample Policy

Code: IGBBA-AR
Revised/Reviewed:

Appeal Procedure for Talented and Gifted Student Identification and Placement**

The Board has established an appeal process for a parent to utilize if they are dissatisfied with the identification process and/or placement of their student in the district program for talented and gifted (TAG) students, and wish to request reconsideration. The district’s desire and intent is to reach satisfactory solutions during the informal process:

Informal Process

1. A parent will contact the district’s TAG Coordinator to request reconsideration.

2. The TAG Coordinator/teacher will confer or meet with the parent, and may include any additional appropriate persons (e.g., principal, counselor, teacher, etc.), within five working days of the request. At this time, information pertinent to the selection or placement will be shared.

3. If an agreement cannot be reached, the parent may initiate the Formal Process.

Formal Process

1. A parent shall submit a written request for reconsideration of the identification and/or placement to the District TAG Coordinator within five working days of the conference identified above.

2. The District TAG Coordinator shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the Director of Teaching & Learning.

3. The District TAG Coordinator, Director of Teaching & Learning and other appropriate administrator shall review the student’s file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. 4. The parent may be provided an opportunity to present additional evidence.

If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.

4. A decision will be made by the Director of Teaching & Learning within 20 working days after receipt of the written request for reconsideration from the parent. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.

5. The decision may be appealed to the Board using through procedures found in IGBBC-AR - Complaints Regarding the Talented and Gifted Program.
6. If the parent is still dissatisfied, the parent may file an appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR) 581-002-00400001 – 581-002-0023 may be used. The district shall provide a copy of the appropriate OARs upon request.
OSBA Model Sample Policy

Code: IGBBC

Adopted:

Talented and Gifted – Programs and Services**

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

1. Early Entrance;
2. Promotion;
3. Compacted/Fast-Paced Curriculum;
4. Advanced Placement Classes;
5. Honors Classes.

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement.

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district’s administrative office and on the home page of the district’s website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-001-0001 - 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

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| HR 6/28/17 | PH |

Talented and Gifted – Programs and Services** – IGBBC 1-1
OSBA Model Sample Policy

Code: IGBBC-AR
Revised/Reviewed:

Complaints Regarding the Talented and Gifted Program

The following procedure will be utilized when complaints arise regarding the district’s talented and gifted programs and services ("TAG").

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

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the TAG Coordinator, the District TAG Coordinator, the Director of Teaching & Learning and/or a counselor and a school psychologist.

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

   The review committee may recommend that:
   a. The programs or services are appropriate; or
   b. The programs or services are not appropriate.

   The superintendent shall report the recommendations of the review committee to the Board.

3. After consideration of the recommendations, if any, issued by the review committee, the Board will make a decision, and issue a decision within 20 days of the Board meeting. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. The Board’s final decision will be issued in writing or electronic form.

   If the complainant, who is a parent or guardian of a student who attends school in the district is a person who resides in the district, remains dissatisfied and has exhausted local procedures, an appeal may be filed with the district’s final decision to the Deputy Superintendent of Public Instruction and is subject to the appeal procedure identified in Oregon Administrative Rules (OAR) 581-002-0005(1)(a).

   The complaint procedure set out above will not be longer than 90 days from the filing date of the original complaint with the Superintendent or designee.

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

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

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

3 The timelines may be extended upon written agreement between both parties.
OREGON CITY SCHOOL DISTRICT NO. 62

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name ________________________________________________________________

Address ____________________________________________________________

Email _______________________________________________________________________

Student’s Name __________________ School ___________________ Grade Level ___________

Phone (Daytime) ___________________________ (Evenings) __________________________

Date of Complaint ____________________________

1. What is the nature of your complaint? _______________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. What is the district currently doing? __________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

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

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

5. Other pertinent comments _________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   Signature: ________________________________________________________________

Complaints Regarding the Talented and Gifted Program – IGBBC-AR
3-3
Oregon City School District  
School Board Meeting  
November 4, 2019  
Consent Agenda

Approve Minutes of October 14, 2019

The Board of Education of Oregon City Schools met in regular session on October 14, 2019. Members present were: Director Curteman, Director Soll, Director White, Director Spiers, Director Tekorius, Director Farmer, and Director Dahlman. Present from Administration: Larry Didway, Superintendent, John Ogden, Director of Human Resources, Kyle Laier, Assistant Superintendent, Sara Deboy, Director of Teaching & Learning, Susan Dodd, Chief Financial Officer, Todd Nicholson, Director of Special Services, Michael Clark, District Communication Specialist, and Melissa Berg, Associate Director of Special Services. Others 45.

CALL TO ORDER: Director Tekorius called the meeting to order at 7:00pm and led the flag salute.

Clyde Berry, OCHS Drama Teacher, led the OCHS Thespians in their presentation of a number from an upcoming performance of The Addams Family. Production will be November 20, 2019.

FOCUS ON LEARNING:
Leadership by Design – Lisa Normand, OMS Principal, shared the great work the adults are doing on Design thinking and School Retool in her building, Ogden Middle School. Hactivation Station is the start of the retool program; an Ogden Leadership Team of 16, decided that 'every student is valued heard and seen' would be their aspiration for this school year. Mrs. Normand shared how other teams were going to address aspirations. Staff addressed core values at Ogden and shared how they took/used training tools into the classroom

CAIS: New Makerspace & Middle School Expansion – Scott Curtis, CAIS Principal, along with students from CAIS shared with the Board, 'What a day at CAIS looks like from 6th grade student perspective'. Students described the roles of collaborative learning, and shared their favorite part of Manufacturing Day. Mr. Curtis shared information on Manufacturing Day. 7th grade students shared what Deep Dive is, how students pick a subject and learn about it; Integrated Learning Time-learning through projects including hands on projects. 8th grade students shared how they are learning about all the other subjects not covered individually but combine subjects with hands on projects

CAIS Parents addressed the Board regarding their perspective on the middle school expansion at CAIS.

Mr. Laier addressed staff training for the CAIS middle school expansion and shared that a Grant allowed staff to come in during the summer to get ready.

RECOGNITION AND GOOD NEWS ABOUT OREGON CITY SCHOOLS:
Rotary Donation to OCHS Arts: Larry Didway introduced Trista, Rotary Cub member, who shared that the Three Rivers Artist Guild held a paint by numbers event at the First City Celebration, with the help of the OC Rotary. Trista explained the artwork project and shared that the artwork project letters were then placed up for auction, with funds raised going to the OCHS Arts Program. Artwork letters spelled out 'WE LOVE OREGON CITY.'
Grocery Outlet Donation to Pioneer Pantry – Mr. Mills, OC Grocery Outlet, was honored for a generous donation to the the OC Pioneer Pantry $7000. Larry Didway personally thanked Dan Mills for his support not only for the OC Schools, but also all over the community. Mr. Mills acknowledged his store team for their commitment to the project, the students who collected the donations and customers who donated.

PATRON INPUT: None

REPORTS:
English Language Learner State Report Card – Meg Sundseth shared the 2017-18 Oregon Department of Education’s Oregon English Language Learner Report, which always contains data obtained two years prior. Ms. Sundseth discussed data on Oregon City students, including Freshman-on-Track, Discipline Incidents, and shared that District staff are addressing some of the data presented. Meg also shared information on the Oregon City Migrant Program and the Seal of Biliteracy, which is not on the report.

A discussion was held regarding report and EL students

Bond Implementation – Wes Rogers, Bond Manager, addressed the Board with a two-part presentation. First was bond communications, presented by Michael Clark, Director of Communications. Mr. Clark shared the changed bond logo and talked about the three threads presented prior to Bond passing are still being used and now the District is giving details on how the threads are being implemented. Updates include new reference card, Bond news stories/press releases are now going out regarding door locks, phones will be in the future, and how information regarding our middle school building design is being requested by other entities as they looking to their future projects. Video on Middle School Design shared; video included a timeline on projects, and explained what goes into the process of Middle School Design plan. Video to be shared with community in the near future. Mr. Clark also shared the website address of the new OCSchoolBond.org, it will be rolled out in the near future and explained how anyone can look up what is going on at your neighborhood school.

Mr. Clark also discussed the Bond Oversight Committee and how their first report will be shared with the community.

A shout out was given to the communications team and the work they do to share information with the community.

A discussion was held on the video being shared in Spanish; how many people are accessing the website; and video sharing.

Stephen Wasserberger, Day CPM, presented updates on the Gardiner Middle School Project that includes completion of the design phase, now in the construction document phase, Land use application submitted and said that by October 23 city will let us know if we can move forward and we are expecting revised pricing from contractor due October 24.

Ogden Middle School project is finishing the design development phase by Friday, October 18th: planning modular village, and new sidewalk will be designed for Safety and Security for parent pick-up of students.

Safety and Security - over 1500 classroom doors received new locksets, working on schematic design for secure elementary vestibule work and upgrades to buildings will be done simultaneously. Two-way radios system scheduled completion date will be the end of October. CTE projects updates were shared.
Wes Rogers also shared a financial update of the Bond projects, talked about upcoming lock
downed cost projections, contingency accounts, and revenue sources for the Bond program.

Shout out given to Lisa Normand and Michael Sweeten, MS principals and their staff for their
commitment to the MS Design projects.

A discussion was held on nutrition issues at MS for the new designs and student participation in
the nutrition services program.

Student Success Act: Community Engagement Plan – Larry Didway presented a timeline
depicting the Student Success Act Planning, and how it will be implemented in our District. Mr.
Didway also shared the website: www.ocsd.org/SSA, where the community can go to see what
SSA is, what it involves and what the criteria is. Updates to be made regularly. Students, staff and
community will be given opportunities for input throughout the planning process

A discussion was held.

BOARD COMMUNICATION:
Marissa Bui, OCHS ASB Representative, gave an update on events happening at OCHS including
homecoming dance & assembly and there is a Vandalism awareness committee.

John Phillips, OSEA President, next chapter meeting on October 24, at OCHS.

Brenda Roland, OCEA President, introduced K'Lynn Struthers newly appoint Vice President for
OCEA. Voting of contract ratification will be held next wee; no budget reduction days in
ratification!

DISCUSSION:
Mary Larson, Interim Director of Operations, shared the three polices up for approval tonight.
Policies IGAI, JFCF & JFCJ have been fine-tuned per Board request. Mrs. Larson also shared
how the District is working to be ‘caught up’ on policies reviewed by OSBA and how she reviews
suggested changes with District staff.

ACTION ITEMS:
Director Curteman moved, Director White seconded to approve the consent agenda. The motion
unanimously approved.

Director Spiers moved, Director Farmer seconded to approve Resolution 1920-408 Amend 2020-
21 School Year Calendar Framework. Motion unanimously approved.

Director Curteman moved, Director Spiers seconded to table Policy IGAI presented in Resolution
1920-409. Motion unanimously approved.

Director White moved, Director Soll seconded to approve Resolution 1920-409 Approve Oregon
City School Board Policies: JFCF, and JFCJ. Motion unanimously approved.

Director Curteman moved, Director Spiers seconded to approve Resolution 1920-227 Approve
Amendment to the Existing Construction Manager/General Contractor (CM/GC) Contract for an
Additional Preconstruction Services Fee Related to the Replacement of Gardiner Middle School.
Motion unanimously approved.

Director Tekorius shared next meeting dates.

Meeting adjourned at 9:25pm.
Oregon City School District
School Board Meeting
November 4, 2019
Consent Agenda Continued

1920-103 Approve Added Duty Appointments for 2019-20

Contact: John Ogden

1920-103 APPROVE ADDED DUTY APPOINTMENTS FOR 2019-20
BE IT RESOLVED that the following be appointed to positions for the 2019-20 school year:

<table>
<thead>
<tr>
<th>Activity</th>
<th>School</th>
<th>Name</th>
<th>No. of Stipends</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEB MS</td>
<td>CAIS</td>
<td>Dan Lau</td>
<td>1.00</td>
</tr>
<tr>
<td>WEB MS</td>
<td>CAIS</td>
<td>Katelyn Holtman</td>
<td>1.00</td>
</tr>
<tr>
<td>WEB MS</td>
<td>CAIS</td>
<td>Tiffany Denning</td>
<td>1.00</td>
</tr>
<tr>
<td>WEB MS</td>
<td>CAIS</td>
<td>Tonya LaVoie</td>
<td>1.00</td>
</tr>
<tr>
<td>WEB MS</td>
<td>CAIS</td>
<td>Christopher Corff</td>
<td>0.50</td>
</tr>
<tr>
<td>WEB MS</td>
<td>CAIS</td>
<td>Lori Weiss</td>
<td>0.50</td>
</tr>
<tr>
<td>Key Teacher</td>
<td>CAIS</td>
<td>Johanna Seligman</td>
<td>0.50</td>
</tr>
<tr>
<td>Yearbook</td>
<td>CAIS</td>
<td>Michael Schultz</td>
<td>0.25</td>
</tr>
<tr>
<td>HS Student Council Advisor</td>
<td>CAIS</td>
<td>Lindy Flood</td>
<td>0.50</td>
</tr>
</tbody>
</table>
City School District  
School Board Meeting  
November 4, 2019

1920-413 Approve Out of District and Overnight Travel

Contact: Larry Didway

Discussion:
The listed group has requested approval to travel outside of the District and stay overnight. The request has the support of the administration.

Recommendation:
Approve

1920-413 APPROVE OUT OF DISTRICT AND OVERNIGHT TRAVEL
BE IT RESOLVED that the following travel be approved:

March 20-23, 2020, OCHS Choir, Back Stage Clinic at Disney Performing Arts, Performance on Royal Theatre Stage, College Visit & workshop at Cal State Long Beach, Anaheim, California
Oregon City School District  
School Board Meeting  
November 4, 2019

1920-410 Support Chrissy Reitz for the OSBA LPC Position 7

Contact: Larry Didway

Discussion:
Candidate for OSBA LPC Position 7 is Chrissy Reitz.

Recommendation:
Approve.

1920-410 Support Chrissy Reitz for the OSBA LPC Position 7
BE IT RESOLVED that the Oregon City School Board support Chrissy Reitz for the OSBA LPC Position 7.
NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC) REGIONAL MEMBER

Date 9/20/19

TO: Kevin Cassidy, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-588-2813
E-mail: OSBAelections@osba.org

Dear Kevin Cassidy:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the ______ Region, Position #______.

LPC CANDIDATE INFORMATION

Name: Chrissy Reitz
District/ESD/Community College: Hood River County School District
Address: 1011 Eugene St.
City: Hood River OR 97031
E-mail: chrissy.reitz@hoodriver.org Phone: 583-381-8029

This nomination was approved by official action of our board of directors at a duly called meeting on Sept 25, 2019.

DAVID P. RUSSO
vice/Board Chair name

District: Hood River County School District
Address: 1011 Eugene St.
City: Hood River OR 97031

Nominations are due by 5 pm, September 27, 2019.
Return this form and all candidate information forms to the OSBA office by email at OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court St. NE, #400, Salem, OR 97301.
CANDIDATE QUESTIONNAIRE
OSBA Legislative Policy Committee

Name: Chrissy Reitz
District/ESD/CC: Hood River County School District/ Columbia Gorge
Region: Clackamas
Position #: 7

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name [Signature] Date 09/27/19

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

   This will be my second year serving on LPC, I am excited to learn more about the process that OSBA goes through before they make recommendations to the legislature. I also want to support my regional districts in their understanding of the programs and funding included in the Student Success Act.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

   I am a strong public speaker. I ran for the state senate the last election cycle. During that time, I spoke with many groups of people and individuals on subjects that were not always familiar to them or of which we did not have the same opinion. These experiences were formative to how I approach conversations both personally and as a school board chair today.

3. What do you see as the two most challenging legislative issues faced by OSBA?

   One, recognizing that while the additional funding that will come from the passage of the Student Success Act adds needed support to districts, there is still a great deal of work to be done around implementation of services and the changing needs of students, families, and communities.

   Two, increasing collaboration between K-12, higher education, and vocational/trade schools.

4. What do you see as the two most challenging legislative issues faced by your region?

   Position 7 and Hood River County in particular are geographically close to Washington State and can be very expensive places to live. Coupled with Washington’s lack of income tax, this puts us at a real hiring disadvantage when teacher/staff/administrative benefits and pay are not comparable.

   This district also serves a very diverse geographic region, urban districts are often better set up to benefit from funding that is marred based then rural districts, which only exacerbates inequity.

5. What is your plan for communicating with boards in your region about legislative issues?

   From my experience over the last year, the best way to reach and motivate people is to go into their communities, neighborhoods, and schools. You must make it as easy as possible for individuals and groups to get information about legislative issues. Personal discussions reinforced by emails, mail, or phone calls seems most effective.

Deadline: September 27, 2019, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.
CANDIDATE PERSONAL/PROFESSIONAL RESUME
OSBA Legislative Policy Committee

Name: Chrissy Reitz
Date: 9/26/19

Address: 1420 Sunset Road
City / ZIP: Hood River, OR, 97031

Business phone: ______________________
Residence phone: ______________________
Cell phone: 503-361-8024
E-mail: chrissy.reitz@hoodriver.k12.or.us

District/ESD/CC: Hood River County SD/Columbia Gorge ESD

Term expires: 6/2023. Years on board: 4 1/2

Deadline: December 14, 2018, 5 p.m.
Please send your picture (head shot, labeled with your last name). A high-resolution digital photo is preferred but a print is acceptable. E-mail to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):
HRCSD Chair 2018-present
HRCSD Vice-Chair 2017-2018
HRVHS CTE Skills Center Master Planning Committee 2018-present
HRCSD Finance Advisory/Bond Oversight Committee 2017-present
Board Liaison Hood River County Education Foundation 2015-present
Hood River County Option Levy Campaign Committee 2018
Hood River County Bond Campaign Committee 2016

Other education board positions held/dates:

Occupation (Include at least the past five years):
Employers:
Providence St. Vincents Medical Center, Portland, OR

Dates:
1998-2005

Schools attended (Include official name of school, where and when):
Kenwood High School, Kent, WA 1998-1989

University of Kansas Medical Center, Kansas City, KS. 1995-1997

Degrees earned:
University of Colorado- BSA, Environmental, Population, Organismic Biology
University of Kansas Medical Center- BSN, Nursing

Education honors and/or awards:
Other applicable training or education:

Activities, other state and local community services:

Board Member, Providence Children's Health Foundation 2013-present
Member, Care of Medically Fragile Children Advisory Council, Providence Children's Health Foundation 2017-present
Volunteer, Hood River County Warning Shelter 2013-present
Volunteer, SMART, Westside Elementary School, HRCSD 2014-present
Founder/Volunteer, Gorge Kids Triathlon 2011-present
Board Member, New Parent Services (The Next Door Inc.) 2009-2011

Hobbies/special interests:

Reading, Running, Travel, Cooking

Business/professional/civic group memberships; offices held and dates:

OSBA 2015-present
OSBA Legislative Policy Committee 2019-present

Additional comments:

Deadline: December 14, 2018, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.
Oregon City School District
School Board Meeting
November 4, 2019

1920-411 Support Betty Reynolds for the OSBA Board of Directors Position 8

Contact: Larry Didway

Discussion:
Candidate for OSBA Board of Directors Position 8 is Betty Reynolds.

Recommendation:
Approve.

1920-411 Support Betty Reynolds for the OSBA Board of Directors Position 8
BE IT RESOLVED that the Oregon City School Board support Betty Reynolds for the OSBA Board of Directors Position 8.
NOMINATION FORM  
OSBA BOARD OF DIRECTORS  
REGIONAL MEMBER

Date  August 22, 2019

TO:  Kevin Cassidy, OSBA President-Elect 
Oregon School Boards Association  
1201 Court St NE, #400  
Salem, OR 97301 
Fax: 503-588-2813 
E-mail: OSBAelections@osba.org

Dear Kevin Cassidy:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for Clackamas Region, Position #8.

BOARD CANDIDATE INFORMATION

Name: Betty Reynolds
District/ESD/Community College: Clackamas Community College
Address: 25202 SW Petes Mountain Rd.
City: West Linn, Oregon ZIP: 97068
E-mail: bettyreynolds1@comcast.net Phone: 503-481-9480

This nomination was approved by official action of our board of directors at a duly called meeting on

_______________________
(date)

(Board Chair signature)

Board Chair name: Dave Hunt
District: Clackamas Community College
Address: 19600 Molalla Avenue
City: Oregon City, Oregon ZIP: 97045
CANDIDATE QUESTIONNAIRE
OSBA Board of Directors

Name: Betty Reynolds
Region: Clackamas
District/ESD/CC: Clackamas Community College
Position # 8

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Name
Betty Reynolds
August 22, 2019
Date

1. Describe in your own words the mission and goals of OSBA.
   I am committed to the OSBA’s mission of advancing equity and student achievement through advocacy, leadership services, and collaboration with education, community, and business partners.

2. What do you want to accomplish by serving on the OSBA board of directors?
   - Collaborate with education, business and community partners in closing the opportunity gap, college and career readiness, and workforce development
   - Assure OSBA leadership in successful implementation of the 2019 Student Success Act

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.
   Relevant skills include leadership positions on local, state and national education boards; management skills from 30+ years as a state executive; and a Ph.D. in public administration and policy.

   Leadership within OSBA has been demonstrated by serving as President, officer, and chair of committees, including Executive; Governance; and Revenue Reform committees.

4. What do you see as the two most challenging issues faced by OSBA?
   - Sustaining adequate and stable P-20 funding will require continuous leadership and advocacy by OSBA
   - Successful implementation of the Student Success Act, including guidance to Boards in stakeholder/community engagement during the planning process, and developing budgets and accountability measures which maximize student success

5. What do you see as the two most challenging issues faced by your region?
   - Similar to #4, completing the SSA planning process timely while assuring stakeholder/community engagement, and developing budgets and accountability measures which close the opportunity gap.
   - Assuring thriving school climates where students feel socially, emotionally and physically safe. That includes welcoming, safe and secure buildings; cultures of equity and inclusion; wrap-around services for health/mental health, overcoming the effects poverty, hunger, and trauma, etc.

6. What is your plan for communicating with boards in your region?
   - Continue making presentations at Fall Regional meetings, facilitating Regional Roundtables at OSBA Summer Conference and Annual Conventions, and providing e-mail updates to the region
   - Communicate in person, by text, e-mail, phone, and attend as many local board meetings as possible. The door is always open!

Be brief; please limit your responses to 50 words per question.

Deadline: September 27, 2019, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.
CANDIDATE PERSONAL/PROFESSIONAL RESUME
OSBA Board of Directors

Name: Betty Reynolds
Address: 25202 SW Petes Mountain Rd. West Linn, OR 97068
Cell phone: 503-481-9480
E-mail: bettyreynolds1@comcast.net
District/ESD/CC: Clackamas Community College
Term expires: June 30, 2023. Years on Board: <1 year (8 years on
West Linn Wilsonville School Board to 6/30/19)

Work or service performed for OSBA or local district (include committee name and if you were chair):

OSBA
Board of Directors: Past President, President, President Elect, Vice President
OSBA Committees: Chair and member, Executive Committee; Chair and member, Revenue Reform Advisory
Committee; Chair and Member, Governance Committee; Chair and member, Policy Committee; Finance Committee;
Budget Committee; Legislative Policy Committee; Promise of Oregon Advisory Committee; Community College
Transitions Task Force; Trustee, Legal Assistance Trust

National School Boards Association
Policies and Resolutions Committee (appointed by NSBA President)
National Nominating Committee
Leadership Seminars, Chicago: 2015-18

National School Boards Action Center (NSBA’s advocacy arm)
Board member, Treasurer

Clackamas Community College Board
Board Director
Chair, member: Budget Committee
Citizen Oversight Committee

West Linn Wilsonville School Board
WLWV Board of Directors: Liaison re: legislative affairs, budget, and Education Foundation
West Linn-Wilsonville Education Foundation, Board
Local Unit PTAs: Education Committee Chair, Oregon Battle of the Books Co-Chair, Room Parent, classroom
volunteer

Other education board positions held/dates:
Oregon School Board Members of Color Caucus, Associate Member, 2016 to present
Oregon Community Colleges Association, OSBA Board representative, 2018 to present
Oregon Coalition for Quality Teaching and Learning, Co-Chair (2017-18); member (2014 -2018)
Oregon Department of Education advisory groups: ESSA Advisory Committee (2017-present); ESEA Waiver
Renewal; Instructional Hours; SEA Educator Equity meeting, Blue Ribbon Panels; Assessment Literacy (approx.
2014-17)
Chief Education Office/OEIB: TELL Oregon partner (2017-18); Student Data Privacy Work Group; Early Literacy
Campaign co-leader (approx. 2014-16); Rules, and Achievement Compact Advisory Committees (appointed March
2012, ad hoc)
Oregon PTA: Lifetime Achievement Award; Vice President for Legislation; Vice President for Leadership; National
PTA, Federal Legislative Chair/Oregon (2013-2015)
Clackamas Council of PTAs, Vice President (2013-2014)
OHSU Global Health Center: President’s Steering Committee (2011-2013)
Senate Committee on Education: SB 215 OEIB Work Group (2015)
Cheneketa Community College: Chair, Real Estate Advisory Committee (approx. 2003-2005)
Expert Advisory Committee, PSI (national examination service, approx. 2001-2002)
University of Portland: Executives Council (mid 1980s)
State of Oregon: Educational Coordinating Council (appointed by the Governor, 1970s - first student on a state board)

Occupation (Include at least the past five years):

Employers:                                            Dates:
Deputy Real Estate Commissioner, Oregon; Education Director  1996-2005
Oregon Real Estate Agency, State of Oregon
Executive Director                                           1992-1996
Oregon Board of Dentistry, State of Oregon
Executive Director                                           1990-1992
Arizona State Board of Dental Examiners, State of Arizona
Executive Director                                           1979-1990
Oregon Government Ethics Commission, State of Oregon
Budget Analyst, Management Analyst                           1973-1979
Oregon Executive Department, State of Oregon

Schools attended (Include official name of school, where and when):
Oregon State University, B.S., Corvallis, OR, 1972
University of Oregon, M.S., Eugene, OR, 1978
Portland State University, Ph.D., Portland, OR 2007

Education honors and/or awards:
OSU: Scholarship and Leadership Award; graduated Magna Cum Laude

Other applicable training or education:
OSBA
Leadership Oregon graduate
Platinum, Gold, Silver, and Bronze Leadership Institute Awards
NSBA and OSBA: Presenter and attendee at numerous conferences, workshops, Board meetings, etc.

Other
Harvard University, Program for Senior Executives, Certificate
University of Oregon, Graduate Teaching Fellow
Oregon State University, State Affairs Director
Extensive state executive management training

Activities, other state and local community services:
West Linn Alliance for Inclusive Community
West Linn Rotary
West Linn Chamber of Commerce
Salem Chamber of Commerce, Board of Directors and Executive Committee
Salem Convention and Visitors Association: Board of Directors, Founding member

Hobbies/special interests:
Education policy; outdoor activities

Business/professional/civic group memberships; offices held and dates:
American Association of Dental Administrators: President, early 1990s
Council on Government Ethics Laws (national): Board of Directors, mid 1980s
State Management Association: Board of Directors, mid 1980s

Additional comments: It would be an honor and a privilege to continue serving on the OSBA Board, to assure successful implementation of the Student Success Act, closing the opportunity gap, and seamless P-20 education!

Deadline: September 27, 2019, 5 p.m.
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192
Oregon City School District
School Board Meeting
November 4, 2019

1920-412 Support Libra Forde for the OSBA LPC Position 8

Contact: Larry Didway

Discussion:
Candidate for OSBA LPC Position 8 is Libra Forde.

Recommendation:
Approve.

1920-412 Support Libra Forde for the OSBA LPC Position 8
BE IT RESOLVED that the Oregon City School Board support Libra Forde for the OSBA LPC Position 8.
NOMINATION FORM
OSBA LEGISLATIVE POLICY COMMITTEE (LPC)
REGIONAL MEMBER

Date __ September 13, 2019 __

TO: Kevin Cassidy, OSBA President-Elect
Oregon School Boards Association
1201 Court St NE, #400
Salem, OR 97301
Fax: 503-566-2813
E-mail: OSBAelections@osba.org

Nominations are due by 5 pm, September 27, 2019.
Return this form and all candidate information forms to the OSBA office by email at
OSBAelections@osba.org, or mail to Oregon School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Kevin Cassidy:

With this letter, our board nominates the candidate named below to a position on the OSBA Legislative Policy Committee for the Clackamas Region, Position # 8.

LPC CANDIDATE INFORMATION

Name: Libra Forde
District/ESD/Community College: North Clackamas School District
Address: 15345 SE Eckert Lane
City: Damascus Oregon ZIP: 97089
E-mail: libra.forde@nclack.k12.or.us Phone: 971-236-4613

This nomination was approved by official action of our board of directors at a duly called meeting on September 12, 2019 (date)

(Chair signature)

Board Chair name: Steven Schroedl
District: North Clackamas School District
Address: 12400 SE Freeman Way
City: Milwaukie, Oregon ZIP: 97222
CANDIDATE QUESTIONNAIRE
OSBA Legislative Policy Committee

Name: Libra Forde

Region: Clackamas

District/ESD/CC: North Clackamas School District #12

Position #: 8

I certify that if elected I will faithfully serve as a member of the OSBA Legislative Policy Committee. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

[Signature]

Name

[Signature]

Date

September 12, 2019

Be brief; please limit your responses to 50 words per question.

1. What do you want to accomplish by serving on the Legislative Policy Committee (LPC)?

There are two primary reasons I desire to serve this community as a member of the LPC; (1) give back to the people who have given to my children, (2) provide a voice for the voiceless. In my opinion, community service is a way of reciprocating the time, effort and energy given to my children, the children of the community and the future of our youth. There is so much this state has and continues to provide our children and the least I could do is to give back. Lastly, the voiceless are often unable to be at tables to inform decisions from a lens that is forgotten. If appointed I will take the opportunity to inform decisions from a less traveled path.

2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.

Strategy and transformational leadership are my strengths. I am analytical and observant. These skills allow for strategy that sometimes is not readily thought of. Transformational leadership supports change in a way that provides community and individual growth.

An example would be in my current role. I am succeeding a founder. This succession could create challenges that could impact my leadership negatively. With my strategic and transformational leadership approaches, I have been able to make changes and implement growth in the agency that has fundamentally changes the agency’s compliance while increasing the capacity and skill set of our agency staff.

3. What do you see as the two most challenging legislative issues faced by OSBA?

The two most challenging legislative issues facing our region are the immigration policies (specifically public charge), and culturally sustaining resources (counseling, training, afterschool care, safety, etc.).

4. What do you see as the two most challenging legislative issues faced by your region?

The two most challenging legislative issues facing our region are the same, the immigration policies (specifically public charge), and culturally sustaining resources (counseling, training, afterschool care, safety, etc.).

5. What is your plan for communicating with boards in your region about legislative issues?

Regular communication with my region representatives would be my first objective. I would want to work with them to create a communication plan that can be informational and listen focused.

Deadline: September 27, 2019, 5 p.m.

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.
Name: Libra Forde  Date: September 9, 2019

Address: 15345 SE Eckert Lane
City / ZIP: Damascus, OR 97089

Business phone: __________________________
Residence phone: __________________________
Cell phone: 808-375-5823
E-mail: libra.forde@nclack.k12.or.us _______________
District/ESD/CC: North Clackamas _______________
Term expires: 2023 _______ Years on board: 6 MONTHS__

Deadline: September 27, 2019, 5 pm
Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable. E-mail to OSBAelections@osba.org, or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

Work or service performed for OSBA or local district (include committee name and if you were chair):

My family and I arrived in this community 2014 from Hawaii. In this time, I have served as the PTO Treasurer at Clackamas High School from 2015-2016. I have served on the Rock Creek Middle School Principal Council from 2016 to the present. I was appointed to the Naming Committee from 2017-2018. Once appointed to the North Clackamas School Board in February 2019, I immediately volunteered for the Policy and Budget Committees. Within each service area, I have successfully completed all task assigned as well as cultivated community relationships that still stand today.

Other education board positions held/dates:
2017 – 2019 – PERC Metro Committee Member
2015 – Present – Clackamas Women’s Services Board Member
2008 – Present – Delta Sigma Theta Member and Regional leadership/advisory
2014-2016 – Piedmont Rose Board Member
2014-2018 – K12, Inc. School Board Member
2004 – 2009 – Hawaii Technology Academy Charter School Board Member

Occupation (Include at least the past five years):
Employers: Dates:
Self Enhancement, Inc. 2015 – Present
K12, Inc. 2011-2015

Schools attended (Include official name of school, where and when):
High school: LaGuardia High School of the Performing Arts and Music and Arts, 1989-1993, NYC
College: Brandeis University, 1993-1997, MA (BA in Music)
Degrees earned: University of Phoenix, 2004-2007 MBA,
Education honors and/or awards:

Other applicable training or education:
Harvard Kennedy School, 2019-present – Public Leadership Certificate

Activities, other state and local community services:

Hobbies/special interests:
Cycling and Spinning
Weight Lifting

Business/professional/civic group memberships; offices held and dates:
2008 – Present – Delta Sigma Theta Member and Regional leadership/advisory
  • 2014 -2015 Regional Social Action
  • 2012-2014 Chapter President
  • 2011-2014 Regional IT
2010 – Present – Toastmasters

Additional comments:
Because of my passion for education, my focused has mostly been in education.
I define success in public education by three things; (1) access for all interested, (2) environments that are safe for all to learn and all to teach, (3) availability of tools and resources for all. Students and families in a successful public education system should see relevant growth and obvious thriving in each child who participates. The environment for which this happens should be physically, emotionally and mentally safe for all students, teachers and leaders. This requires policy development and enforcement that considers all that are involved or may be involved. Lastly, the availability of tools and resources that enhances the access and environment, enabling for the preparation of students for real world usages is imperative. Classrooms should have cutting edged technology, top researched curriculums, and resources that speak to all learning types enabling for excellence in leaning and resulting in excellence in district scoring. This is what I live for in any role I take. Because of my passion for education, my focused has mostly been in education.

Deadline: September 27, 2019, 5 pm
Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.
Oregon City School District  
School Board Meeting  
November 4, 2019

1920-07 Adopt Amendment to the Licensed Collective Bargaining Agreement for 2019-20

Contact: John Ogden

Discussion:
The summarized terms below have been negotiated between representatives of Oregon City Education Association (OCEA) and the Board of Education of Oregon City School district and ratified by the active membership of OCEA:

Article 9 – Work Year
- Full calendar
- For 2020-21 a full calendar

Article 21 - Compensation
- 5% Cost of Living Adjustment (COLA) to be retroactively implemented July 1, 2019
- For 2020-21 a Cost of Living Adjustment (COLA) of 3%, implemented on 7/1/20

Article 23 - Insurance
- 5% increase implemented on 7/1/19
- For 2020-21 a 3% increase, implemented on 7/1/20

These terms, and other housekeeping items, extend through the 2019-20 school year.

Recommendation:  
Approve.

1920-07 ADOPT AMENDMENT TO THE LICENSED COLLECTIVE BARGAINING AGREEMENT FOR 2019-20

BE IT RESOLVED that the Board of Education of Oregon City School District approve the ratification amendment to the Licensed Collective Bargaining Agreement between the Association and the Board for the 2019-20 & 2020-21 school years.
Oregon City School District
School Board Meeting
November 4, 2019

1920-09 Adopt Recommended Professional Agreement with
Oregon City School Administrators for 2019-20

Contact: John Ogden

Discussion:
Representatives of the Oregon City School District Administrators and the Board of Education of the Oregon City School District have conferred and agreed to the summarized terms below:

Work Year
• Full calendar
• Full calendar for 2020-21 school year

Compensation
• 5% Cost of Living Adjustment (COLA) to be implemented March 1, 2019
• For 2020-21 a Cost of Living Adjustment (COLA) of 3%, implemented on 7/1/2020

Insurance
• 5% increase
• For 2020-21 a 3% increase, implemented on 7/1/2020

These terms, and other housekeeping items, extend through the 2019-20 school year.

Recommendation:
Approve.

1920-09 ADOOPT RECOMMENDED PROFESSIONAL AGREEMENT WITH OREGON CITY SCHOOL ADMINISTRATORS FOR 2019-20
BE IT RESOLVED that the Board of Education of Oregon City School District adopts the recommended Professional Agreement between the Administrators and the Board for the 2019-20 school year.
Oregon City School District
School Board Meeting
November 4, 2019

1920-228 Resolution Granting Exemption from Competitive Bidding for Renovation of Six Elementary Schools by Means of a Construction Manager/General Contractor (CM/GC) and Authorizing Selection by Requests for Proposal for The Oregon City School District No. 62

Contact: Wes Rogers

Discussion:
Information provided below.

Recommendation:
Approve.

1920-228 RESOLUTION GRANTING EXEMPTION FROM COMPETITIVE BIDDING FOR RENOVATION OF SIX ELEMENTARY SCHOOLS BY MEANS OF A CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC) AND AUTHORIZING SELECTION BY REQUESTS FOR PROPOSAL FOR THE OREGON CITY SCHOOL DISTRICT NO. 62
WHEREAS, the School Board ("Board") of Oregon City School District No. 62 ("District") acts as the local contract review board for the District, and in that capacity, has authority to exempt certain contracts from the competitive bidding requirements of ORS Chapter 279C; and

WHEREAS, ORS 279C.335 provides a process for exempting certain contracts from competitive bidding and authorizes the selection of a contractor through the request for proposal ("RFP") process, and

WHEREAS, District findings supporting the exemption ("Findings") required under ORS 279C.335(2) and submitted by the District, were available 14 days in advance of the public hearing on this Resolution, in the form of Exhibit A; and

WHEREAS, the District has requested that the Renovation of Six Elementary Schools ("Project") be constructed by one or more Construction Manager/General Contractors ("CM/GC") at a Guaranteed Maximum Price exempt from competitive bidding ("Exemption"), with the CM/GC selected by the RFP method in accordance with ORS 279C and the public contracting rules for Construction Manager/General Contractor Services ("Alternative Method").

WHEREAS, the Board has reviewed the Findings submitted by the District and deliberated on the District request for Exemption, following a public hearing.

WHEREAS, the Board has determined that the Exemption will promote competition and will not encourage favoritism, because the CM/GC will be chosen by the RFP process, and the major portion of the construction work will be performed by subcontractors chosen by competitive bidding.

WHEREAS, the Board has determined that the Exemption is likely to result in substantial cost savings to the District, for the reasons set forth in the adopted Findings.

WHEREAS, the Board has determined that use of the Alternative Method for the Project
takes into account market conditions and modern practices and is consistent with the public policy of encouraging competition.

THEREFORE, BE IT RESOLVED THAT the Board of Directors of Oregon City School District No. 62:

1. Adopts and approves the Findings, and the Recitals of this Resolution.
2. Determines that the Findings show that the Exemption complies with the requirements of ORS 279C.335(2).
3. Approves the Exemption and directs the use of the Alternative Method for procurement of construction services for the Project.
4. Requires the District to conduct the procurement in accordance with the Oregon Attorney General Model Rules adopted pursuant to ORS 279A.065.

This Resolution shall take effect on______________.

ADOPTED this______ day of______________ by Oregon City School District No. 62.

______________________________________________

Board Chair Signature

______________________________________________

Superintendent Signature
EXHIBIT A

FINDINGS OF FACT

RESOLUTION GRANTING EXEMPTION FROM COMPETITIVE BIDDING FOR
RENOVATION OF SIX ELEMENTARY SCHOOLS
BY MEANS OF A CONSTRUCTION MANAGER/GENERAL CONTRACTOR
(CM/GC) AND AUTHORIZING SELECTION BY REQUESTS FOR PROPOSAL FOR
THE OREGON CITY SCHOOL DISTRICT NO. 62

1. General

ORS 279C.335(2) permits a local contract review board to exempt contracts from
traditional competitive bidding upon approval of findings of fact showing that an alternative
contracting process is unlikely to encourage favoritism or diminish competition and that the
process will result in substantial cost savings to the School District. The Oregon City
School District ("District"), through its School Board, acts as the Local Contract Review
Board ("LCRB") for the District.

ORS 279C.400 – ORS 279C.410 describe the Request for Proposals method of
solicitation as an alternative to traditional competitive bidding. Pursuant to ORS
279C.410(8), a public Agency using the Request for Proposals method may award a
contract to the responsible proposer "whose proposal is determined in writing to be the
most advantageous to the contracting agency based on the evaluation factors set forth in
the request for proposals and, when applicable, the outcome of any negotiations authorized
by the Request for Proposals."

ORS 279C.330 defines "Findings" and identifies specific information to be provided as a
part of the District justification. Under ORS 279C.335(5) a public hearing must be held
before the findings are adopted, allowing an opportunity for interested parties to comment
on the draft findings.

ORS 279C.335(5)(e) allows for simultaneous publication of notification of hearing for
alternative contracting, and publication of the solicitation for such contracting, when the
District determines that the District must act promptly because of circumstances beyond
the District's control that do not constitute an emergency, provided responses to the
solicitation shall be due at least five days after the hearing and approval of the findings.
The District has made such determination and has provided for such simultaneous
publication.

PURPOSE OF THESE FINDINGS: The Oregon City School District will hold a public
hearing as required by ORS 279C.335 and makes the following findings with respect
to the issue of whether the Renovation of Six Elementary Schools ("Project"), as
defined herein, should be exempt from competitive bidding. The District seeks to
utilize the CM/GC method of alternative method of contracting. The Findings of Fact
apply to the CM/GC method of public improvement Project described below, in
accordance with ORS 279C.335(2).

2. Background
The Oregon City School District serves approximately 8,000 students in (16) facilities including (7) elementary school locations, (2) middle school locations and (3) high school locations. In addition, there are (4) other District facility locations that offer alternative, special education and/or charter school programs.

In 2016, a Long Range Facilities Advisory Committee (LRFAC) was formed to look at district visioning, educational specifications, educational adequacy, capacity and demographics in an effort to provide a consensus on future bond projects and costs, and to assist in providing community support in a successful bond passage. The bond measure would pay for approximately $176,000,000 of the 2018 Bond Program.

As a part of the bond measure funds are for capital construction and improvements for the renovation of six elementary schools under this resolution.

Specifically, the following Elementary Schools:

Jennings Lodge, Candy Lane, Gaffney Lane, Holcomb, Redland and Alliance Charter Academy (Park Place).

- Replace existing entrances with secure vestibules.
- Upgrade and/or repair building elements as prescribed by Long Range Facilities Advisory Committee (LRFAC) report dated 2015 by DOWA Architects based on priority needs assessment as established by the Oregon City School District Facility Department and Project Consultant Team.
- Work to be scheduled during summer recess 2020
- Construction budget: $6,000,000 (includes 10% contingency)

The nature of this Project will require strategic planning, complicated scheduling, and critical coordination of construction and target value design integrated with necessary safety measures. The Project is at a higher risk and has a high level of technical complexity, will be governed by significant schedule and will contain budget limitations that require close monitoring of the Project’s budget. Therefore, it becomes critical to maintain schedule, budget, and a safe and secure operating site for the Project.

In consideration of these facts, an alternate method of construction of the public improvements should be considered. Therefore, the following findings support an exemption from competitive bidding and the use of the Request for Proposal for Construction Manager/General Contractor services as an alternative method of construction contracting.

FINDINGS

Use of the CM/GC process for the “Project” complies with the criteria outlined in ORS 279C.335(2):

1. It is unlikely the exemption will encourage favoritism or substantially diminish competition.

2. The exemption will likely result in substantial cost savings and other substantial benefits to the District and benefits to the public.

JUSTIFICATIONS AND BASIS which substantiate the findings are as follows:

1. The CM/GC will be selected through a competitive process in accordance
with the qualifications-based selection process authorized by the District. Therefore, it is unlikely that the awarding of the construction contract for the Project will encourage favoritism or substantially diminish competition. This finding is supported by the following:

A. OPEN SOLICITATION PROCESS: Pursuant to ORS 279C.360, the CM/GC solicitation will be advertised at least once in the Daily Journal of Commerce, and in as many additional issues of publications or venues as the District may determine.

B. FULL DISCLOSURE: To ensure full disclosure of all information, the Request for Proposals solicitation package will include:

   a. Project Description
   b. Members and Role of Evaluation Committee
   c. Changes, Requests for Clarification, or Protest to the RFP
   d. Evaluation and Selection Process
   e. Evaluation Criteria
   f. AIA Form A133, Standard Form of Agreement Between Owner and Construction Manager

C. COMPETITION: As outlined below, the District will follow processes which maintain competition in the procurement of a CM/GC and will not encourage favoritism.

   a. The District anticipates that competition for this contract will be similar to that experienced in other projects of this type. The competition will remain open to all qualifying proposers.

   b. The District has been communicating with the construction contracting community as well as the engineering consulting community about the CM/GC contracting method.

   c. The evaluation and solicitation process employed will be fair, open and impartial, and will discourage favoritism, because selection will be made on the basis of objective final proposal scores derived from price and other components, which expand the ground of competition beyond price alone to include experience, quality, innovation, and other factors relevant to the project.

   d. The competitive process used to award subcontracts for all competitively bid construction work will be specified in the CM/GC contract and will be monitored by the District. The District will designate in the GMP contract the proposed percentage of construction work that must be subcontracted and may not be self-performed by the CM/GC.

D. FAIR AND OPEN SELECTION PROCESS: the selection process will be fair and open to all interested proposers because:
a. A mandatory pre-proposal meeting will be announced and held. This conference will be open to all interested parties. During this pre-proposal meeting, as well as any time prior to ten (10) days before the close of the solicitation, interested parties will be able to ask questions, request clarifications and suggest changes in the solicitation documents if such parties believe that the terms and conditions of the solicitation are unclear, inconsistent with industry standards, or unfair and unnecessarily restrictive of competition.

b. The evaluation process will determine whether a proposal meets the screening requirements of the RFP, and to what extent. The following process will be used:

- Proposals will be evaluated for completeness and compliance with the screening requirements of the RFP. Those proposals that are materially incomplete or non-responsive will be rejected.

- Proposals considered complete and responsive will be evaluated to determine if they meet and comply with the qualifying criteria of the RFP. If a proposal is unclear, the proposer may be asked to provide written clarification. Those proposals that do not meet all requirements will be rejected.

- Proposals will be independently scored by the voting members of the Evaluation Committee. Scores will then be combined and assigned to the proposals.

- The Evaluation Committee will convene to select from the highest-scoring proposers, finalists for formal interviews.

- The Evaluation Committee will conduct the interviews.

- The Evaluation Committee will use the interview to confirm the scoring of the proposal and to clarify any questions. Based upon the revised scoring, the Evaluation Committee will rank the proposers, and provide an award recommendation.

- The Evaluation Committee will be comprised of School District representatives, Owner representative DAY CPM SERVICES, members of the design team, and technically-oriented members-at-large. The evaluation may include requests by the Evaluation Committee for additional information and interviews to determine and clarify the experience and responsibility of the proposer. The Evaluation Committee will make a recommendation to the Oregon City School District who will make the final decision to select one or more CM/GC.

- Based on recommendations made by the Evaluation Committee, the Oregon City School District reserves the right to invite multiple CM/GC
to enter into contracts with the District.

- The Oregon City School District will negotiate a contract with the top-ranked firm or firms. If an agreement cannot be reached, the District will have the option to enter into an agreement with the second-ranked firm or next in descending scoring progression, and so forth.

c. Competing proposers will be notified in writing of the selection of the apparent successful proposal and will be given seven (7) calendar days after receipt of the notice to review the RFP file and evaluation report at the District Office. Any questions, concerns, or protests about the selection process will be subject to the requirements of the OAR 137-049-0450, must be in writing, and must be delivered to the Oregon City School District within seven (7) calendar days after receipt of the selection notice. No protest of the award selection shall be considered after this time period.

d. The GMP contract achieved through this process will require the CM/GC to use an open competitive selection process to bid components of the job. The CM/GC’s General Conditions and fee will be evaluated as one of the scoring criteria. Since these amounts will be scored as part of the competitive RFP process, the dollar value of the Project will be awarded through open competitive processes, at either the general contractor or subcontractor level.

E. TRANSPARENCY

a. A copy of the Request for Proposals will be available for public viewing at the Oregon City School District’s office, 1417 12th Street, Oregon City, OR 97045.

b. The Request for Proposal will be available after 8:00 AM on Wednesday, November 6, 2019.

2. The awarding of construction contract for the Project using the CM/GC method will likely result in substantial cost savings and other substantial benefits to the District and benefits to the public. In accordance with ORS 279.335(2), the following factors are relevant to and support this finding:

A. HOW MANY PERSONS ARE AVAILABLE TO BID;

This factor has no application to this contract because the RFP will be open to all, and the same persons could bid under the RFP or traditional method.

B. THE CONSTRUCTION BUDGET AND THE PROJECTED OPERATING COSTS FOR THE COMPLETED PUBLIC IMPROVEMENT;

a. BUDGET: The District has a fixed master budget available for the Project that cannot be exceeded. Early reliable pricing provided by the CM/GC or other alternatively contracted contractor during the design phase will reduce the potential for cost overruns due to later discovery of higher-than-anticipated costs and consequent changes of direction.

b. LONG TERM COSTS: The Project will require expertise regarding the
constructability and long-term cost/benefit analysis of innovative design. That knowledge is best obtained directly from the construction industry. Many decisions will be required during the design process that will encompass immediate feedback on constructability and pricing. Under the traditional design-bid-build process, there is a high risk of increased change orders and schedule impacts for a Project of this size and complexity. Since there are significant costs associated with delay, time is of the essence. The CM/GC process will assist in providing a scope of work and constructible design that best meet the requirements of the Project with significantly lower risks to the Project's costs. Involving the CM/GC during design will allow the Project's risks to be addressed early and teamwork between the District, the design consultant, and the construction contractor (CM/GC) to minimize those risks.

c. **FEWER CHANGE ORDERS:** When the CM/GC participates in the design process, fewer change orders are likely to occur during project construction. This is due to the CM/GC's better understanding of the owner’s needs and the architect's design intent. As a result, the Project is more likely to be completed on time and within budget. In addition, fewer change orders can reduce construction cost overruns and reduce the administrative costs of project management for both the District and the contractor.

d. **GMP CHANGE ORDERS COST LESS:** The fewer CM/GC change orders discussed above will likely be processed at a lower cost under the GMP. The design-bid-build method typically results in the contractor charging approximately 15% markup on construction change orders. The GMP method usually applies lower predetermined contractor markups, often in the range of 3-5% at the prime contractor level, with limited markups at the subcontractor level.

e. **SAVINGS:** Under the GMP method the District will enjoy the full savings, if actual costs are below the GMP. When the CM/GC completes the Project, any savings between the GMP and the actual cost accrue to the District. Under the traditional method, all cost savings inure to the benefit of the contractor.

f. **CONTRACTOR’S FEE MAY BE LESS:** Contracts with CM/GC's are designed to create a better working relationship with the contractor. As a consequence, the overhead and profit fee is generally lower than the fee anticipated on similar design-bid-build contracts.

g. **FUNDING SOURCE:** The Project is funded by the sale of general obligation construction bonds and other capital revenues.

**C. PUBLIC BENEFITS THAT MAY RESULT FROM GRANTING THE EXEMPTION:**

a. **TIME SAVINGS:** Use of CM/GC or other alternative contracting methods will allow construction work to commence relatively rapidly on some portions of the work while design continues on the remaining portions. This makes more likely completion of the Project by the due date. It becomes critical to maintain both the schedule and budget of the Project, that the
coordination of the District personnel and their facilities be fully evaluated and understood, and that construction work proceeds throughout with all necessary care given to the safety and security of the District’s students and personnel.

b. **COST SAVINGS:** The Project can benefit from the active involvement of a CM/GC contractor or other alternative contracting method during the design process in the following ways:

- The contractor’s input regarding the constructability and cost-effectiveness of various alternatives will guide the design toward the most economic choices.

- Consideration of the specific equipment available to the contractor will allow the designer to implement solutions that utilize the capacity of that equipment.

- The contractor will be able to provide current and reliable information regarding the cost of materials that are experiencing price volatility and the availability of scarce materials.

- The contractor will also be able to order materials while design is being completed in order to avoid inflationary price increases and provide the lead-time that may be required for scarce materials.

c. **GUARANTEED MAXIMUM PRICE (GMP) ESTABLISHES A MAXIMUM PRICE PRIOR TO COMPLETION OF DOCUMENTS:** The CM/GC will be able to obtain a complete understanding of the District’s needs, the architect’s design intent, the scope of the Project, and the operational needs of the Project by participating in the construction document phase. With the CM/GC participating in this phase they will be able to offer suggestions for improvement and make suggestions that will reduce costs. With the benefit of this knowledge, the CM/GC may also be able to guarantee a maximum price to be paid by the District for constructing the Project before designs are final.

**D. WHETHER VALUE ENGINEERING TECHNIQUES MAY DECREASE THE COST OF THE PUBLIC IMPROVEMENT;**

a. **WITH THE DESIGN-BID-BUILD PROCESS:** If the District were to utilize the design-bid-build method, the contractor would not participate in a value engineering evaluation before design is complete. In conducting value engineering under the design-bid-build approach, a value engineering consultant is hired to participate in the design and cost evaluation process. Choices to alter, reduce or change a design feature are done without benefit of proper context and could devalue the final outcome. This process adds extra costs and administrative complications, without providing the same benefits of early contractor participation.

b. **WITH CM/GC:** The CM/GC process offers an opportunity for value
engineering that is not possible through the design-bid-build process. An essential part of a school build construction project is the value engineering evaluation. Value engineering is the means used to determine the best project design that meets the needs and priorities of the owner, within the owner’s budget. Value engineering is done most effectively by a team consisting of the owner, architect, consultants, and the contractor. When the contractor participates, the team can render the most comprehensive evaluation of all factors that affect the cost, quality, and schedule of the project.

The CM/GC method has the benefit of:
-the ability to set and maintain the schedule;
-the ability to sequence work; and
-commitment from the contractor to implement the design within the schedule and budget.

Through integrated participation, a project’s scope and design evolve to provide greater value for the owner, and is not likely to be the same project created by the design-bid-build method.

E. THE COST AND AVAILABILITY OF SPECIALIZED EXPERTISE THAT IS NECESSARY FOR THE PUBLIC IMPROVEMENT;

Early selection of the CM/GC creates more informed, better quality decision making by the project’s construction team. A more efficient construction team can save the District money.

The construction Project is highly complex because it involves significant construction over a short mandated period of construction. Use of a CM/GC in conjunction with the collaborative approach will result in a better coordinated project, speedy completion, and minimize disruption to operations. The CM/GC clarifies several critical variables valuable to the Project’s design. The CM/GC: guarantees the maximum price (GMP) to complete the Project; determines the construction schedule; establishes the sequence of work; is contractually bound to implement the final Project’s design within the GMP; and participates as an essential member of the Project’s design and construction team.

Several benefits of participation by the CM/GC on the Project will be realized: developing the design documents to reflect the best work plan that accommodates the District, the design team, and contractor; the best grouping of the bid packages that will help insure better trade coverage; the most efficient construction staging area on the Project; the most cost effective route through the campus and buildings for the various utilities; and to help in adjusting the work plan when the needs change along the way. This component is very difficult to achieve by the usual design-bid-build method of construction because the usual method is skewed towards the lowest bidder.

F. ANY LIKELY INCREASES IN PUBLIC SAFETY;

All work must be coordinated to avoid safety and security risks to the students, staff, and the general public and to ensure efficiency in construction. The coordination between the District, designer and the CM/GC will assure coordination of work and consideration for the safety of vehicular and pedestrian paths crossed by the Project. In addition, CM/GC
contracting of the Project will allow the contractor to develop its safety program during
design to better ensure that public safety and security is being effectively managed and to
minimize delays.

G. WHETHER GRANTING THE EXEMPTION MAY REDUCE RISKS TO THE
CONTRACTING AGENCY, THE STATE AGENCY OR THE PUBLIC THAT
ARE RELATED TO THE PUBLIC IMPROVEMENT;

Under the traditional design-bid-build process, there is a higher risk of increased change
orders and schedule impacts for a Project of this size and complexity, because the
contractor has not participated in the design process. Since there are significant costs
associated with delay, time is of the essence. The CM/GC process will assist in providing a
scope of work and constructible design that best meet the requirements of the Project with
significantly lower risks to the Project's costs. Involving the CM/GC during design will allow
the Project's risks to be addressed early and teamwork between the District, the design
consultant, and the construction contractor (CM/GC) to minimize those risks.

H. WHETHER GRANTING THE EXEMPTION WILL AFFECT THE SOURCES
OF FUNDING FOR THE PUBLIC IMPROVEMENT;

Granting the exemption will not affect the sources of funding. The District intends to fund
the Project with the sale of general obligation construction bonds providing the available
funds of approximately $176,000,000 as provided from the 2018 Bond Election last
November.

I. WHETHER GRANTING THE EXEMPTION WILL BETTER ENABLE THE
CONTRACTING AGENCY TO CONTROL THE IMPACT THAT MARKET
CONDITIONS MAY HAVE ON THE COST OF AND TIME NECESSARY TO
COMPLETE THE PUBLIC IMPROVEMENT;

The multitude of construction market factors that exist today in Oregon (e.g., competition
of other projects, environmental issues that limit construction materials, variable bid
market, etc.), coupled with the difficulty in establishing the best work sequence
complicates the ability to accurately estimate the cost of the Project. Alternative contracting
methods that allow for non-price evaluation considerations will be more likely to result in a
more experienced and better suited contractor for this particular Project than the usual
competitive procurement that relies solely on price. The complexities which need to be
addressed to accomplish the tasks are not well served by the usual competitive
procurement. The lowest bidder may not be the best suited for this particular Project.

J. WHETHER GRANTING THE EXEMPTION WILL BETTER ENABLE THE
CONTRACTING AGENCY TO ADDRESS THE SIZE AND TECHNICAL
COMPLEXITY OF THE PUBLIC IMPROVEMENT;

Technical expertise will be required for environmental management, quality management,
scheduling, estimating, meeting sustainable facilities standards and guidelines, and
ensuring energy efficiency. The complexity and scheduling issues discussed in the Background section above will require special expertise. By taking into consideration and engaging the existing skills and capabilities available from the construction team, the District will be better enabled to address the size and complexity of the Project. Specialized skills will be required of the CM/GC to negotiate and price multiple options and schedule complex tasks. A high level of coordination among the District and all the design and construction entities is required and facilitated by the CM/GC approach.

K. WHETHER THE PUBLIC IMPROVEMENT INVOLVES NEW CONSTRUCTION OR RENOVATES OR REMODELS AN EXISTING STRUCTURE;

This public improvement involves renovation of six elementary schools named in this document.

L. WHETHER THE PUBLIC IMPROVEMENT WILL BE OCCUPIED OR UNOCCUPIED DURING CONSTRUCTION;

The majority of work will take place during the 2020 summer recess. If the District and CM/GC determine to mobilize before summer recess or de-mobilize after summer recess then every precaution will be taken to separate school activity from construction activity. CM/GC contracting better enables the construction team to address these contingencies.

M. WHETHER THE PUBLIC IMPROVEMENT WILL REQUIRE A SINGLE PHASE OF CONSTRUCTION WORK OR MULTIPLE PHASES OF CONSTRUCTION WORK TO ADDRESS SPECIFIC PROJECT CONDITIONS; AND

This public improvement will require a single phase of construction work, however to meet schedule some work might need to be “fast tracked” before full completion of design. CM/GC contracting allows for such early work.

N. WHETHER THE CONTRACTING AGENCY OR STATE AGENCY HAS, OR HAS RETAINED UNDER CONTRACT, AND WILL USE CONTRACTING AGENCY OR STATE AGENCY PERSONNEL, CONSULTANTS AND LEGAL COUNSEL THAT HAVE NECESSARY EXPERTISE AND SUBSTANTIAL EXPERIENCE IN ALTERNATIVE CONTRACTING METHODS TO ASSIST IN DEVELOPING THE ALTERNATIVE CONTRACTING METHOD THAT THE CONTRACTING AGENCY OR STATE AGENCY WILL USE TO AWARD THE PUBLIC IMPROVEMENT CONTRACT AND TO HELP NEGOTIATE, ADMINISTER AND ENFORCE THE TERMS OF THE PUBLIC IMPROVEMENT CONTRACT.

The School District has retained under contract DAY CPM SERVICES, BRIC ARCHITECTURE LLC and BALL JANIK LLP, each of which firms are versed in CM/GC procurement and contracting.
Oregon City School District
School Board Meeting
November 4, 2019

1920-229 Resolution Granting an Early Work Agreement for Modular Village Procurement and Site Investigation Services Related to the Renovation of Ogden Middle School for the Oregon City School District No. 62

CONTACT: WES ROGERS

Discussion:
The School Board awarded the April 17, 2019, Request for Proposal for Construction Management/General Contractor Services to P&C Construction Co. on June 18, 2019. P&C Construction is currently engaged in the preconstruction phase with a preconstruction services not-to-exceed fee of $102,903. The Guaranteed Maximum Price (GMP) for this project will not be established until March 2020 at the earliest, after Construction Documents are complete.

The District’s administration is recommending authorizing the early procurement of Modular Village buildings, plus necessary site investigations totaling $1,935,635.00.

The cost for Modular Village buildings, restrooms and platforms is based on three hard bids solicited and negotiated by P&C Construction on behalf of the District. These nearly-new units have been visited by District representatives, where they are currently installed at Milwaukee High School. The early procurement of these buildings will reduce risk to the project’s overall schedule and budget.

Estimated costs associated with Modular Village set-up are based on early documentation and are meant to be a maximum (not to exceed). P&C Construction will charge the District only costs actually incurred.

Allowances for sewer, site and building investigations are based on estimates of “time and material” required to determine existing conditions. P&C Construction will charge the District only costs actually incurred.

Recommendation
Approve.

1920-229 RESOLUTION GRANTING AN EARLY WORK AGREEMENT FOR MODULAR VILLAGE PROCUREMENT AND SITE INVESTIGATION SERVICES RELATED TO THE RENOVATION OF OGDEN MIDDLE SCHOOL

WHEREAS P&C Construction released a competitive Request for Qualifications and Cost Proposal for Modular Village buildings on September 30, 2019, and

WHEREAS P&C Construction issued a Letter of Intent to hold modular units which was signed by Williams Scottsman on October 28, 2019, and

WHEREAS the fees are within industry standards, therefore
BE IT RESOLVED BY THE OREGON CITY SCHOOL DISTRICT No. 62: The School Board approve an Early Work Agreement in the amount of $1,935,635.00.

This Resolution shall take effect on______________.

ADOPTED this_____day of______________, ____, by Oregon City School District No. 62.

__________________________________________
Board Chair Signature

__________________________________________
Superintendent Signature
Oregon City School District  
School Board Meeting  
November 4, 2019

1920-414 A Resolution of the Board of Directors of the Oregon City School District No. 62  
Authorizing the Granting of a Permanent Nonexclusive Driveway Easement to the  
Adjacent Property Owner at Redland Elementary School  

Contact: Rick Larson

Discussion:  
Information provided below.

Recommendation:  
Approve.

1920-414 A RESOLUTION OF THE BOARD OF DIRECTORS OF THE OREGON CITY SCHOOL DISTRICT NO. 62 AUTHORIZING THE GRANTING OF A PERMANENT NONEXCLUSIVE DRIVeway EASEMENT TO THE ADJACENT PROPERTY OWNER AT REDLAND ELEMENTARY SCHOOL.

WHEREAS, the Oregon City School District No. 62 (hereinafter referred to as "the District") is authorized and responsible for the establishment, operation and maintenance of public school real properties and facilities for the use and benefit of the District's constituents, including its students, and the general public; and, pursuant to that authority, the District owns and operates Redland Elementary School at a campus commonly known as 18131 South Redland Road in Clackamas County, Oregon; and,

WHEREAS, the property owner of an adjacent property legally described in Exhibit B attached herewith, which property is located in Clackamas County, Oregon commonly known as 18133 South Redland Road, Clackamas County, Oregon, when filing for a building permit, discovered that no written easement granting access to the grantee's property exists or has been filed in Clackamas County; and

WHEREAS, the current and prior owners of the property at 18133 South Redland Road, Clackamas County, Oregon have been using the Redland School driveway as the sole access to their property for many years; and,

WHEREAS, the consideration and recommendation of the Superintendent and his staff is that it is in the best interest of the Redland campus, and for the District as a whole, under the totality of the circumstances now existing, to officially grant a written nonexclusive easement to be filed with Clackamas County which includes reasonable restrictions on parking, storage, blockage and/or hindrance of access to Redland School resulting from the easement; and

WHEREAS, the Board of Directors of the District, having considered and deliberated at a public meeting the public interest and necessity of and accurate written description of allowable access and restrictions thereupon of the driveway at Redland Elementary school and for the benefit of the District, its constituents and the general public, which the Board determines to be most compatible with the greatest public good; now, therefore —

BE IT RESOLVED BY THE OREGON CITY SCHOOL DISTRICT No. 62 THAT:

The Superintendent, or his designated representative, is authorized and instructed, for a period of six months beginning this date, to sign the attached Permanent Nonexclusive Driveway
Easement and to take such further action as may be reasonable and necessary to carry out the purpose and intent of this Resolution as they shall determine.

Considered and enacted at the regular meeting of the Board of Directors of the Oregon City School District No. 62 on the 4th day of November 2019.
EXHIBIT A
TO
PERMANENT NONEXCLUSIVE DRIVEWAY EASEMENT

A parcel of land situated in Section 31, T 2 B, R 3 E., of the W. M., and in Section 6, T 3 S., R 3 E., of the W. M., in the County of Clackamas and State of Oregon, described as follows:

Beginning at a point which is South 89 degrees 41' West a distance of 331.07 feet from the southeast corner of Government Lot 7 in Section 31, T 2 S., R 3 E., W. M.; thence North 18 degrees 30' East a distance of 214.51 feet to an iron pipe; thence North a distance of 263.14 feet to an iron pipe; thence South 73 degrees 49' East a distance of 219.72 feet to an iron pipe; thence North a distance of 264.96 feet to an iron pipe; thence South 89 degrees 41' West a distance of 430.70 feet to an iron pipe; thence South a distance of 667.9 feet to an iron pipe on the South line of Section 31; thence North 89 degrees 41' East a distance of 75 feet to an iron pipe; thence South 0 degrees, 33' West a distance of 465.7 feet to and iron pipe on the Northerly line of County Road No. 20; thence Southeasterly along the northerly line of County Road No. 20, a distance of 28.9 feet to an iron pipe; thence North 0 degrees 33' East a distance of 327.13 feet to an iron pipe; thence North 18 degrees 30' East a distance of 161.81 feet to the point of beginning.
EXHIBIT 'B'

Greg Smith

33E06B 01400
August 14, 2019

PROPERTY DESCRIPTION

A portion of real property located in the Northwest 1/4 of Section 6, Township 3 South, Range 3 East, Willamette Meridian, Clackamas County, Oregon, and more particularly described as follows:

Commencing from the intersection of the Northeasterly Right of Way of Redland Road (Market Road No. 20), and the Northerly Right of Way of Fischers Mill Road (Market Road No. 39), being the most southerly corner of that property described in Document Number 2015-067829, of the Clackamas County Deed Records; thence along the said Northeasterly Redland Road Right of Way, North 59°31'58" West, 169.27 feet; thence leaving said Right of Way, North 00°24'14" East, 300.21 feet to the Point of Beginning; thence South 84°35'21" East 91.27 feet; thence South 28°42'56" East 102.33 feet; thence South 75°14'21" East 51.18 feet; thence South 42°55'43" East 4.13 feet; North 47°56'08" 85.49 feet; thence South 42°55'43" East 72.55 feet; thence North 48°43'40" East 36.79 feet to the west line of Donation Land Claim Number 64 of said Township and Range; thence along said Claim Line, North 00°07'09" West 155.91 feet; thence South 89°29'32" West 357.40 feet; thence South 00°24'14" West 39.73 feet to the Point of Beginning.

Containing 0.98 acres, more or less.


[Registered Professional Land Surveyor Stamp]

BRIAN W. PAUL
OREGON
MARCH 13, 2018
BRIAN W. PAUL
89074

Scanned with CamScanner
EASEMENT DESCRIPTION
FOR
TAX LOT 1500
ACROSS A PORTION OF
TAX LOT 800

FILE NO. 03-037 E1

JULY 11, 2003

A PRIVATE, NON-EXCLUSIVE, INGRESS – EGRESS, ACCESS EASEMENT ACROSS A PORTION OF A TRACT OF LAND LOCATED IN THE NORTHWEST ONE-QUARTER SECTION 6, TOWNSHIP 3 SOUTH, RANGE 3 EAST OF THE WILLAMETTE MERIDIAN, CLACKAMAS COUNTY, STATE OF OREGON AND BEING MORE PARTICULARLY DESCRIBED AS FOLLOWS:

COMMENCING AT THE NORTHWEST SECTION CORNER OF THE SAID SECTION 6; THENCE NORTH 89°41’00” EAST ALONG THE NORTH LINE OF SAID SECTION 6, A DISTANCE OF 939.35 FEET TO THE NORTHEAST CORNER OF THAT CERTAIN TRACT OF LAND CONVEYED TO TED L. HOWELL AND M. MARIE HOWELL BY WARRANT DEED RECORDED AS DOCUMENT NO. 89-22777 IN THE CLACKAMAS COUNTY RECORDER’S OFFICE AND TO A POINT IN THE WEST LINE OF THAT CERTAIN TRACT OF LAND CONVEYED TO THE REDLAND SCHOOL DISTRICT NO. 116 BY DEED RECORDED IN BOOK 683 AT PAGE 623, CLACKAMAS COUNTY DEED RECORDS AND TO THE TRUE POINT OF BEGINNING OF THIS EASEMENT; THENCE SOUTH 00°33’00” WEST ALONG THE WEST LINE OF THE SOUTHERN PORTION OF SAID SCHOOL DISTRICT TRACT, A DISTANCE OF 463.49 FEET TO A POINT IN THE NORTHERLY RIGHT-OF-WAY LINE OF REDLAND ROAD (MARKET ROAD NO. 20, BEING 60.00 FEET IN WIDTH AND BEING 30.00 FEET ON EACH SIDE OF THE CENTERLINE THEREOF); THENCE SOUTH 59°23’01” WEST ALONG SAID NORTHERLY RIGHT-OF-WAY LINE, A DISTANCE OF 57.77 FEET TO A POINT IN THE EAST LINE OF THE SOUTHERLY PORTION OF SAID SCHOOL DISTRICT TRACT; THENCE NORTH 00°33’00” EAST, PARALLEL TO THE WEST SIDE OF SAID SCHOOL DISTRICT TRACT, A DISTANCE OF 340.01 FEET TO AN ANGLE POINT; THENCE NORTH 18°30’00” EAST ALONG THE EASTERLY LINE OF THE SOUTHERN PORTION OF SAID SCHOOL DISTRICT TRACT, A DISTANCE OF 161.81 FEET TO A POINT IN THE AFOREMENTIONED NORTH LINE OF SECTION 6 THAT IS SOUTH 89°41’00” WEST A DISTANCE OF 331.08 FEET FROM THE INITIAL POINT OF THE DULY RECORDED SUBDIVISION OF “ELIDA”; THENCE SOUTH 89°41’00” WEST ALONG SAID NORTH LINE A DISTANCE OF 99.88 FEET TO THE ABOVE REFERENCED TRUE POINT OF BEGINNING OF THIS DESCRIPTION. CONTAINING 0.64 ACRES.

REGISTERED PROFESSIONAL LAND SURVEYOR

OREGON

JANUARY 18, 1994
RANDAL G. SIEGER
2647

EXPIRES: 6/30/04

EXHIBIT C
ACCESS EASEMENT EXHIBIT MAP

EASEMENT EXHIBIT MAP
FOR A PROPOSED EASEMENT
OVER AND ACROSS THAT
PROPERTY KNOWN AS
REDLAND SCHOOL ROAD PER
DEED BOOK 583 PAGE 623.

LOCATED IN THE NW 1/4 OF
SEC. 6, T.3S. R.3E., W.M.
CLACKAMAS COUNTY, STATE OF
OREGON

NOT INTENDED TO BE A
BOUNDARY SURVEY MAP, AND IS
FOR EXHIBIT PURPOSES ONLY.
THIS MAP IS NOT INTENDED FOR
DESIGN.

BEARINGS AND CALCULATED
POINTS BASED ON DOC. NO.
2013-101654, CLACKAMAS
COUNTY DEED RECORDS.

REGISTRATION PROFESSIONAL
LAND SURVEYOR
OREGON
MARCH 13, 2018
BRIAN W. PAULL
89074
Expires 12/31/2020

BRASS & STONE
LAND SURVEYING
503-871-0030
Heritage Loop Stayton, OR 97383
Oregon City School District
School Board Meeting
November 4, 2019

1920-415 Adopt Oregon City School Board Policy IGAI

Contact: Mary Larson

Discussion:
Policy IGAI was presented at the October 14, 2019 regular meeting for first reading and is recommended for adoption.

Recommendation:
Approve

1920-415 ADOPT OREGON CITY SCHOOL BOARD POLICY IGAI
BE IT RESOLVED THAT Policy IGAI be approved.
OSBA Model Sample Policy

Code: IGAI
Adopted:

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

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

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

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

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

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

1. Promotes abstinence for school age youth and mutually monogamous relationships with an uninfected partner for adults;
2. Allays those fears concerning HIV that are scientifically groundless;
3. Is balanced and medically accurate;
4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;
5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

HR7/04/17/18/19 | PH

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education** -- IGAI
1-3
6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;

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

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

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

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

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

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

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

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

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

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

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

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

19. Is culturally inclusive.

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

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;
2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 336.035
ORS 336.107
ORS 336.455 - 336.475
ORS 339.370 - 339.400
ORS 581-021-0009
ORS 581-022-2030
ORS 581-022-2050
ORS 581-022-2220