

LANE EDUCATION SERVICE DISTRICT	BOARD MEETING
1200 Hwy 99 N	Tuesday, September 9, 2025
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

**LANE ESD BOARD MEETING
AGENDA**
Tuesday, September 9, 2025

1. Call Regular Meeting To Order

Board Chair

2. Welcome

Guests attending the meeting will be introduced.

Board Chair

3. Lane Education Service District Statement of Accountability: Land Acknowledgement

Lane ESD acknowledges that the lands we call Lane County - the lands that sustain our children, our future, and our collective well-being - are the traditional ancestral home of the Kalapuya, Siuslaw, Molalla, and other indigenous people who have lived in Lane County since time immemorial. Native children, families, and communities bear witness to a legacy of displacement and forced relocation. As an educational institution we are accountable for addressing the current and former silencing, erasure and genocide of native people in Oregon and Turtle Island. We aim to join with indigenous people, honoring their resilience, courage, and self-determination in a purposeful pursuit of justice.

Board Member

4. Presentation: Youth Summit

The Board will receive a presentation on the Youth Voice Summit.

Link: https://www.canva.com/design/DAGyl3CwPTc/tc25BJCvpJt99klo4-pgA/edit?utm_content=DAGyl3CwPTc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Lane ESD | School Improvement: Dr. Shareen Springer

SV Summit Brd Presentation Sept 2025

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5. Public Participation

This is an opportunity for the audience to address the Board on topics either on, or not on, the agenda. There will also be opportunities for the audience to comment on specific agenda items as the Board addresses them.

Comments Regarding Staff Members - Speakers may offer objective criticism of ESD operations and programs. The Board will not hear comments regarding any individual ESD staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a complaints involving a staff member. The association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the staff member, his/her supervisor and the Board.

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point. To make a comment or present a topic during public comment, if the opportunity is available on the Board agenda, please complete the Intent to Speak card and submit it to the Board secretary prior to the start of the meeting. An individual that has submitted an Intent to Speak card and has been invited to speak by the Board chair, will be allowed three minutes.

Any person, who is invited by the Board chair to speak to the Board during a meeting, should state his/her name and address and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

6. Agenda Review

Board Chair

7. Action Items

Board Chair

A. Consent Agenda

The Lane ESD Board of Directors has agreed to implement a consent agenda. All items in the consent agenda are adopted by a single motion unless a member of the Board or the Superintendent requests that such item be removed from the consent agenda and acted upon separately.

Generally, consent agenda items are matters which members of the Board agree are routine in nature and should be acted upon in one motion to conserve time and to enable the Board to focus on the other matters on the agenda.

Back-up materials for consent agenda items are included in the agenda packet as needed. Minutes of this meeting will reflect action on each item.

If any board member wishes to withdraw any consent group item, it will be moved to the appropriate section of the agenda.

BE IT RESOLVED that the Board of Directors of Lane ESD adopts the consent group as submitted and listed below.

1. Lane ESD Board Meeting Minutes of June 6th, 2025
2. Lane ESD Board Meeting Minutes of July 29th, 2025
3. Human Resource Report, dated September 4, 2025

Board Chair

Draft_LESD Board Minutes - June 6 2025.	26
Draft_LESD Board Minutes - July 29, 2025.	40
HR Board Report - September 2025 (1)	50

B. Accept Financial Report

BE IT RESOLVED that the Board of Directors of Lane ESD accepts the Financial Report for July 2025, as presented.

Board Chair

July 2025 Financial Report	52
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C. Approve Sole Source Procurement

Per Policy DJC , the Board is the Local Contract Review Board (LCRB) for the ESD. Per ORS 279B.075 and OAR 125-247-0275, if the LCRB determines that goods or services are available from only one source, the ESD may award a contract without competition. To the extent reasonably practicable, the ESD shall negotiate with the sole source to obtain contract terms that are advantageous to the ESD. The determination of sole source must be made on written findings. If the LCRB approves a sole source procurement, public notice must be given that describes the goods or services to be acquired, identifies the prospective contractor, and includes the timeline to protest the determination (at least seven days). The LCRB may authorize this public notice to be provided electronically.

BE IT RESOLVED that the Board of Directors of Lane ESD approve the sole source procurement and authorize the public notice to be provided electronically.

Olivia Meyers Buch

Approve Sole Source Procurement_September2025 56

D. 2024-2025 Integrated Programs Annual Report

Lane County Department of Youth Services/Lane ESD Juvenile Detention Education Program (JDEP)

Dr. Galaxy, Superintendent Scurto

2024-25 Integrated Programs Annual Report 59

E. Identify Vacant Budget Committee Positions

The Board will identify vacant budget committee positions which must be filled by appointment of the Lane ESD Board. The Board will announce the vacancies and receive recommendations of interested members of component school district Boards or designees of component district Boards.

At this time, there are three budget committee positions to be declared vacant:

- Zone 5, position 5
- At - Large, position 6
- At - Large, position 7

BE IT RESOLVED that the Board of Directors of Lane ESD proceed to declare vacant: the Zone 5 position and two At-Large Budget Committee positions.

Board Chair

Identify Vacant Budget Committee Positions 63

F. Approve Grants

Lane ESD shall pursue federal, state or private grants or other such funds that will assist the ESD in meeting adopted Board and ESD goals.

Proposals for external funds will be submitted to the Board for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board, the superintendent is authorized to use his/her judgment in approving it for submission. The superintendent will review the proposal with the Board at its next regular meeting. The

Board reserves the right to reject funds associated with any grant which has been approved.

The Board shall, before acceptance of such funds, consider the district's obligations, expectations or encumbrances when the grant ceases.

1. MMT: Youth Empowerment Grant

Through Our Empowered Youth, Lane ESD supports strategies that ensure Oregon's children have access to a fully resourced education — one that empowers them to reach their highest aspirations. Our focus is on efforts that build community power, expand opportunities for historically marginalized students and support educators and leaders who reflect the diversity of the students they serve.

BE IT RESOLVED that the Board of Directors of Lane ESD approves the ESD MMT: Youth Empowerment grant Proposal.

Grant Proposal_MMTYouth Empowerment_June2025 65

2. Structures of Intellect at Lane Schools

Strengthened foundational learning skills, including attention, sequencing, and comprehension. -Improved reading fluency and academic processing due to enhanced visual tracking and motor planning. -Greater classroom participation and reduced behavior incidents as executive function and self-regulation improve. -Higher student confidence, motivation, and readiness to reintegrate into less restrictive learning environments. -SOI provides a data-driven, non-stigmatizing, and developmentally appropriate approach to intervention that aligns with each student's IEP, supports MTSS implementation, and fosters long-term educational equity for vulnerable youth.

BE IT RESOLVED that the Board of Directors of Lane ESD approves the Structures of Intellect at Lane Schools grant Proposal.

Proposal Request _ StructuresofIntellect 68

3. Decolonizing Wealth Mental Health Program Plan

The Native Youth Wellness Program (NYW) at Lane Education Service District fills a critical gap in culturally responsive mental health care for Indigenous youth in Lane County, many of whom also identify as

LGBTQIA2S+. Traditional mental health systems often overlook the histories, values, and lived experiences of Native youth. In contrast, NYW approaches healing as collective, relational, and rooted in cultural knowledge.

Intended Impacts

Impact 1: Indigenous youth and families feel an increased sense of connection—to each other, to schools, and to community spaces where culture is celebrated and healing can happen.

Impact 2: Indigenous youth grow into confident, supported leaders who advocate for culturally grounded ecosystems of care within their schools and communities.

Impact 3: Indigenous youth, families, and communities are empowered to imagine themselves richly and joyfully through cultural practices, storytelling, and belonging.

Impact 4: Educators and school staff increase their cultural competency and healing-informed capacity to create safer, more inclusive environments for Indigenous and Two-Spirit youth.

Impact 5: Two-Spirit and LGBTQIA2S+ Indigenous youth experience increased visibility, safety, and inclusion within school and community programming.

BE IT RESOLVED that the Board of Directors of Lane ESD approves the Decolonizing Wealth Mental Health Program Plan grant proposal.

Grant Proposal_Decolonizing Wealth Mental Health Program Plan _July112025 74

4. Native Youth Wellness

The Native Youth Wellness Program (NYW) at Lane ESD supports the cultural and educational journey of American Indian/Alaska Native (AI/AN) youth in Lane County by strengthening protective factors through intergenerational learning, storytelling, family engagement, and culturally grounded education. NYW serves Native families, schoolbased affinity groups, and educators. Guided by Tribal Best Practices and the Relational Worldview Model, our work fosters balance and well-being across mental, emotional, physical, and spiritual domains.

BE IT RESOLVED that the Board of Directors of Lane ESD approves the Native Youth Wellness Grant proposal.

Grant Proposal_Native Youth Wellness_July112025 78

5. Lane Regional Teacher Pathways

This proposal supports both the equity vision and mission of Lane ESD. Lane Regional Teacher Pathways collaborates with local school districts and higher education institutions to prepare skilled, culturally responsive educators who are connected to the local community; committed to meeting the needs of the students and families they serve; and contribute to long-term educational goals of inclusive classrooms that produce equitable learning outcomes.

BE IT RESOLVED that the Board of Directors of Lane ESD approves the Lane Regional Teacher Pathways grant proposal.

Grant Proposal Regional Teacher Pathways (Meyer
Summer Funding)

82

G. Approve Instructional Calendars

The Board recognized that the preparation of a calendar for the instructional year of the schools is necessary for orderly educational planning and for the efficient operation of the district. The Board has established annually the number of days and number of hours when classrooms shall be in session for instructional purposes. The specific calendar in each case shall be that of the school and district in which the classroom is located or shall be the calendar established by the ESD generally. The calendars meet state requirements.

The Board will review presented calendars that have been developed based on host schools as well as the needs of the ESD. The calendars were prepared in consultation with appropriate staff members and are presented to the Board for adoption.

The Board reserves the right to alter the school calendar when advisable in the best interests of the students involved, but shall not in so doing disturb coordination with calendars for host schools nor exceed the total number of instructional and duty days originally adopted. Days lost may be made up to ensure that the required number of student days/hours are met by the district.

The Board of Directors adopted a portion of ESD instructional calendars for the Westmoreland Campus at the June 2025 meeting. The Board of Directors will adopt offered calendar as presented.

BE IT RESOLVED that the Board of Directors of Lane ESD proceed with adopting the instructional calendars as presented.

Superintendent Scurto

JDEP and Stabilization_RISE Student Calendar .xlsx - Google Sheets 86

OSH Daffodil School Student.xlsx - Google Sheets 87

H. OSBA Elections: Nomination of OSBA Board Member

The Oregon School Boards Association is organized as one general state association with up to 24 regionally elected representatives established across 14 geographic regions to support member participation and representation.

In odd-numbered years member boards vote to elect regional representatives for even-numbered positions on the OSBA Board of Directors. Member boards also vote to elect all regional representatives on the Legislative Policy Committee.

In even-numbered years member boards vote to elect regional representatives for odd-numbered positions on the OSBA Board of Directors. Member boards also vote on the OSBA Legislative Priorities and Principles.

Resolutions submitted to the membership are also on the ballot along with candidate elections.

Lane ESD Board Member Linda Hamilton currently serves as a member of the OSBA Board of Directors, Position 6. Position 6 is open for this year's election.

The Board of Directors of Lane ESD will nominate a representative from Region 6 for the OSBA Board of Directors. Nominations close September 30, 2025.

Contact OSBA if you have questions about nominations or election procedures. Call 503-588-2800 or 800-578-6722, or e-mail OSBAelections@osba.org.

BE IT RESOLVED that the Board of Directors of Lane ESD to nominate _____ for representative from Region 6 for the OSBA Board of Directors.

Board Chair

2024-Open-Board-Positions-With-Incumbents 88

EX2024OSBABoardNominationForm 89

EX2024BODCandidateQuestionnaireAndResume-fillable 90

I. OSBA Elections: Nomination of Legislative Policy Committee Member

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The Board of Directors of Lane ESD will nominate a representative from Region 6 to serve on the OSBA Legislative Policy Committee.

Contact OSBA if you have questions about nominations or election procedures. Call 503-588-2800 or 800-578-6722, or e-mail OSBAelections@osba.org.

BE IT RESOLVED that the Board of Directors of Lane ESD to nominate _____ for representative from Region 6 to serve on the OSBA Legislative Policy Committee.

Board Chair

EX2024LPCNominationForm	93
EX2024LPCCandidateQuestionnaireAndResume-fillable	94
2024-Open-Board-Positions-With-Incumbents	96

J. Policy | Required Contact Update | Sexual Harassment

To update the contact information for whom reports of sexual harassment are submitted to.

The Board has the authority to move this policy to adoption if they choose.

Section G: Personnel | Code:GBN/JBA

Section J: Students | Code: JBA/GBN

BE IT RESOLVED that the Board of Directors of Lane ESD proceed to adopt offered policies for Code GBN/JBA and JBA/GBN updates as presented.

GBN_JBA G_UpdatedContacts	97
JBA_GBN G1_Students_PDF_Update	106

K. Second Reading: Adopt Policy Updates and Recommendations

The Board shall exercise its rule-making power by adopting policies consistent with the Oregon Revised Statutes, Oregon Administrative Rules or opinions of a court of competent authority, for its own governance and for the organization and operation of Lane ESD. The Board accepts the definition of policy set forth by the National School Boards Association:

School Board policies are statements which set forth the purposes and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and his/her staff can discharge their assigned duties with positive direction. They tell what is wanted.

Such policies may be adopted, amended or repealed at any Board meeting provided that the proposed adoption, amendment or repeal shall have been proposed at a previous Board meeting and, once proposed, shall have remained on the agenda of each succeeding meeting until approved or rejected and except that the Board may adopt, amend or repeal policies at any meeting of the Board in the event of an actual emergency, as determined at the sole discretion of the Board.

Additionally, when in the best interests of the district immediate adoption of a proposed policy is necessary, the Board may adopt such policy at the first meeting in which it is presented.

Policies shall be adopted, amended or repealed by the affirmative vote of four or more Board members. Policies and amendments adopted by the Board will be attached to, and made a part of, the minutes of the meeting at which they are adopted and also will be included in the ESD's policy manual.

The Board shall communicate its position on matters of public policy and shall interact with the community, other governmental bodies and agencies and the media through the spokesperson designated by the Board.

Board Chair

1. Section C: General Administration

Lane ESD has engaged with OSBA to complete a desk rewrite of the Board Policy Manual. In the absence of Executive Assistant support, Board review and action overlooked within Section C.

These updates were first read at the April 1st, 2025 meeting of the Board of Directors.

- Policy CCB: Line and Staff Relations

- Policy CG: Evaluation of Administrators

BE IT RESOLVED that the Board of Directors of Lane ESD adopt policy updates as presented.

Chair, Superintendent Scurto

LaneESD section CCB_2nd Read 115

LaneESD section CG_2ndRead 116

L. Adopt Policy Deletions

These policy deletions for Section C were presented for first read on April 1st, 2025 and overlooked at the May 2025 meeting of the Board.

The following policies/administrative rules are recommended for deletion:

CCG - AR: Discipline, Suspension and Dismissal

CI - AR: Designation of Acting Superintendent

CK: Consultants to the Administrative Staff

CL: Administrative Reports

The policy deletion for Section D was presented for first read on May 6th, 2025 and overlooked at the June 3rd 2025 meeting of the Board.

DFD: Providing Space, Other Facilities and Services

BE IT RESOLVED that the Board of Directors of Lane ESD proceed to adopt offered policies for deletion as presented.

Superintendent Scurto

LaneESD section CCG_AR_2nd Read_deletion 119

LaneESD section CI_AR_deletion 120

LaneESD section CL_2nd Read_Deletion 121

8. Discussion/Reports

A. Legislative Update

Superintendent Scurto will provide an update in legislative activities if there are any updates.

Superintendent Tony Scurto

B. Superintendent Report

Superintendent Tony Scurto

C. Policy Updates | First Read

Superintendent Scurto will introduce a policy Section F: Facilities

The Board has the authority to move this policy to adoption if they choose.

Superintendent Scurto

1. Section F | Facilities

Recommendations may include to delete or rescind policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.

Superintendent Scurto

Lane ESD section F drafts 1-29-25_with PDF_EDITS

163

2. Section G | Personnel

Portions of Policy Section G will be reviewed on First Read - sections include:

GA: Human Resources Policy Goals - Recommend to **delete**

GAB: Job Descriptions

GAB-AR(1): Position Description

GAB-AR(2): Classified Personnel Position Description Review

GAB - AR(3): Internal Employee Hired to New Position Classification

GB: General Hiring Practices - Recommend to **delete**

GBA: Equal Employment Opportunity

GBA-AR (1): Affirmative Action Plan - Recommend to **delete**

GBA-AR(3): Reference - Recommend to **delete**

GBA-AR: Veterans' Preference - Recommend to **adopt**

GBC: Staff Ethics

GBC-AR: Staff Ethics

GBDA: Expression of Milk or Breast-feed in the Workplace

GBE: Staff Health and Safety

GBE-AR: Footwear - Recommend to **delete**

GBEA: Workplace Harassment

GBEA-AR: Workplace Harassment Reporting and Procedure - **PENDING**

GBEB: Communicable Disease - Staff in Schools

GBEB-AR: Communicable Disease - Staff in Schools

GBEBA: HIV, AIDS and HBV - Employees - Recommend to **delete**

GBEBA-AR: HIV, AIDS and HBV - Employees - Recommend to **delete**

GBEBAA: HBV/Bloodborne Pathogens - Recommend to **delete**

GBEBAA-AR: Bloodborne Pathogen Exposure Control Plan -

Recommend to delete
 GBEB: Infection Control - HIV, Aids, HBV - Recommend to delete
 GBEBD: HIV, Aids and HBV Rumor Control - Employees - Recommend to delete
 GBEBE: News/Media - HIV, Aids or HBV - Recommend to delete
 GBEC: Drug Free Workplace, Version 1 - Recommend to delete
 GBEC: Drug Free Workplace, Version 2 - Recommend to adopt
 GBEE: Wellness - PENDING
 GBEE-AR(1): Wellness - PENDING
 GBEE - AR(2): Lane ESD Sunshine Fund Guidelines - Recommend to delete
 GBH/JECAC: Staff/Student/Parent Relations
 GBHA: Staff/Student/Parent Relations - Recommend to delete
 GBI: Gifts and Solicitations
 GBJ: Weapons - Staff
 GBK/KGC: Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems

Superintendent Scurto

Lane ESD section GA to GBK_KGC_with Edits 172

D. Policy: Courtesy Read

The following policy chapter is offered for the Board to be apprised of updated contact information for the Human Resource Executive Director and the Special Education Executive Director.

Section G: Staff

GBN/JBA - AR (1) - Sexual Harassment Complaint Procedure

Procedure Section J: Students

JBA/GBN - AR (1) - Sexual Harassment Complaint Procedure

Superintendent Scurto

GBN_JBA R 1 G1_PDFUpdateContacts 268

JBA_GBN R 1 G1_PDFUpdate_students 273

9. Information from Administrative Staff

Directors of School Improvement, Special Education and Technology have submitted written reports to the Board on matters of interest concerning his/her area of responsibility.

Administrative Staff

SI_Board Update_09_09_25 - Google Docs 278

Special Education _ September 2025 _ Board Report 279

August 2025, IT Board Report_Edited 280

10. Board Member Reports and Comments/Agenda Planning

Lane ESD Board, Liaisons, Advisors

Report _ Danna Brownell _ Lane ESD _ September 9th 282

A. Agenda Planning

Board members are invited to send agenda items to be considered for the next board meeting. Please call or email to the Board Chair or Superintendent.

Board Chair

B. Board Member Reports

Board members are asked to submit their reports in writing to be attached to Boardbook. Reports can be sent to the Executive Assistant in advance of the meeting.

Board, Advisors, Liaisons

11. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Superintendent Tony Scurto

B. Kudos

Thank you to those who took the time to acknowledge co-workers/staff with kudos. Employees and Board members can submit a "kudo" any time during the month. To submit a kudo visit:
www.lesd.k12.or.us/forms/kudos.html

Administrators

C. Announcements

Board Chair

1. **Lane ESD Board Member Activities and Opportunities**

2. 2025 OSBA Fall Regional Meeting

October 14th, 2025

Dinner | 6:00 p.m.

Meeting | 6:30 p.m. Lane ESD Main Campus | Rooms 2/3/4.

Superintendent Scurto

2025-OSBALegRoadshow-Flyer w_Edits

283

3. OSBA 79th Annual Fall Convention

Dates: November 6th to 9th, 2025

General lodging and convention registration for all other attendees will open on Wednesday, September 10 and should be completed by October 14, 2025.

Superintendent Scurto

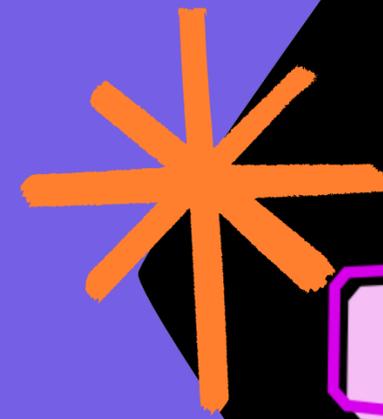
12. Adjournment

- The next regular meeting is scheduled to be held Tuesday, October 7th, 2025, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

9/9/2025

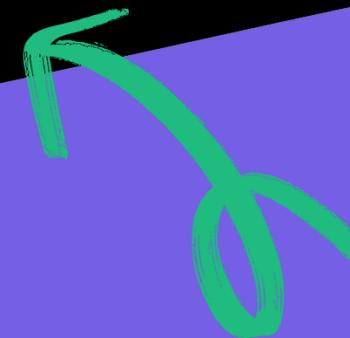
Student Voice Summit

An overview & where/how what we learned inspires our actions



STUDENT VOICE

LANE
ESD



Dr. Shareen Springer
Student Voice & Engagement Specialist



About the *Summit*

250 + Students

13 School Districts Represented

52 Workshops

Student Requested and/or Student Led

Theme: *We Will Save Us*

Based on the live art created by Indigenous Artist Kunu Bearchum at Student Voice Event last year

↗ Lane ESD Student Voice



Student Workshops

- **Conversations:** AI & Education, banned books, mental health (with HOOTS), housing insecurity, immigration.
- **Student-led:** BSU + GSA gatherings, training on microaggressions, impacts of incarceration
- **Creative:** embroidery, beading, art & spoken word/poetry
- **Supports:** regulation room with therapy dogs, HOOTS



What students Told Us

250+ students in one place is a powerful way to listen and learn.

Here is what they told us:



What Impacts Student Wellbeing?

Stress, racism, homophobia, unsafe spaces, bullying, poverty, lack of student voice. Basic needs like food and housing, and feeling welcomed by teachers and staff.

What Gets in the Way of Attending?

Mental health, lack of motivation, family stress, bullying, discrimination, feeling misunderstood, repetitive/boredom.

What Supports, Classes, Groups?

More affinity groups, immigrant groups, mental health supports, career classes, arts & sports, prayer/nap/rest rooms.

Student Voice Do's & Don'ts

Do: Listen, be kind, stay open, spread joy.

Don't: Judge, discriminate, silence, stereotype.

Invitation

STUDENT VOICE

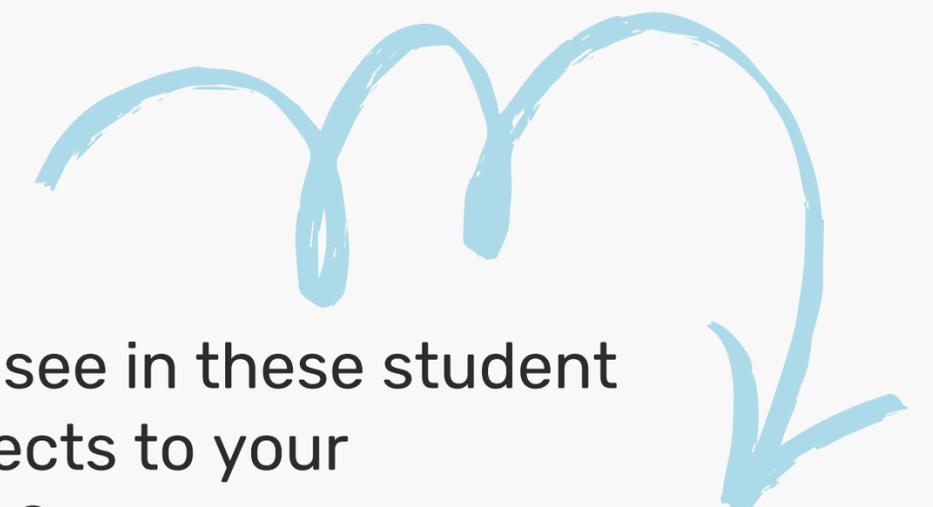
In Action



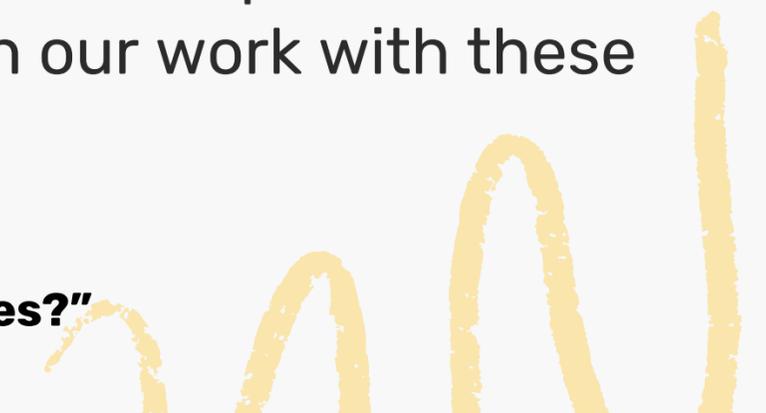
Notice: What do you see in these student responses that connects to your role/decision-making?

Reflect: What feels challenging or uncomfortable? What feels affirming?

Actions/Reflections: What is one concrete step we can take—as a team/board—to name how our work currently moves with these priorities AND how we might better align our work with these priorities?



“How can we connect with students’ voices to guide this decision and stay accountable to their priorities?”



Student Voice 2025/26

01

Expanded Design Team

- Goal 2 students from each high school in Lane County.
- Cross-building connections, collaboration, data/action sharing, and summit building

02

Podcast & Resources

Creating sources of connection, education, belonging through online mediums - including season 2 of Between Classrooms.

03

Collaboration (*mental health*)

Collaboration internal with our SI Team Care team, as well as agency partners & YACs in Lane County.

04

Mentorship & Supports

Peer to Peer mentorship and connection - with a focus on affinity groups, student leadership.

05

SV Summit 2025

Hosting our 3rd student voice summit - led by and inspired by student requests for conversations, resources, and supports.

06

Focal Population: Juvenile Justice

We are working on several consulting projects to support student voice in juvenile detention and diversion.

Connection to SI Team Work

- **Native Youth Wellness:** Tribal History/Shared History, belonging rooted in Indigenous culture, healing, and connection
- **Migrant Education:** belonging, representation, access for newcomer students
- **Care Team:** mental health, SEL, crisis response trauma-informed systems
- **Content Specialists:** culturally sustaining, real world grounded curriculum
- **STEM & CTE Teams:** relevance, curiosity, hands-on career pathways



➤ Lane ESD
Student
Voice



Collaboration & Connections



Recruit

Lane ESD Design Team
Applications Due Oct. 11th



Questions/Data Gathering

Questions you have for our
students, feedback/insight?
Let me know!



Come to the Summit!

Join us in May! See student
leadership in action,
participate in workshops,
join us on the dance floor...

Ideas/Questions?
Reach out!

Email

sspringer@lesd.k12.or.us

Website

<https://lesd.link/studentvoice>



Student Voice



Westmoreland Campus
1717 City View St.
Eugene, Oregon 97402

Board of Directors
Tuesday, June 6, 2025
Work Session: 5:00 PM
Regular Meeting: 6:00 PM

1. Work Session: Board Self-Evaluation Board Self-Evaluation

Chair Duerst-Higgins called the work session to order at 5:00 p.m

Board Members present: Sherry Duerst-Higgins, Linda Hamilton, Leslie Harris, Nora Kent, Rose Wilde, Sydney Kissinger, Vanessa Truett

Administrators present: Superintendent Tony Scurto

1.B. Board Self-Evaluation: ***The Board and Superintendent Scurto discussed how to conduct a Board self-evaluation. The Board preference is to utilize the old OSBA model for self-evaluation, and to wait until the 2024-25 year to begin evaluating.***

2. Call Regular Meeting To Order

Chair Sherry Duerst-Higgins called the regular meeting of the Board to order at 6:00 p.m.

3. Welcome

Board members present: Chair Sherry Duerst-Higgins, Vice-Chair Leslie Harris, Linda Hamilton, Nora Kent, Sydney Kissinger, Vanessa Truett (remote), and Rose Wilde

Administrators present: Superintendent Tony Scurto, Assistant Superintendent Eric Anderson, Business Services Executive Director Olivia Meyers-Buch, Human Resources Executive Morgan Christenson, Technology Services Executive Director Brandon Webb, Executive Director of Special Education Molly Gillette, Associate Director of Special Education Dr. Annie Galaxy, School Improvement Executive Director Ana Quintero Arias and School Improvement Executive Director Cassadie Mitchell

Advisors/Liaisons present: Mike Anderson (Creswell School Board)

Guests: Justin Radabaugh (Lane ESD, Principal of Lane Schools) Brittney Spencer (Lane ESD Special Education Administrator), Savannah Ferguson (Lane ESD Special Education Administrator) and Jared Norris (Special Education Administrator)

4. Lane Education Service District Statement of Accountability: Land Acknowledgement
Director Wilde read the Land Acknowledgment aloud.

5. Public Participation

There was no public comment.

6. Agenda Review

The agenda was reviewed. A request was made to remove June's line item for Human Resource Report from the Consent Agenda because it was not attached to the agenda. However, the report was uploaded for review shortly after.



Shaping the future:
Supporting excellence in education

LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North
Eugene, OR 97402

541.461.8200
541.461.8298 [Fax]

www.lesd.k12.or.us

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

Superintendent Scurto requested changes to the Agenda that was sent out. The change request was to include items that need action taken: 1) instructional calendars for the upcoming school year and 2) sole procurement in Section 9.I of the Agenda.

7. Public Hearing for 2025-26 Approved Budget

7.A. Declaration of Public Meeting

Chair Duerst-Higgins declared the opening of the 2025-26 Budget Hearing.

7.B. Invitation for Comments from the Public

The Board did not receive any comments from the public.

7.C. Action, if any, on Public Comments

There was no action taken based upon any public comment.

7.D. Closing of Hearing

There was no action taken based upon any public comment.

8. Presentation - Special Education

Executive Director Gillette opened with a slide presentation. The presentation was a 1) Lane School review, 2) overview of the areas the department supports and 3) programming.

Administrator of Lane School Justin Radabaugh reported on the student improvement plan for Lane School and Transitions.

For Lane School, the goal was that the student outcome data would be at or above the outcome data from the last four years. There was a dip last year that was addressed to get back on track. The data improved in every category except Phase Advancement (20% decrease), but a 33% increase in students reaching "Send Off" (students who completed the program). 100% increase in graduation this year. The number of failed placements decreased by 33%. Overall great improvement for the Lane School team. All Lane School staff (current and new) have received required ongoing training and professional development on the Foundations of Collaborative Problem Solving, as well as refresher training. Lane School Behavior Consultants serve as on-site experts in training for Lane staff - but also offer training to component districts. It is anticipated that component districts will be requesting more training next year. Student data is reviewed monthly at a data-team meeting. Lane School staff have developed assessment tools for intervention. The work is beyond the implementation phase and is now in the maintenance phase. After implementing CPS, the results show:

For this school year:

Behavior incidents down by 40%

Failed placements improved by 33%

Students are confident in the model and engage in problem solving, meaning students are also becoming leaders in leading the process.

From a staff and student survey - a chart demonstrated the result on how CPS has impacted the overall community health. The results show improvement in staff and student overall wellness.



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Restorative Practices were newly introduced in support of CPS. As CPS is great for students identifying the problem behavior in the moment, it is less helpful for avoiding a future problem. Sources of Strength has been piloted in two classrooms with plans to expand program-wide during the 25-26 school year.

Transitions Program

The improvement goal was to increase Transition student inclusion in the community, community outings and workplace sites by 10% as of June 2025 based on pre and post data collection in the 2024-25 school year. This goal is aligned with strategies 4 of the SpEd Strategic Plan. This goal was surpassed.

The outcome was that student community workplace inclusion increased 15% from Spring of 2024 with the number of off-campus opportunities and job sites.

In response to a request to share about jobs accessed by students, the following sites (out of 13 sites) were shared: NextStep Recycling, Lane ESD, South Eugene High School, Churchill High School and Goodwill Industries. The number of sites increased from last year from 10 to 13. One with the most impact has been the paid internships through the Lane ESD facilities team. The opportunity for students to work and earn a pay check has been very valuable.

Programmatic Areas of Lane ESD Transitions Program (three main pillars)

Independent Living

Community Access

Vocational Skills

Math SMART Goal: Functional Math Academic Outcomes

Implemented a data system program wide.

10% increase in functional math goals from individual baselines

91% of students reported on in Q3 achieved >10% increase

10% increase in functional literacy skills from individual baselines

Over 90% of students reported on in Q3 achieved >10% increase from baseline

10% increase in independent living, community access, and vocational skills from individual baselines

88% of students reported on in Q3 achieved >10% increase from baseline

What did Staff Learn?

(Reflective Survey) - "How confident are you to collect data accurately?"

78% response rate - 13 classified staff and 5 certified staff



All four classrooms were taking student data in similar ways - 41% increase in agreement between October to May

Confident in their ability to track prompt levels - 35% increase in agreement
100% of respondents reported in May that they are confident in their abilities

Life Skills Springfield

Presented by Savannah Ferguson Life Skills Administrator for Springfield.

Savannah gave a report about the Life Skills classrooms for grades, K-12 in Springfield school district. The presentation offered an overview of the students served, not only Springfield students - but also students from outlying districts (Fern Ridge, Junction City and Marcola). Springfield's Life Skills program serves about 80 students, there are 9 classrooms, with sites at 5 elementary schools (Maple - K-3), Maple Intermediate (3-5), Guy Lee Primary (K-2), Guy Lee Intermediate (3-5), and Thurston Elementary.

Maple and Guy Lee elementary have a unique model. There are two co-located classrooms next to each other - two teachers in each classroom with a primary and intermediate cohort. This was a different model than last year. This year by splitting the Maple site into split between primary and intermediate levels so that the teachers can focus on the skills for students at the student levels. Students have also moved from level to level. Thurston elementary focused on serving students with complex medical/sensory needs.

Middle school sites have made a lot of progress.

High Schools: Thurston had a significant increase in case load. Springfield HS is expanding the site. Still self contained classroom - but students are much more visible and out in about in the building community.

The field trip to see horses was a wonderful experience for many of the elementary students.

OrPATS: (grant funded) all sites trained. At Guy Lee, two teachers are fully trained and training other teachers at other sites - for example staff from Junction City have come to observe to take back to their district. Looking into continuing for next year.

Comment of gratitude from Administrator Jarrod Norris who is also a parent of a child in the Transitions program - his student has benefited greatly from the vocational opportunity offered through the program.

Life Skills - 4J

Presented by Jarrod Norris Life Skills Administrator for 4J and for sign language interpreters.

4J Life Skills Classroom - 72 students. Mostly 4J, but also serve students from Creswell, Junction City, Fern Ridge, Pleasant Hill, Lowell, Marcola. Lane ESD is serving middle and high school levels. 4J is covering elementary. There are four middle school programs and three high school programs - with a few co-located sites.

ATA 1 - opened a second classroom in October to cover a need to support students with more significant medical and mobility needs at Spencer Butte.



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ATA 2 - This program was launched October 28th with a new teacher and has shown success. This classroom offers assistive communication needs and has been really good. Parents have also been happy with this emerging program.

Cal Young Middle - expanded opportunities for inclusion through STEM class and field trips with general education.

Spencer Butte Middle

Churchill HS - Increased weekly community outings

North Eugene HS - Unified Robotics experience in the fall

South Eugene HS

High Schools - all participated in Unified Basketball

Several programs went on a field trip sponsored by the U of O to the HJ Andrews Experimental Forest. This was a great partnership with the U of O for this field trip.

Secured additional space at SEHS for a medically complex focused classroom next year. This space will support the rising 9th graders from ATA at SEHS.

Sign Language Interpreters

27 Sign Language interpreters serving students and staff from preschool through high school, and in all educational settings in Lane County

The Madison Middle School Sign Language Interpreting Team was honored to receive the 4J Spotlight Award at the Golden Apple Award. This has been the largest team at Madison: Kelle, Allissa, Ayla, Katrina, Abigail, August and Asia. They were also present at school activities including this year's Youth Pride Event.

Life Skills - Creswell and South Lane

Presented by Brittney Spencer Life Skills Administrator for Creswell and South Lane.

17 students served. Two elementary schools.

One student exited to the general education setting for next school year

No other students transitioned to middle school (a young cohort).

Intensive Services Program (ISP)

Serves students with intensive behavior needs. Students are referred to the program from life skills or from their district. May also heard the program referred to as the "Fox Hollow Program Instructional Program."

Staffed with 2 adults for every student

Each student has their own classroom space. Students may spend time during recess, projects. Once students build skills, they are grouped together for certain activities



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Historically has operated as a half day session, with one group (5 students) in the morning, and one group in the afternoon. The hope is to shift and offer a full day program next year.

For the 2024-2025 school year, ISP has served 11 students.

3 students have successfully transitioned out of ISP and back to their life skills classroom. Transitions have been built specifically around student needs. Typically would start with one day a week with staff support from ISP, then build gradually to 5 days a week. Once successful, we would then begin to slowly pull ISP staff back.

A work sample from an ISP student offered.

Justice Involved Student Programs

Presented by Dr. Galaxy, on behalf of Sarah. Sarah works with programs at SERBU for students who have been detained and also RISE program which is in partnership with Youth Services. Youth referred from detention for 30 days, receive mental health and medically supported detox. Also, provide educational services at MLK education center.

John Serbu Youth Campus

- Juvenile Detention Education Program (JDEP)
- RISE/Stabilization
- MLK Education Center

In response to questions regarding the MLK program - those who are transitioning from detention and need a space before returning to district or are not attached to a district. It is a landing space to support students in transition to their next option which may include, GED program, another Alternative Program or home high school program.

Oregon State Hospital - Daffodil School. Junction City hospital is now specific to individuals who are guilty, except for insanity. Clients served are from ages 18-21. The teacher there works with students on GED and career paths.

2024/2025 Highlights

- Education Partner Meetings to speak about cohesive services.
- Opening RISE program/classroom
- TBI Screening - partnering with the U of O. Every student who comes into the justice

system in Lane county is screened for TBI. 50% of students screened have had previous history of significant concussions or have self disclosed signs of potential TBI. This mirrors the rate of adult populations in incarcerated settings.

A discussion was sparked over the rate of actually identified TBI students in Lane County. At this time, only 7 TBI eligible students in Lane County are accessing special education. Most of these students come from Creswell and Pleasant Hill because of screening practices.

Additional discussion regarding eligibility and Brain Injuries

TBI = external force. Acquired Injury - birth, near drowning, high fevers, meningitis. A student with either of the latter could still be special education eligible under OHI (Other Health Impairment). This is different from OHI for ADHD.

Regional Inclusive Services with High Impact Disabilities



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DHH 5.65 teachers/110 students in 15 districts
VI 3.5 teachers/70 students in 8 districts
DB 6 students with support needs
OI equipment bank IGA with 4J
TBI RIS admin support Professional Development
ASD 1.86/FTE/87 students.
Funds go straight to teachers and there is no administrative cost.
There was an invitation to offer information regarding Summer School - June 23 to July 3rd - Monday through Thursday at Westmoreland Campus: "More Friends and Fun!"

9. Action Items

9.A. Consent Agenda

The Lane ESD Board of Directors has agreed to implement a consent agenda. All items in the consent agenda are adopted by a single motion unless a member of the Board or the Superintendent requests that such items be removed from the consent agenda and acted upon separately.

Generally, consent agenda items are matters which members of the Board agree are routine in nature and should be acted upon in one motion to conserve time and to enable the Board to focus on the other matters on the agenda.

Back-up materials for consent agenda items are included in the agenda packet as needed. Minutes of this meeting will reflect action on each item. If any board member wishes to withdraw any consent group item, it will be moved to the appropriate section of the agenda.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approve the consent agenda as revised.

- 1. Human Resource Report, dated June 1, 2025

Director **HARRIS** seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, KENT, KISSINGER AND TRUETT VOTING YES. (ESD Resolution #25-078)**

9.B. Accept Financial Report

Business Services Executive Director Olivia Meyers-Buch provided comments on the April 2025 Financial Report.

DIRECTOR KENT MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD accepts the Financial Report for April 2025, as presented. **DIRECTOR WILDE** seconded, and



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the MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #25-079)

9.C. Transfer of Appropriations in General Fund, Special Revenue Fund, Capital Projects Fund, and Internal Service Fund

Oregon Revised Statute 294.463 allows the ESD to transfer appropriations within a fund when authorized by resolution of the governing body. Proposed changes are based on transferring funds from one function to another as needed in anticipation that expenditures may exceed appropriations in the General Fund, Special Revenue Fund, Capital Projects Fund, and Internal Service Fund.

In the resolution regarding appropriation or transfer of funds - all four instances funds are included in the discussion in where a transfer may be needed. This is meant to comply with local budget law, so that all the spending in the year end is within the Board adopted appropriations.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD adopts the transfer of appropriations as outlined in the attached resolution. **DIRECTOR HARRIS** seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, KENT, KISSINGER AND TRUETT VOTING YES. (ESD Resolution #25-080)**

9.D. Adopt 2025-26 Budget, Make Appropriations, Impose Property Taxes, and Categorize Taxes

Oregon Revised Statute 294.456 prescribes that the governing body shall enact resolutions to adopt the budget, to make the appropriations, to determine, make and declare the ad valorem property tax amount or rate to be certified to the assessor, and to itemize and categorize the ad valorem property tax amount or rate as required under ORS 310.060. The format and wording is based on recommendations from the Oregon Department of Revenue. The board is required by law to adopt a balanced budget before July 1, 2025, the start of the new fiscal year. The board annually levies a permanent tax rate for general operating purposes of the school district. The Tax rate for the General Fund is a permanent rate computed by the Oregon Department of Revenue expressed in dollars per thousand of assessed value. No action of the Board can increase this limit. This tax rate is \$0.2232 per \$1,000 of assessed value and was approved by the Budget Committee.

DIRECTOR KENT MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approve the adoption of the 2025-2026 budget, and with related appropriations imposes property taxes, and categorizes taxes with the related appropriations as outlined in the attached resolution. Director **WILDE** seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER AND WILDE VOTING YES. (ESD Resolution #25-081)**

9.E. Approve Grants

Proposals for external funds will be submitted to the board for evaluation and approval. In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board, the Superintendent is authorized to use his/her judgment in approving it for submission. The Superintendent will review the proposal with the Board at its next regular meeting. The Board reserves the right to reject funds associated with any grant which has been



approved. The Board shall, before acceptance of such funds, consider the district's obligations, expectations or encumbrances when the grant ceases.

The grant proposals were not attached. Superintendent Scurto offered to present information in lieu of the attached document. The grant proposal was described to relate to the Migrant Education program where ESD's were awarded \$60,000, same as is this year and this funding goes toward support of the operations of Migrant Ed and Summer School which will take place later this summer. This is a grant the Board had approved before.

The second one is an Early Literacy Success Grant (estimated at \$370,000) that the 4J School District asked to partner with Lane ESD as they look to provide tutoring for migrant students in their district.

DIRECTOR HARRIS MOVED to approve both grants contingent on receiving copies after the meeting and that everyone is in approval, if someone doesn't approve the condition fails. The motion died for lack of a second.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approves the Migrant Education State Summer School Grant (2025) **DIRECTOR HAMILTON** seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HARRIS, KENT, KISSINGER AND TRUETT VOTING YES. (ESD Resolution #25-082)**

9.F. Approve Tentative Agreement with Lane County Education Association

Superintendent Scurto provided an update. Lane ESD Team Molly, Morgan and Eric with support from the Board Chair worked with LCA and it calls for 3.5% COLA in the next year, 4% the year after. Also, a provision for providing money to employees who opt out of insurance. The bargaining agreement also stated that evaluations can be appealed to the Superintendent level.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approve the 2025-26 tentative agreement with Lane County Education Association. **DIRECTOR HARRIS** seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, KENT, KISSINGER AND TRUETT VOTING YES. (ESD Resolution #25-083)**

9.G. Adopt Meeting Calendar for 2024-25

The Board of Directors will review the proposed calendar for 2024-25, discuss and may move this item to action by motion to approve conducting meetings on the first Tuesday of each month.

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors of Lane Education Service District adopt the meeting calendar for 2025-26, as follows:

- July 29, 2025 (organization)
- September 9, 2025 (September 2 is day following Labor Day)
- October 7, 2025
- November 4, 2025



- December 2, 2025
- January 6, 2026
- February 3, 2026
- March 3, 2026
- April 7, 2026
- May 5, 2026
- June 2, 2026

The Board of Directors reviewed the proposed calendar for 2025-26, and the initial consensus was to move the September meeting to September 9 to accommodate for the Monday holiday. November meeting to November 12 to allow Board members time to attend elections.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD adopts the 2025-26 Board of Directors meeting dates as presented with the November meeting beginning earlier in the day. Director Hamilton seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HARRIS, KENT, KISSINGER AND WILDE VOTING YES. (ESD Resolution #25-084)**

9.H. Approve Policy Recommendations: Second Reading (Section D)

Lane ESD has engaged with OSBA to complete a desk rewrite of the Board Policy Manual. Leslie Fisher (OSBA) has provided the following policies/administrative rules for review:

These updates were first read at the May 2025 meeting of the Board of Directors.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD delete, update and adopt the slate, as listed. Director Harris seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, KENT, KISSINGER AND TRUETT VOTING YES. (ESD Resolution #25-085)**

9.I Sole Source Procurement

Approve WREN purchase of Upbeat survey for district schools in Lane, Linn, Benton and Lincoln counties. Superintendent Scurto and Assistant Superintendent Anderson offered that the opportunities offered by the Upbeat opportunity would be beneficial for all district members of WREN. There is no cost from our general budget and no personnel will be added. There is a two year contract at the cost is \$450,000.

There is a discussion including cost and risk. Lane ESD is the fiscal backbone for WREN. The reason why requesting sole source is because there does not appear to be any other entity that offers a similar opportunity. Posting of notice is required for 7 days and after which the procurement can proceed.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD authorizes the procurement of the Upbeat product for two years, contingent on the 7 day posting. Director Duerst-Higgins seconded, and the **MOTION CARRIED WITH DIRECTORS**



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**WITH DIRECTORS HAMILTON, HARRIS, KENT, KISSINGER VOTING YES; ONE
OPPOSED WITH DIRECTOR VANESSA TRUETT VOTING NO. (ESD Resolution #25-086)**

10. Discussion/Reports

10.A. Legislative Update

The State School Fund (SSF) passed at \$11.36 million. However, additional funding tied to Special Education legislation, including the 11% cap, high-cost disability reimbursement, RIS, EI/ECSE) looks to be uncertain. Also, it is uncertain how the vote will go for the “Pay for Striking Workers” bill.

10.B. Superintendent Report

We received notice that Lane ESD is one three who have been awarded the Recovery School grant, however, the funding is not attached. Funding is supposed to start in September - but it may be delayed.

Youth Voice Summit took place on Thursday, May 22, with over 200 students participating from 14 districts.

HOPE Factory Graduations are scheduled for Wednesday at 8:30 AM and 1:00 PM, and Friday at 9:00 AM.

Teacher of the Year Candidates include educators from across the region, representing a variety of schools and programs.

- Jade Russell, Hamlin Middle School
- Mandy Hoggard, Creswell High School
- Maria Curtis, Early Head Start
- Michelle Epperson, Coburg Community Charter School
- Robert Monroe, Dos Rios Elementary School
- Sally Golden, Springfield Transition Program
- Sara Coon, Head Start
- Shelly Dickson, Laurel Elementary

Dave McGrath from Oakridge was named **Small School Superintendent of the Year**.

Sam Bryer was also named the Executive Director for OAESD.

10.C. Policy Updates: First Reading (Section E)

At last month’s meeting of the Board, the Board first read policies reviewed in the OSBA desk rewrite from Chapter D. This month, the following policies from Chapter E are being presented to the Board as first read. There were recommendations from Facilities Director Brad Johnson.

11. Information from Administrative Staff

Assistant Superintendent Anderson reported working on the policies from OSBA regarding personal and professional equipment and AI. He has also been working on the UpBeat Survey and supporting staff.

Chief Information Officer Brandon Web provided the IT report that focused on reviewing all of the policies and how any relate to technology. He has also been reviewing the Cybersecurity



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handbook, as well as common practices that put our technology in a secure environment. Currently, Lane ESD is working on adjusting to increase in software pricing. Some companies are increasing their prices up to 25%.

Director of School Improvement Ana Quintero-Arias shared about wonderful activities and innovative ways to engage our staff and students - specifically Youth Summit and student voice. Some of the responses included mental health. The purpose is to narrow in on how to support students with navigating barriers to school and to identify what students would like to see as part of the schooling experience. During the Summit, students learned how to embroider and participated in fun activities. Students are also working on a podcast that may be produced here in the Lane ESD room 9 loft. The day of learning included aspects of Native history such as art, culinary and more. Planning for Migrant Education School. It will be fully staffed. We are pleased to welcome 27 teachers from Mexico who will be hosted from the Binational Teacher exchange program. The Mercado event has moved to a different location and will be held on July 31.

Human Resource Executive Director Morgan Christensen shared that we are moving into summer well staffed. The HR team has been hard at work in recruitment, job fairs and efficient onboarding. Morgan highlighted a valued HR staff member, Blake Milkenberg who has served as an HR specialist and substitute coordinator. Blake is moving on to graduate school and the HR department appreciates his contributions to Lane ESD and wishes him well in his new endeavors.

Business Director Olivia Meyers Buch shared that finance has been busy supporting programs and hosting. All seems to be going well. The department has filled a new position that is providing tracking and support for over 60 grants that Lane ESD manages, as well as the cash functions connected to the grants. There is also technical work that will be happening during the summer to enhance tools for supporting the finance operations.

Executive Director of Special Education Molly Gillett referenced the big presentation at the beginning of the meeting. The team is gearing up for summer camp.

12. Board Member Reports and Comments/Agenda Planning

11.A. Agenda Planning

Board members are invited to send agenda items to be considered for the next board meeting. Please call or email the Board Chair or Superintendent.

11.B. Board Member Reports

Board members are asked to submit their reports in writing to be attached to Boardbook. Reports can be sent to the Executive Assistant in advance of the meeting.

As Board Members prepare their reports, they were asked to please consider the following questions:

Superintendents' Council Advisor

Troy Stoops - appreciated the support from Olivia.

Mike Anderson, Liaison, Creswell School District - congratulations for a winning girl track team. There are ongoing union negotiations, communication has been open and making progress. There have not been any layoffs so far.

Director Kissinger shared about visiting Kalapuya's student garden and it was nice to see the students connected to what is meaningful to them.



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Robyn Zygaits, Liaison

12. Announcements/Correspondence

12.A. Acknowledgements and Recognition

12.B. Kudos

Thank you to those who took the time to acknowledge co-workers/staff with kudos. Employees and Board members can submit a "kudo" any time during the month. To submit a kudo visit: www.lesd.k12.or.us/forms/kudos.html

12.C. Announcements

12.C.1. Lane ESD Board Member Activities and Opportunities

The Board of Directors of Lane ESD discussed scheduling a retreat in August. The Board would like to receive a big-picture overview of the services provided by the agency and learn more on how the Strategic Plan is being implemented in each area.

12.C.2. Component District Board Meeting Dates

Bethel: The school board usually meets in regular public sessions at 6:30 p.m. on some Mondays of the month during the regular school year. at the Bethel District Office located at 4640 Barger Drive in Eugene. This schedule sometimes varies, and special meetings and work sessions are scheduled as necessary. The Bethel School District Board of Directors will conduct meetings in-person and virtually, unless otherwise noted.

Blachly: The District Board meets on the third Wednesday of each month at 6:00 pm in the school library.

Creswell: Regular Board of Director meetings are typically held the second Wednesday of each month at 7:00 PM. Special meetings and work sessions are scheduled as necessary.

Crow-Applegate-Lorane: The Board of Directors for Crow-Applegate-Lorane School District #66 holds a regular meeting at 7:00 pm on the third Thursday of each month. The meetings are held at Applegate Elementary School and at the Lorane Grange. For current information, contact the CAL district office at 541-935-2100. Executive sessions usually begin at 6:30 pm and are closed to the public.

Eugene: The school board usually meets in regular public sessions on the first and third Wednesdays of each month at 7 p.m. at the Education Center, 200 North Monroe, Eugene. This schedule sometimes varies, and special meetings and work sessions are scheduled as necessary.

Fern Ridge: The Fern Ridge School District Board of Directors meets on the 3rd Monday of each month unless posted otherwise.

Junction City: Monthly Meetings are held 4th Monday of the month except in December and July.

Lowell: Regular Board Meetings are scheduled for the 4th Monday of the month, with the meeting beginning at 4:00 pm. When there is a holiday on the 4th Monday, normally, the meeting will be held on an alternate Monday. Study sessions are tentatively scheduled to provide the opportunity for the Board to meet to study an individual aspect of the District.

Mapleton: The Mapleton School Board meets on the third Wednesday of each month. There is no meeting during the month of July. The School Board meeting is held in the high school at 6:00pm, unless otherwise noted.

Marcola: Regular board meetings are scheduled for the 2nd Monday of each month at 6 PM. McKenzie:

Oakridge: [Board Meeting calendar](#) is posted on the Oakridge School District website.

Pleasant Hill: [Board meeting calendar](#) is posted on the Pleasant Hill School District website.



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Siuslaw: The board of directors meet the second Wednesday of each month with the exception of a regular meeting scheduled for August 17, 2022. The board normally meets in the district board room located at 2111 Oak Street in Florence, Oregon. The meetings are scheduled to begin at 6:00 p.m. with work session and the regular meeting will begin at approximately 6:30p.m. Please see the school calendar on the district website to confirm dates and times or call the district office at 541-997-2651.

South Lane: The South Lane School Board usually meets in regular public sessions on the first Monday and third Monday of each month at 5:30 p.m. for a work session. This schedule sometimes varies, and additional meetings and work sessions are scheduled as necessary. Meetings normally are held at the South Lane School District Office, 455 Adams Ave in Cottage Grove.

Springfield: The Board of Directors meet twice during most months during the school year. Regular business meetings begin at 7 p.m. on the second Mondays of the month. Work sessions are generally held at 5:30 p.m. on the fourth Monday of the month. All meetings, unless otherwise noted, are held in the Board Room of the Springfield Public Schools Administration Building, 640 A Street, Springfield, OR 97477.

13. Adjournment

Chair Sherry Duerst-Higgins adjourned the meeting at 7:23 p.m.

- The next regular meeting is scheduled to be held Tuesday, July 29, 2025, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

Minutes Approved:

Leslie Harris, Chairperson

Tony Scurto, Superintendent



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EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

LANE EDUCATION SERVICE DISTRICT

1200 Hwy 99 N
Eugene, Oregon 97402

Board of Directors

July 29, 2025
Work Session: 2:00 PM
Regular Meeting 5:30 PM

1. Call Work Session to Order

Vice Chair Leslie Harris called Work Session to Order at 2:10 p.m. of the Board of Directors of Lane ESD to order.

Board Members Present: Board Chair Sherry Duerst-Higgins, Vice-Chair Harris, Thomas Hiura,, Nora Kent, Vanessa Truett, Rose Wilde.

Administrators and staff present: Superintendent Tony Scurto, Assistant Superintendent Eric Anderson, Maria Schaad (recording secretary).

1.A. Team Building

Superintendent Scurto facilitated an exercise leading to discussion about what brought board members to serve on the Lane ESD school board.

1.B.Board Training: OSBA Public Meetings “Dos and Don’ts Webinar

As a group, the Board watched the OSBA webinar training video, titled “ Public Meetings “Dos and Don’ts. There were follow up questions, specifically, 1) how long should recordings be stored on the website for public viewing? And 2) whether an administrative meeting for Agenda setting or policy review is subject to public meetings laws. The concluding comment was to follow up on guidance with OSBA.

1.C.Board Meeting Norms

The Board reviewed policies BBF: Members Standard of Conduct , BBFA:Board Member Ethic and Conflict of Interest and BBFB: Ethics and Nepotism.

1.D. Strategic Planning Update - SERVE

Assistant Superintendent Anderson brought forward a statement of purpose to be in support of the Strategic Plan and Service Plan. This is part of our continual development and implementation of the Strategic Plan. We are recommending this be adopted in the Strategic Plan as a Purpose Statement.

2. Call Regular Meeting to Order

Chair Duerst - Higgins called the regular meeting to order at 5:34 p.m

3. Welcome

Guests attending the meeting were introduced.

Board Members Present: Board Chair Sherry Duerst-Higgins, Vice-Chair Harris, Linda Hamilton, Thomas Hiura, Nora Kent, Vanessa Truett, Rose Wilde.



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Administrators and staff present: Superintendent Tony Scurto, Assistant Superintendent Eric Anderson, Finance Director Olivia Meyers-Buch, Human Resource Director Morgan Christensen, Recording Secretary Maria Schaad

Advisors/Liaisons Present: Mike Anderson (Creswell School District), Ericka Thessen (Eugene School District 4J), Robyn Zygaitis (Bethel School District)

Guests: Ollie Hvass (Lane ESD student), Amanda Hvass (member of the public) and Jessie Haines (member of the public)

4. Lane Education Service District Statement of Accountability: Land Acknowledgement

The Statement was read aloud by Director Kent.

5. Administer Oath of Office to Newly Elected Board Members
Chair Duerst-Higgins presented that three Oaths of Offices to administer:

Thomas Hiura - Position #1
Vanessa Truett - Position #3
Rose Wilde - Position 6: At-Large

Board Chair Duerst administered the Oath of Office to Thomas Hiura, Vanessa Truett, and Rose Wilde. For the term July 1, 2025 to June 30, 2029.

Board Chair Duerst-Higgins welcomed both new and returning board members.

6. Public Participation

There was public comment from three participants:

Ollie Hvass, student, through an ASL interpreter, shared about his birthday being the day before and that he received a bike that goes fast.

Amanda Hvass, commented on Regional Inclusive Services (RIS). She shared about her family’s positive experience with the Friends Camp, describing it as “So SO good,” transformative, especially in terms of Olli’s communication development and social connectedness. She underscored how critical RIS early intervention and peer connections have been for her family, and voiced concern that reduced funding could limit access to these vital services for other families.

Jessie Haines, a parent of a child serviced by the Regional Inclusive Services (RIS), shared her personal journey navigating her child’s hearing loss. She expressed appreciation for the sense of community fostered through RIS and Lane ESd, and advocated for continued access to these services for other families.

7. Agenda Review
The agenda for the Board of Director’s regular meeting was reviewed.

8. Organization of the Board for 2025-2026

8.A. Election of Chairperson



Chair Sherry Duerst-Higgins reviewed that it had been her pleasure to serve as Board Chair for the last term.

Chair Duerst-Higgins declared nominations open for the position of Board Chair, Director Hamilton nominated Director Leslie Harris. Leslie Harris accepted the nomination. There were no other nominations from board members and Chair Duerst-Higgins deemed the nominations closed.

Chair Duerst-Higgins called for a vote to elect Leslie Harris as Chair.

Chair Duerst-Higgins, Directors Leslie Harris, Linda Hamilton, Thomas Hiura, Nora Kent, Vanessa Truett and Rose Wild voted in favor of electing Leslie Harris as Board Chair of the Lane Education Service District's Board of Directors - which took effect immediately.

The vote passed unanimously (7:0:0)

Declaration of Election: Director Leslie Harris was elected as Chairperson of the Lane ESd Board of Directors for 2025-2026 **(ESD Resolution #26-001)**

Chair Harris took a moment to extend a welcome to the new Executive Assistant and support to the Board and a renewed welcome to new Director Hiura

8.B. Election of Vice Chair

Chair Harris introduced the next order of business which was to elect a new Vice-Chair for the new term and nominations.

Chair Harris declared nominations open for the position of Board Vice Chair Director Sherry Duerst-Higgins nominated Vanessa Truett. Vanessa Turett accepted the nomination. There were no other nominations from board members and deemed the nominations closed.

Chair Harris called for a vote to elect Vanessa Truett as Vice Chair.

Chair Harris, Directors Duerst-Higgins, Linda Hamilton, Thomas Hiura, Nora Kent, Vanessa Truett and Rose Wild voted in favor of electing Vanessa Truett as Board Vice Chair of the Lane Education Service District's Board of Directors - which took effect immediately.

The vote passed unanimously (7:0:0)

Declaration of Election: Director Vanessa Truett was elected as Chairperson of the Lane ESd Board of Directors for 2025-2026. **(ESD Resolution #26-002)**

Director Wilde extended gratitude and congratulations to the newly elected Chair and Vice-Chair.

9. Action Items

9.A. Consent Agenda

The Lane ESD Board of Directors has agreed to implement a consent agenda. All items in the consent agenda are adopted by a single motion unless a member of the Board or the Superintendent requests that such items be removed from the consent agenda and acted upon



separately.

Generally, consent agenda items are matters which members of the Board agree are routine in nature and should be acted upon in one motion to conserve time and to enable the Board to focus on the other matters on the agenda. Back-up materials for consent agenda items are included in the agenda packet as needed. The minutes of this meeting will reflect action on each item.

If any board member wishes to withdraw any consent group item, it will be moved to the appropriate section of the agenda.

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD accepts the consent group as submitted and listed below.

1. Lane ESD Board Meeting Minutes of April 1, 2025
2. Lane ESD Board Meeting Minutes of May 6 2025
3. Human Resource Report, dated July, 2025
4. Supplemental HR Report - July 2025 (Staffing Updates)

Director Kent seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HIURA, HAMILTON, TRUETT AND WILDE VOTING YES. (ESD Resolution #26-003)**

The vote passed unanimously (7:0:0)

9.B. Accept Financial Report

Business Services Executive Director Olivia Meyers Buch provided comments on the June 2025 Financial Report. Focused finishing up the 24-25 fiscal year. We are on track and projected to operate our general fund at a surplus this year. Projecting unreserved, unassigned district's fund balance be about 7.5% - and the goal is to maintain this.

A question and followed up discussion related to monitoring of appropriations and grant awards and overspending of the appropriations budget will be noted for the audit.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD accepts the Financial Report for June 2025, as presented.

Director Duerst- Higgins seconded, and the **MOTION CARRIED WITH DIRECTORS HAMILTON, HARRIS, KENT, HIURA, and TRUETT VOTING YES. (ESD Resolution #26-004)**

The vote passed unanimously (7:0:0)

9.C. Approve Grant

Superintendent Scurto summarized that The Board formally reviewed the Early Literacy Grant that was first discussed at the June 2025 Board meeting. At the June meeting, the proposal was not attached to the agenda and formal consideration was carried over to this July 29th



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meeting. This is a 4J grant and Lane ESD Migrant Education was asked to partner on this grant. There won't be a cost to Lane ESD.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approved the Early Literacy grant.

There was discussion concerning whether this grant would have commitment from Lane ESD. Further discussion was needed to clarify that this grant is separate from the Binational Teacher Exchange program. This grant provides services as part of the grant. 4J would be transferring the funds to Lane ESD for services provided.

Director Hiura seconded, and the **MOTION CARRIED WITH DIRECTORS HAMILTON, HARRIS, KENT, DUERST-HIGGINS, and TRUETT VOTING YES. (ESD Resolution #26-005)**

The vote passed unanimously (7:0:0)

9.D. Approve Routine Designations for 2025-26

This includes updates to the local Government Investment Pool authorized individual list to now include Mallory Dahl; official designations presented for Legal Counsel: The Hungerford Law firm, Miller Nash, LLP and Garrett Hemann Roberston. Auditors for designation: Paul, Rogers and Co., PC., and the Register Guard.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approve the routine designations as slate.

BE IT RESOLVED that the Board of Directors of Lane ESD authorizes the use of a facsimile signature for the superintendents. (ESD Resolution #26-006)

BE IT RESOLVED that the Board of Directors of Lane ESD will act as the local public contract review board of Lane Education Service District in accordance with Oregon Revised Statute 279A.060. **(ESD Resolution #26-007)**

BE IT RESOLVED that the Board of Directors of Lane ESD approves the following official designations for the 2025-26 year, as presented:

- Legal Counsel: The Hungerford Law Firm, Miller Nash LLP, Garrett Hemann Robertson
- Auditors: Pauly, Rogers and Co., PC
- Newspaper: Register-Guard

Director Duerst-Higgins seconded, and the **MOTION CARRIED WITH DIRECTORS HIURA, HAMILTON, HARRIS, KENT, and TRUETT VOTING YES. (ESD Resolution #26-005)**

The vote passed unanimously (7:0:0)

9.E. Approve Instruction Calendars

The Board of Directors adopted a portion of ESD instructional calendars for the Westmoreland Lane School Campus at the June 2025 meeting. There was some discussion about whether the Board should also be reviewing other calendars like JDEP and Daffodil School.



Superintendent Scurto provided that calendars for campuses where students attend could be presented once finalized. This would likely happen at the September meeting. The Board of Directors considers to adopt the offered 2025-2026 Westmoreland Lane School Campus Student Calendar as presented.

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approve the 2025-2026 Westmoreland Student Calendar as presented.

Director Wilde seconded, and the **MOTION CARRIED WITH DIRECTORS, HAMILTON, HARRIS, HIURA, KENT AND TRUETT VOTING YES. (ESD Resolution #26-009)**

The vote passed unanimously (7:0:0)

9.F. Board and Superintendent Agreements

The Board of Directors is the educational policy making for Lane ESD. To fulfill the District's mission the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The Board and Superintendent will review their written agreements and affirm those moving forward into the 2025-26 year. At this time, the agreements have been reviewed and no additional changes are proposed.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approve the Board and Superintendent working agreements.

Overall discussion provided that the agreement has served its purposes as written. While the agreement hadn't changed for some time, Superintendent Scurto did not find anything that he would recommend changing and referred to the Board to see if there was anything the Board wished to see changed. Superintendent Scurto also noted that the agreement could be amended at any time.

Director Hiura seconded, and the **MOTION CARRIED WITH DIRECTORS, HAMILTON, HARRIS, HIURA, AND TRUETT VOTING YES. (ESD Resolution #26-009)**

The vote passed unanimously (7:0:*1)

*While the vote was held, Director Kent stepped out of the Board room, later Director Kent returned to record a vote for the above motion with the Board Secretary. Director Kent's vote was in favor of approving the Board and Superintendent agreement as presented. The vote recording is updated to reflect Director Kent's vote in the affirmative.

The vote passed unanimously (7:0:0)

9.G. Strategic Plan Purpose Statement

Chair Harris referenced the review work done earlier at the work session which was to look at the amendment of the strategic plan to add a purpose statement. Assistant Superintendent Anderson provided that adding a purpose statement is a culmination of work that was done in 2021 around mission and vision and bringing it forward to aligning it with the updated Local Service Plan, with feedback from our component district Superintendents, our Advisory Council and School Board. The purpose statement is meant to add to the strategic plan, helps communicate what Lane ESD does, and supports guide staff and the services in support of our districts.



DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approve the addition of the purpose statement to the strategic plan.

It was noted for the record that during the work session, the Board reviewed information about addition of a purpose statement to the strategic plan and also discussed the possibility of reviewing the remainder of the strategic plan for parts that may need to be reconsidered, specifically to align with the recent changes and with staff experience with the existing strategic plan.

Director Hiura seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, TRUETT AND KENT VOTING YES. (ESD Resolution #26-0010)**

10. Discussion/Reports

10.A. Legislative Update:

Superintendent Scurto referenced the OEASD Legislative Summary.

The State School Fund passed at \$11.36 million. Additional funding specific to Special Education Bills (11% cap, high cost disability reimbursement, RIS, EI/ECSE) did not pass. The bill in support of paying striking workers also passed. Recovery Schools - no funding for additional schools, even though we were chosen as 1 of 3 schools who were awarded the grant.

10.B. Superintendent's Report

Federal Funding Update: Key Title programs (Migrant Education, ELL) had funding frozen at the beginning of July. Last Friday (of this month) was released for the 2025-26 school year.

This is an example of the uncertainty for schools from the current political process where there is limited advance notice on funding needed to operate.

Between March and June, there was a State School reduction due to an enrollment adjustment from a couple of our districts. This led to a decrease of about \$1.2. Million in our SSF funding for the 2025-2026 school year. This is about a \$110,000 decrease for Lane ESD and a decrease for the flex dollars available in each district. Superintendent Scurto and Olivia are communicating with the Business Managers and Superintendents about this.

Lane ESD was awarded the Recovery High School grant, but there was no funding attached to it. There is likely to be another RFA this winter and we will likely apply again, but funding is still uncertain.

Superintendent Scurto shared information about the Mercado and invited all to attend.

10.C. Board Member Program and District Assignments

The Superintendent and the Board discussed the 2025-26 assignments. Committee assignments remained relatively the same as previously organized. District Assignments for Board Engagement were updated to include the new Board Member, Thomas Hiura to Bethel. District assignments were updated to assign Director Hiura to Fern Ridge School District. Lane ESD Program assignments were updated to assign Director Hiura to Title Programs.



Superintendent Scurto did request to add the Policy Committee to the list which usually consists of the Chair, Vice Chair and Director Wilde.

10.D. Board Advisors and Liaisons

The Board may recruit one or more advisors from the community. The Board seeks advisors from different community perspectives, including the social services sector, equity and diversity, workforce, higher education or early childhood education. The term of Community Advisor is two years, renewable based on the identified needs of the Board. The Community Advisor will bring an independent consumer voice, understand and communicate the community perspective, advocate for the community and share Lane ESD information with the community. The Community Advisor is not a member of the Board.

The Board intends to have three Board Member Liaisons from component school district Boards. The Board will recruit Board member representatives from a small, medium and large district. The Superintendents will be asked to extend an invitation to their board members in August of each year. The Superintendents' Council will appoint three representative Liaisons to the Board.

Current Advisors and Liaisons are:

- Superintendents' Council representative
- Ericka Thessen, large district liaison, appointed 2025
- Robin Zygaitis, large district liaison, appointed 2025
- Mike Anderson, middle-size district board liaison, appointed January 2017
- Danna Brownell, small district liaison, appointed 2025

The Board of Directors of Lane ESD, advisors and liaisons will discuss any changes for the 2025-26 school year.

This is to reconvene the advisors. This won't be a repeated item on the next meeting agenda.

10.E. Board Budget and Conferences

The Board budget would cover Board participation in the Fall Convention (November) in Portland and at the OEASD Spring Conference in Sunriver. This also covers the OSBA Summer Board Conference for new Board Member Hiura. The budget does not have too much wiggle room for conferences outside of the ones listed above. There was discussion regarding the cost associated with the countywide elections.

10.F. Board Draft Calendar

Provides month-by-month Board activities. This provides a tickler for activities like the Superintendent evaluation. The Board self evaluation, as well as the Superintendent search which should be sometime in September or October. There is also a "Back to School" event, August 27th at Churchill High School.

Superintendent Scurto recommended adding a work session on Regional Inclusive Services (RIS) and on strategic planning.

Director Wilde offered the opportunity to discuss or review the Board goals, considering self-education on indigenous community.

11. Information from Administrative Staff



Reports were received.

12. Board Member Reports and Comments/Agenda Planning

Board members are asked to submit their reports in writing to be attached to Boardbook. Reports can be sent to the Executive Assistant in advance of the meeting.

12.A. Agenda Planning Board members are invited to send agenda items to be considered for the next board meeting. Please call or email the Board Chair or Superintendent.

12.B. Board Member Reports (Board, Advisors, Liaisons)

Board members are invited to send agenda items to be considered for the next board meeting. Please call or email the Board Chair or Superintendent.

Lane ESD Board of Directors

Director Nora Kent, Submitted a written report.

Director Rose Wilde, Submitted a written report

Director Vanessa Truett, Submitted a written report.

Liaison

Ericka Thessen, Eugene School District 4J: shared that their new Superintendent, Dr. Miriam Mickelson has arrived. The community is impressed with her communication style, connection with staff. The school Board chair is Tom di Liberto. They will be hosting their board retreat in the next few weeks. Appreciation expressed to Colt Gil.

Robin Zygaitis, Bethel School District: The community center is fully open and operational and hosted summer programs there. There is a lot of remodeling over the summer and classrooms should be ready by the start of school. Also, a very large summer reading program is in full swing. Bethel board retreat is scheduled for mid-August.

Mike Anderson, Creswell School District: shared still negotiating with the classified union. There was a bit of a curve when the state passed that bill. The groundwork for the new CTE building has started. The building is free. Creswell will need to pay for installation. It is predicted to be done next year. The CTE building will offer programming for nursing training, electronics, car mechanics and more. There is a new high school principal and new athletic director. The funding cut to Special Education has impacted Creswell significantly. Enrollment is also recorded to be declining.

13. Announcements/Correspondence

13.A. Acknowledgements

CTE summer offering was wonderful to visit.

13.B.Kudos

Employees and Board members can submit a “kudo” any time during the month. To submit a “kudo,” please visit: www.lesd.k12.or.us/forms/kudos.html



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13.C. Announcements

13.C.1. **Lane ESD Board Member Activities and Opportunities**

August 8-10, 2025: OSBA Summer Board Conference

13.C.2. **Component District Board Meeting Dates:**

14. Adjournment

The next regular meeting is scheduled to be held Tuesday, September 9, 2025, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene. Chair Duerst-Higgins adjourned the meeting at **7:53 p.m.**

Minutes Approved:

Leslie Harris, Chairperson

Tony Scurto, Superintendent

HUMAN RESOURCES REPORT TO LANE ESD BOARD

September 4, 2025

CLASSIFIED STAFF (Information)

	Employee ID #	Position	Effective Date	Notes
<i>Appointments</i>	14198	Instructional Assistant	8/21/2025	
	14194	Instructional Assistant	8/21/2025	
	14191	HR Specialist/Substitute Coordinator	8/6/2025	
	13050	Interpreter	8/21/2025	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	14169	Instructional Assistant	8/25/2025	Resignation
	14125	Instructional Assistant	6/13/2025	Resignation
	14179	Instructional Assistant	8/22/2025	Resignation
	13893	Instructional Assistant	6/13/2025	Resignation
	13489	Instructional Assistant	8/29/2025	Resignation
	13712	Instructional Assistant	6/13/2025	Resignation
<i>Change of Status</i>				

LICENSED STAFF (Action)

	Employee ID #	Position	Effective Date	Notes
<i>Appointments</i>	14027	Teacher, Life Skills	8/18/2025	
	14160	Teacher, Life Skills	8/21/2025	
	14190	School Nurse	8/21/2025	
	14195	Teacher, Life Skills	8/21/2025	
	17193	Teacher, Life Skills	8/21/2025	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	12125	Teacher, Life Skills	8/20/2025	Resignation
<i>Change of Status</i>				

PROFESSIONAL STAFF (Information)

	Employee ID #	Position	Effective Date	Notes
<i>Appointments</i>				
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

MANAGEMENT STAFF (Action)

	Employee ID #	Position	Effective Date	Notes
<i>Appointments</i>				

<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
966	Speech Language Pathologist	9/24/2025	In process
1113	Teacher Life Skills (2025-26 SY)	6/27/2025	In process
1114	Speech Language Pathologist (2025-26 SY)	9/24/2025	In process
1174	Teacher, Life Skills Elementary	Open Pool	In process
1139	Instructional Assistant, Life Skills	Open Pool	In Process
1199	School Counselor	9/17/2025	In process
1180	Special Education Consultant	8/18/2025	In process
1198	Special Education Teacher At-Large	9/17/2025	In process
1179	Desktop Support Tech	ASAP	In process



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Prepared for: Lane ESD Board of Directors
Prepared by: Olivia Meyers Buch, Executive Director of Business Services
Meeting Date: September 9, 2025

July 2025 Financial Report (Unaudited)

General Fund Financial Report

The Financial Report for the General Fund for the period ending July 31, 2025 follows this report. Year-to-date operating revenues through July 31, 2025 total \$2,947,039 or 9.0% of total budgeted operating revenues as compared to \$2,748,129 or 9.6% through July 31, 2024. As usual, state school fund formula revenue constitutes the majority of funds received. Total projected resources of \$32,044,074 is \$845,414 less than budgeted, which is primarily due to an adjustment in the most recent state school fund estimate that reflects a lower ADMw than what was originally projected by our districts.

Year-to-date operating expenditures through July 31, 2025 total \$749,031 or 2.6% of total budgeted operating expenditures as compared to \$1,027,177 or 4.0% through July 31, 2024. This variance is due to the timing of the annual payment for liability and property insurance premiums; last year the expense was recorded in July and this year the payment was made in August. Total projected operating expenditures of \$27,985,584 is \$1,106,559 less than budgeted, which is primarily due to projected savings in PERS employer contributions and increased savings in health benefits as more employees continue to elect to opt out. Total projected transfers and transits of \$4,575,608 is \$112,214 more than budgeted.

Projected resources and requirements through July 31, 2025 result in an ending fund balance of \$2,683,468, with \$440,383 assigned (reserved) for districts. The remaining ending fund balance of \$2,243,085 is unassigned and represents 7.0% of projected operating revenues. The projected ending fund balance reflects a decrease, or operating deficit, of \$517,118.

Appropriations

A summary of appropriations for all funds for the period ending July 31, 2025 follows this report. At this time, two appropriations in the General Fund are projected to be overspent, but will be corrected with future board action to transfer appropriations.

Cash and Investment Account Balances by Type

	Yield	Beginning Balance	Deposits	Withdrawals	Ending Balance
Municipal Investor Checking	0.35%	\$1,547,515	\$4,639,224	\$5,643,962	\$542,777
Oregon LGIP (4513)	4.60%	\$2,955,521	\$2,796,929	\$2,820,000	\$2,932,450
Oregon LGIP (3676)	4.60%	\$27,712	\$163,100	\$0	\$190,812
Total		\$4,530,748	\$7,599,253	\$8,463,962	\$3,666,039

Assurances

All cash, investment and credit card accounts have been balanced, reconciled and reviewed and all cash and investment accounts have been reconciled to the general ledger as of July 31, 2025.

The adopted budget reflects expected expenditures. All payroll reports have been filed and payroll liabilities have been paid timely. All federal and state reimbursement requests as well as required financial reporting forms have been filed timely. All credit card expenditures, travel and other reimbursements have been reviewed and approved at the proper level.

There have been no significant changes to the internal control system, to the accounting system or accounting policies that are significant. The business services department is adequately staffed to allow for proper segregation of duties and I am not aware of any new pronouncements or other financial changes that may require additional staff time to properly implement.

All financial statements that have been provided to the board are accurate and complete to the best of my knowledge and I am aware of no other financial matters that the board should be aware of at this time. I know of no cases of fraud or other misconduct and I have not been asked by the superintendent to do anything that makes me feel uncomfortable or to present any information I feel is inaccurate.

Please contact me with questions or if you would like any additional information.

LANE EDUCATION SERVICE DISTRICT
General Fund Financial Report (Unaudited)
For the Period Ending July 31, 2025

	Fiscal Year 2024-25					Fiscal Year 2025-26					
	Final Budget	Actuals thru 7/31/2024	% of Budget	Projected thru 6/30/2025	% of Budget	Adopted Budget	Actuals thru 7/31/2025	% of Budget	Projected thru 6/30/2026	% of Budget	Budget Variance
RESOURCES											
State School Fund Formula Revenue											
State School Fund - General Support	\$ 16,240,313	\$ 2,741,941	16.9%	\$ 16,547,846	101.9%	\$ 18,679,394	\$ 2,926,895	15.7%	\$ 17,653,189	94.5%	\$ (1,026,205)
Property Taxes Levied by District	9,038,376	-	0.0%	8,980,239	99.4%	9,359,045	-	0.0%	9,288,713	99.2%	(70,332)
Other Local Revenues	86,659	-	0.0%	30,374	35.1%	47,000	-	0.0%	47,000	100.0%	-
Services Provided to Districts	2,209,514	-	0.0%	1,961,361	88.8%	3,441,349	-	0.0%	3,675,572	106.8%	234,223
Fees Charged to Grants	600,000	-	0.0%	785,831	131.0%	700,000	-	0.0%	700,000	100.0%	-
Other Revenues	580,000	6,188	1.1%	833,920	143.8%	662,700	20,144	3.0%	679,600	102.6%	16,900
Total Operating Revenues	\$ 28,754,862	\$ 2,748,129	9.6%	\$ 29,139,571	101.3%	\$ 32,889,488	\$ 2,947,039	9.0%	\$ 32,044,074	97.4%	\$ (845,414)
Beginning Fund Balance (District Reserves)	1,103,757	1,286,636	116.6%	1,286,636	116.6%	1,234,309	1,074,947	87.1%	1,074,947	87.1%	(159,362)
Beginning Fund Balance	1,514,860	1,423,343	94.0%	1,423,343	94.0%	1,915,193	2,125,638	111.0%	2,125,638	111.0%	210,445
TOTAL RESOURCES	\$ 31,373,479	\$ 5,458,108	17.4%	\$ 31,849,550	101.5%	\$ 36,038,990	\$ 6,147,624	17.1%	\$ 35,244,659	97.8%	\$ (794,331)
REQUIREMENTS											
Salaries	\$ 11,436,471	\$ 295,205	2.6%	\$ 11,244,028	98.3%	\$ 12,931,449	\$ 353,731	2.7%	\$ 12,672,820	98.0%	\$ (258,629)
Associated Payroll Costs	7,495,703	137,097	1.8%	6,800,308	90.7%	8,752,295	200,393	2.3%	8,095,873	92.5%	(656,422)
Purchased Services	5,695,892	334,667	5.9%	5,698,511	100.0%	6,358,613	110,250	1.7%	6,231,441	98.0%	(127,172)
Supplies and Materials	662,884	69,378	10.5%	491,278	74.1%	724,853	65,156	9.0%	667,016	92.0%	(57,837)
Capital Outlay	-	-	#DIV/0!	39,123	#DIV/0!	-	-	#DIV/0!	-	#DIV/0!	-
Other Objects	269,700	190,830	70.8%	348,439	129.2%	324,933	19,501	6.0%	318,434	98.0%	(6,499)
Total Operating Expenditures	\$ 25,560,650	\$ 1,027,177	4.0%	\$ 24,621,686	96.3%	\$ 29,092,143	\$ 749,031	2.6%	\$ 27,985,584	96.2%	\$ (1,106,559)
Transfers											
Interfund Transfers	449,000	429,000	95.5%	449,713	100.2%	452,500	-	0.0%	452,500	100.0%	-
Transits to Districts	3,297,987	-	0.0%	3,577,566	108.5%	4,010,894	-	0.0%	4,123,108	102.8%	112,214
Other Uses of Funds											
Planned Reserve (District Reserves)	464,161	-	0.0%	-	0.0%	440,383	-	0.0%	-	0.0%	(440,383)
Planned Reserve	801,681	-	0.0%	-	0.0%	209,617	-	0.0%	-	0.0%	(209,617)
Reserved for Next Year	800,000	-	0.0%	-	0.0%	1,833,453	-	0.0%	-	0.0%	(1,833,453)
TOTAL REQUIREMENTS	\$ 31,373,479	\$ 1,456,177	4.6%	\$ 28,648,965	91.3%	\$ 36,038,990	\$ 749,031	2.1%	\$ 32,561,192	90.3%	\$ (3,477,798)
ENDING FUND BALANCE	-	\$ 4,001,931		\$ 3,200,585		-	\$ 5,398,593		\$ 2,683,468		
Assigned for Districts				\$ 1,074,947					\$ 440,383		
Unassigned Fund Balance				\$ 2,125,638	7.3%				\$ 2,243,085	7.0% *	
<i>* Percent of Operating Revenues</i>				\$ 3,200,585					\$ 2,683,468		

LANE EDUCATION SERVICE DISTRICT
Appropriation Monitoring
For the Period Ending July 31, 2025

		Fiscal Year 2025-26						
		Adopted Budget	Actuals thru 7/31/2025	% of Budget	Projected thru 6/30/2026	% of Budget	BUDGET VARIANCE	NOTES
GENERAL FUND	100							
Instruction		14,163,749	84,061	0.6%	14,947,946	105.5%	(784,197)	- pending appropriation transfer
Support Services		14,928,394	664,970	4.5%	13,037,638	87.3%	1,890,756	+
Transfers of Funds		452,500	-	0.0%	452,500	100.0%	-	+
Apportionment of Funds by ESD		4,010,894	-	0.0%	4,123,108	102.8%	(112,214)	- pending appropriation transfer
Contingencies		650,000	-	0.0%	-	0.0%	650,000	+
Unappropriated Ending Fund Balance		1,833,453	-	0.0%	-	0.0%	1,833,453	
Total		36,038,990	749,031	2.1%	32,561,192	90.3%	3,477,798	+
SPECIAL REVENUE FUND	200							
Instruction		3,739,197	151,582	4.1%	2,097,566	56.1%	1,641,631	+
Support Services		15,187,528	495,908	3.3%	7,735,759	50.9%	7,451,769	+
Enterprise and Community Services		80,000	-	0.0%	-	0.0%	80,000	+
Apportionment of Funds by ESD		22,548,273	(3,712)	0.0%	(3,712)	0.0%	22,551,985	+
Total		41,554,998	643,777	1.5%	9,829,613	23.7%	31,725,385	+
DEBT SERVICE FUND	300							
Support Services		5	0	1.0%	1	12.0%	4	+
Debt Service		954,698	-	0.0%	954,698	100.0%	-	+
Total		954,703	0	0.0%	954,699	100.0%	4	+
CAPITAL PROJECTS FUND	400							
Support Services		139,161	-	0.0%	125,367	90.1%	13,794	+
Debt Service		135,839	-	0.0%	135,839	100.0%	-	+
Total		275,000	-	0.0%	261,206	95.0%	13,794	+
INTERNAL SERVICE FUND	600							
Support Services		545,020	-	0.0%	306,130	56.2%	238,890	+
Total		545,020	-	0.0%	306,130	56.2%	238,890	+
GRAND TOTAL	ALL	79,368,711	1,392,809	3.6%	34,083,227	42.9%	35,455,871	



LANE EDUCATION SERVICE DISTRICT

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EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

Prepared for: Lane ESD Board of Directors
Prepared by: Olivia Meyers Buch, Executive Director of Business Services
Meeting Date: September 9, 2025

Approve Sole Source Procurement

Background

Per [Policy DJC](#), the Board is the Local Contract Review Board (LCRB) for the ESD. Per [ORS 279B.075](#) and [OAR 125-247-0275](#), if the LCRB determines that goods or services are available from only one source, the ESD may award a contract without competition. To the extent reasonably practicable, the ESD shall negotiate with the sole source to obtain contract terms that are advantageous to the ESD. The determination of sole source must be made on written findings. If the LCRB approves a sole source procurement, public notice must be given that describes the goods or services to be acquired, identifies the prospective contractor, and includes the timeline to protest the determination (at least seven days). The LCRB may authorize this public notice to be provided electronically.

Prospective Contractor

White Bird Clinic - Helping Out Our Teens in Schools (HOOTS)

Services to be Provided

Supporting the development of the new Behavioral Health Pathway program's peer-to-peer support program.

Estimated Contract Amount

\$150,000

Justification

The ESD currently has three grants supporting the development and implementation of a new Behavioral Health Pathway program. As a CTE program, a key feature of this new

program is providing community impact-driven workforce experiences, and the Behavioral Health Pathway program grants are specifically focused on providing the program to students from rural and underrepresented backgrounds.

Very few behavioral health worksites allow youth under age 18 to shadow and/or work, and the rural and underserved schools targeted for this program do not have accessible behavioral health worksites because of their proximity to Lane County's behavioral health providers. To address the need for more worksites and in response to feedback from school districts and area Youth Advisory Councils (YACs), community partners are being engaged to create peer-to-peer support programs on-site at schools. While multiple community partners that already provide school-based behavioral health services are being engaged, HOOTS is the primary partner being engaged on a larger scale because of their unique program delivery model and extensive experience working in schools across Lane County.

The only program of its kind in Lane County that takes its services straight to students in schools across the county, the HOOTS program offers free, confidential, and voluntary mental and physical health support to teens directly within their schools. Unlike other in-school mental health service providers, HOOTS has a very unique style of providing support that has been tried and tested with Lane County communities' most vulnerable populations, making HOOTS ideal for supporting the development of the new Behavioral Health Pathway program's peer-to-peer support program. Youth who are participating in the Behavioral Health Pathway program's peer-to-peer support program will benefit from seeing the work in action and receiving care themselves through a HOOTS virtual clinic before they work toward learning how to do it for others and implementing their own program – an invaluable experience for their development into future behavioral health providers.

HOOTS is also unique because of its specialized focus on school-based mental health support, with years of experience integrating mental health infrastructure into schools. This expertise is essential for creating the specialized peer-to-peer support program for the Behavioral Health Pathway program. HOOTS' unique program structure is set up to operate in teams of two – a crisis counselor and a medic – to more holistically support students. In recent years, HOOTS has served all Eugene and Springfield high schools, Junction City, Mapleton, Oakridge, Willamette, Wellsprings Friends School, and Twin Rivers Charter School, as well as Crow-Applegate-Lorane this year. Services are available in both English and Spanish, and unlike other school-specific mental health support that tends to focus on one school/community, HOOTS has supported the diverse types and ranges of schools and communities across Lane County, making it an

ideal program to partner with for supporting the creation of the Behavioral Health Pathway program's peer-to-peer support program.

HOOTS understands well that most schools need a lot of education, training, and capacity support to pull off this type of program in an educational setting. To successfully support students running a peer-to-peer program in their school, it is important that the labor to integrate mental health services within a school begins beforehand. HOOTS brings expertise and extensive experience laying this foundation and will bring everything from the training materials needed for the Behavioral Health Pathway students to the communication and relationship building experience needed to build a strong foundation of support with parents, caregivers, school staff, and Lane County communities.

Action Requested

Approve the sole source procurement and authorize the public notice to be provided electronically.

**2024-25 Integrated Programs Annual Report
Lane County Department of Youth Services / Lane ESD
Juvenile Detention Education Program (JDEP)**

Annual Report Questions	
Question	Context/Guidance
<p>1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?</p> <p>Discuss at least one Outcome where you have seen progress in implementation.</p>	<p>Implementation of collaborative problem solving (CPS) has contributed meaningfully to several Outcomes and Strategies, particularly those focused on student agency, equity, and engagement. CPS has empowered students in juvenile detention to take an active role in resolving behavioral and academic challenges, aligning with our LPGTs around credit attainment, SEL growth, and reducing recidivism. Staff are using CPS to better understand root causes of disengagement, leading to more supportive interventions and data-informed decision-making that centers student voice and lived experience.</p> <p>We’ve seen clear progress in the Outcome: “Educators use student-centered approaches that elevate student agency and address systemic barriers.” Through CPS, students co-create solutions to challenges impacting their learning and behavior. This has shifted classroom culture toward one of shared responsibility, reduced punitive discipline, and strengthened relationships. Educators report increased student participation, improved regulation, and more authentic engagement in both academic and behavioral planning.</p> <p>One significant shift is in staff mindset and relational approach. Teachers are now more proactive and trauma-informed, viewing behavior as communication rather than defiance.</p> <p>Additionally, literacy integration has improved, with students engaging in writing and reflection during CPS sessions—supporting literacy goals in a meaningful context. These shifts, though not fully captured by current markers, are critical to long-term success.</p>

2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

One key outcome where we've encountered significant barriers is: "Community engagement is authentic, consistent, and ongoing." In a juvenile detention setting, engaging families and community partners in a meaningful and sustained way is uniquely challenging due to security restrictions, limited visitation, and frequent student transitions. These structural barriers make it difficult to build the kind of two-way communication systems and collaborative networks that support continuity in learning and reentry planning.

Additionally, data system limitations pose a barrier to fully realizing the Outcome related to equity-informed continuous improvement. While we've made progress in forming data teams, we face obstacles with timely access to disaggregated, student-level data—particularly in areas like mental health indicators, formative academic progress, and reentry outcomes. This affects our ability to implement real-time, student-centered interventions that could better support their individual pathways.

We would benefit from support in two areas:

Building cross-agency communication frameworks to engage families, probation officers, schools of origin, and community-based organizations in consistent, equity-centered ways.

Improving data integration across systems (education, juvenile justice, mental health) to inform decision-making, monitor student progress, and evaluate the effectiveness of interventions.

Addressing these barriers is essential to creating more connected, student-responsive systems that extend beyond the detention setting and support long-term success.

3. 2024-25 Only: Review actual metric rates compared to previously created LPGT and LOM and share reflection on progress. Describe how activities are supporting progress towards targets and if any shifts in strategy implementation are planned for the future based upon that current progress. Include specific metrics and target types in your reflection.

As we review our progress toward the Longitudinal Performance Growth Targets (LPGT) and Local Optional Metrics (LOM) for 2024–25, we are seeing positive trends in several key areas, particularly those connected to credit attainment, behavioral improvement, and student engagement.

The implementation of collaborative problem solving (CPS) has been a central strategy supporting these outcomes. We’ve observed that students are more engaged in both academic and behavioral planning when they are given structured opportunities to reflect, express their needs, and participate in developing solutions. This has helped increase instructional time, reduce conflict, and support greater ownership of learning.

While we are still formalizing our data collection systems, staff report that students are showing more consistency in participating in classroom activities, demonstrating improved self-regulation, and re-engaging with credit-bearing coursework. There has also been a noticeable shift in school climate, with fewer reactive discipline incidents and more restorative responses grounded in CPS practices.

However, there are still challenges—especially in tracking long-term progress due to the transient nature of student enrollment and inconsistent data sharing across agencies. Engagement beyond the facility, such as with reentry planning or continuity of instruction after release, remains an area where more system-level coordination is needed.

Strategic Adjustments Planned:

To build on current momentum, we plan to: Deepen the integration of CPS into academic goal-setting to support more intentional credit recovery efforts.

Strengthen our data review process by incorporating CPS outcomes and student reflections to better inform interventions and measure engagement more holistically.

	<p>Enhance reentry planning structures by creating more consistent communication loops with schools of origin, caregivers, and partner agencies, ensuring students have a clearer path forward after leaving the facility.</p> <p>These shifts are designed to ensure that our work is aligned not just with target metrics, but with the deeper goal of creating student-centered, equity-informed systems that can adapt to the unique needs of youth in detention.</p>
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LANE EDUCATION SERVICE DISTRICT

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EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

Prepared for: Lane ESD Board of Directors
 Prepared by: Olivia Meyers Buch, Executive Director of Business Services
 Meeting Date: September 9, 2025

Identify Vacant Budget Committee Positions

Background

The budget committee consists of the seven elected Board members and eight members appointed by the Board from component school district boards or designees of component district Boards. The members appointed by the Board shall consist of five members selected by ESD zone and three members selected at large.

Per [Policy DBEA](#), at its August meeting, the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive recommendations of interested members of component school district Boards or designees of component district boards. Below are the appointed budget committee members as of June 30, 2025:

Position	Appointed Member	Zone	Component District	Term Ends
1	Jenny Jonak	1	Eugene	June 30, 2026
2	Mike Anderson	2	Creswell	June 30, 2027
3	Tom DiLiberto	3	Eugene	June 30, 2027
4	Dwight Coon	4	Blachly	June 30, 2027
5	Jim Chapman	5	Lowell	June 30, 2025
6	Andrea Larson	At-Large	Fern Ridge	June 30, 2025
7	Robin Zygaitis	At-Large	Bethel	June 30, 2025
8	Mizu Burrus	At-Large	Mapleton	June 30, 2026

At this time, there are three budget committee positions that should be declared vacant: the Zone 5 position and two At-Large positions. Committee members completing terms are eligible for re-appointment should they apply. To be eligible for appointment, the

appointive member must live and be registered to vote within the ESD and not be an officer, agent or employee of the ESD. Zone representatives must live within the appropriate zone.

Action Requested

Identify the vacant budget committee positions.

Response Summary:

Grant Report

Q2. Has this proposal been discussed and supported by your department's executive director?

- Yes

Q4. Details

Project Name	MMT: Youth Empowerment
Department Submitting Proposal	SIAB
Person Submitting Proposal	Shareen Springer/Roshelle Weiser-Nieto
Potential Funder (please include link to RFP if available)	MMT - https://mmt.org/sites/default/files/collaborate-block-files/2025%20Summer%20Funding%20Opportunity%20_%20Call%20for%20Proposals.pdf
Requested Funding Amount	100,000
Person who will manage grant if funded	Roshelle Weiser-Nieto

Q5. Grant Period

Length of grant	1 year
Anticipated start date (mm/dd/yyyy)	10/01/2025
Anticipated end date (mm/dd/yyyy)	09/30/2026

Q9. Is a match required from Lane ESD or participating districts (direct funds, FTE, services)?

- No

Q10. Does the grant require any commitment from the ESD or districts beyond the term of the grant?

- No

Q13. Does the grant require a 501(c)3 to apply?

- No

Q46. Does the grant require "reporting" and/or updates?

- Yes

Q47. What kind of reporting is being asked for?

Narrative & Financial

Q48. Who will be doing the ongoing reporting (programmatic and fiscal responsibilities) within your department?

Shareen Springer & Roshelle Weiser-Nieto

Q24. Have you discussed the data collection and reporting needs with your data coordinator?

- Yes

Q50. With which data coordinator did you speak?

- Coordinator X

Q51. When did you speak with your data coordinator about this project?

June 23, 2025

Q52. How often will you need their support for reporting, exports, and imports?

1 a year max

Q17. Please, provide a brief overview of the grant, including the purpose and intended outcomes.

Through Our Empowered Youth, we support strategies that ensure Oregon's children have access to a fully resourced education — one that empowers them to reach their highest aspirations. Our focus is on efforts that build community power, expand opportunities for historically marginalized students and support educators and leaders who reflect the diversity of the students they serve.

Q18. Describe how this proposal supports the equity vision and mission of Lane ESD.

Vision: Building a beloved community of learners.

Mission: Collaborating to empower all learners with justice- centered opportunities, equitable leadership, and a passion for lifelong learning.

This grant supports both the equity vision and mission of the ESD in that it centers students to create the schools they deserve and desire.

Q19. Indicate which of Lane ESD's Equity Goals this proposal will directly address.

- 1. All decisions and actions will reflect the guiding principles and affirmations in our Equity Lens document.
- 2. Lane ESD staff along with community partners will be equity leaders trained to dismantle systems of oppression through interrupting inequitable policies and practices by providing culturally specific curriculum that reflects the histories of our students.
- 3. All ESD staff and educators we serve will be provided the equity tools and training needed to inspire student learning, so all youth thrive.
- 4. Youth, from all backgrounds, will have access to highly engaging and culturally relevant learning opportunities connected to our communities and delivered by diverse, qualified, and passionate educators.
- 5. While amplifying youth voice, we will build trusted and inclusive relationships with our families and elevate the engagement of community partners that lead to improved equitable student outcomes.

Q20. Describe how the voices of diverse members of the community have been part of the design and implementation process of this proposal.

Students have been involved in all aspects of the design and implementation process of this proposal - and specifically students from marginalized backgrounds and communities.

Q21. How will this proposal dismantle systems of racism and oppression that might exist?

By centering students who are most impacted by history and going racism and oppression in naming the issues and creating solutions for building level and systemic change. We do so by also creating intergenerational, cross-identity and cross-building/community collaborations among and between young people.

Q22. Who might this proposal impact positively and who might it negatively impact?

Students, schools, and community. No negative impacts anticipated.

Q23. How will you ensure that equitable outcomes are achieved and what data will be collected to measure success?

Student feedback through pre and post forms - determining their level of growth, confidence, changes they have seen. We will also see how many students are engaged and from what communities, districts, and identities. We will also track how many student presentations/workshops were created and led.

Q29. Will the purchase of computers, software, or other equipment be required for staff hired or assigned to the grant?

- No

**Q31. What use of facilities are anticipated (workspace, training space, meeting space)?
If applicable, please include use during weekends and break periods.**

Weekends (1 Saturday a month), and it is our hope to continue to host the student voice summit at the ESD.

Q32. What other internal supports at Lane ESD will you need for the project to succeed?

just support of our supervisor, and awareness/support of our leadership team!

Q36. Does the project involve research that requires the human subjects' releases?

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

Q2. Has this proposal been discussed and supported by your department's executive director?

- Yes

Q4. Details

Project Name	Structures of Intellect at Lane School
Department Submitting Proposal	Special Education
Person Submitting Proposal	Annie
Potential Funder (please include link to RFP if available)	Youth Development Oregon https://www.oregon.gov/youthdevelopmentdivision/youthgrants/Pages/Youth-Community-Investment-Grant-(RFA).aspx
Requested Funding Amount	149483
Person who will manage grant if funded	Molly

Q5. Grant Period

Length of grant	2 years
Anticipated start date (mm/dd/yyyy)	07/01/2025
Anticipated end date (mm/dd/yyyy)	06/30/2027

Q6. Is indirect rate allowed?

- Yes

Q7. Note restrictions, if any:

Grantee may use Administrative Costs at their Federally approved Indirect Rate (documentation of Federal Rate must be provided if costs on this line exceed 15% of total Grant award).

Q8. Does the funding include any state or federal funds?

- Yes

Q9. Is a match required from Lane ESD or participating districts (direct funds, FTE, services)?

- No

Q10. Does the grant require any commitment from the ESD or districts beyond the term of the grant?

- No

Q12. Are there contracted services included in the grant that would require bid or RFP?

(See Procurement policy: <http://policy.osba.org/laneesd/D/DJC%20G1.PDF>)

- No

Q13. Does the grant require a 501(c)3 to apply?

- No

Q46. Does the grant require "reporting" and/or updates?

- Yes

Q47. What kind of reporting is being asked for?

Youth Identifiers:

- Legal first and last name.
- A unique ID, one and only one, alphanumeric (numbers, letters, or number and letters) ID that will be assigned to the youth for the biennium.
- Secure Student ID (SSID) is required for Schools, School Districts, and ESDs and for data provided to a Grantee from these sources. SSID is prioritized for all other Grantees

Youth Demographics:

- Gender: (male, female, and non-binary).
- Race/Ethnicity (Y/N flag for Hispanic/Latino/a/x, American Indian/Alaska Native, Asian, Black/AfricanAmerican, Native Hawaiian/Pacific Islander, and White).

Youth Dates:

- Date of Birth (DOB).
- Start Date: Date youth began receiving Grant funded services in the 25-27 biennium.
- End Date: Date youth stopped receiving Grant funded services in the 25-27 biennium.

Youth Status/Characteristics:

- Youth Educational/Employment status/characteristics at Start Date.

Educational Status: connection/disconnection, grade level (k-12), educational placement, GED program, post-secondary involvement, training programs, credential attainment (HS Diploma, GED, training certificates, etc.).

Employment Status: Employed (full time, part time, and not employed), paid internships, job training programs.

- Youth Educational/Employment status/characteristics at End Date.

Educational Status: grade level (k-12), GED program, post-secondary involvement, training programs, credential attainment (HS Diploma, GED, training certificates, etc.).

Employment Status: Employed (full time, part time, and not employed), paid internships, job training programs

Q48. Who will be doing the ongoing reporting (programmatic and fiscal responsibilities) within your department?

Lane School Principal will be responsible for reporting.

Q24. Have you discussed the data collection and reporting needs with your data coordinator?

- No

Q14. Is this proposal supported by and does it include collaboration with district partners?

- No

Q17. Please, provide a brief overview of the grant, including the purpose and intended outcomes.

SOI implementation at Lane will include several interrelated services:

-All students will participate in the SOI Assessment Battery, which evaluates over 90 cognitive abilities related to learning, including processing speed, comprehension, memory, attention, and physiological learning skills like eye tracking, visual-motor integration, and balance.

-Each student will receive a personalized cognitive training plan based on assessment results, focusing on identified areas of weakness. For example, students with poor eye tracking (often linked to reading difficulties) will receive specific training exercises to improve visual pursuits, tracking stability, and left-to-right eye movement, which are essential for decoding and fluency.

-Similarly, students struggling with balance and gross motor coordination—skills tied to attention, body awareness, and seated classroom behavior—will engage in SOI’s integrated sensory-motor training modules. These activities enhance core stability, bilateral coordination, and postural control, which are foundational for focus and sustained engagement.

-Training sessions will be delivered multiple times per week by specially trained staff during academic support blocks, within existing MTSS or IEP services.

-Ongoing progress monitoring and re-evaluation will be built into each student’s plan to track gains and adjust interventions as needed.

The Structures of Intellect (SOI) Systems can be a powerful tool for addressing the needs of students at Lane School due to its individualized, cognitive-based approach to learning and intervention. Here’s how SOI aligns with the unique needs of your student population:

Focus on Foundational Cognitive Skills

SOI identifies and develops cognitive abilities (like attention, memory, processing speed, and problem-solving), which are often underdeveloped in students with emotional and behavioral dysregulation. These foundational skills are critical for academic and behavioral success but are often overlooked in traditional interventions.

Many of our students likely struggle with attention control, emotional regulation, and executive functioning. SOI assessments can pinpoint these deficits and offer targeted training modules to strengthen them.

Highly Individualized Assessment & Intervention

SOI starts with an in-depth assessment of a student’s strengths and weaknesses across 90+ cognitive abilities, then offers personalized learning plans based on those results.

Since all students have IEPs with varied eligibilities (e.g., Emotional Disturbance, ADHD, Autism, LD), SOI’s personalized profiles ensure that each student receives support that aligns with their unique neurocognitive profile—not a one-size-fits-all approach.

Supports Self-Regulation and Executive Function

SOI programs often include components that build self-awareness, self-control, and decision-making—skills that students with behavioral challenges need to succeed.

With students experiencing extreme emotional and behavioral dysregulation, improving executive function and emotional control is crucial. SOI training modules can be integrated into daily routines to help develop these competencies

Flexible Across Ages and Developmental Levels

SOI programs are adaptable for a wide range of ages and cognitive levels, from early elementary through adolescence. Because our students span grades K–8 (ages 5–13), the flexibility of SOI ensures that both younger and older students can engage with materials at their developmental level.

Data-Driven Progress Monitoring

SOI includes ongoing assessments to measure growth, which aligns well with IEP goals and objectives.

This data can inform IEP development, track student progress in key cognitive areas, and provide meaningful insights during IEP reviews or re-evaluations.

Summary:

Structures of Intellect Systems offers a developmentally informed, individualized, and research-based approach that directly targets the cognitive, behavioral, and executive functioning deficits that many Lane School students face. By supporting the "roots" of learning and behavior rather than just the symptoms, SOI helps students make meaningful progress academically and socially—especially within a specialized educational setting like ours.

Q18. Describe how this proposal supports the equity vision and mission of Lane ESD.

Vision: Building a beloved community of learners.

Mission: Collaborating to empower all learners with justice- centered opportunities, equitable leadership, and a passion for lifelong learning.

Lane School serves students with extensive educational, behavioral, and social-emotional needs. All students are on IEPs and face significant barriers to success in general education settings due to emotional dysregulation, trauma histories, or neurodevelopmental disorders. A large percentage of students come from low-income households or live in foster/resource care. Many experience chronic stress, disrupted schooling, and have difficulty with sustained attention, impulse control, and academic learning.

The SOI Systems model addresses these challenges at the root level. Rather than focusing solely on academics or surface-level behavior, SOI targets the underlying brain functions that support learning, self-regulation, and behavioral control. For example:

-A student exhibiting aggressive outbursts may be functioning with weak executive processing and impulse inhibition—SOI directly trains these areas to improve internal control.

-A student labeled with reading disabilities may, in fact, have inefficient eye tracking or poor visual span, which makes reading laborious—SOI identifies and remediates these physiological barriers.

-Students with difficulty staying seated or on-task often lack core balance and motor planning skills—SOI's sensory-integration activities help improve attention stamina and classroom behavior.

By targeting these neuro-cognitive systems, SOI interventions support improved academic engagement, reduced frustration, and a greater sense of competence and motivation—outcomes that directly benefit Lane's high-needs population.

SOI Systems operates on the principle that learning difficulties are often caused by gaps in cognitive and perceptual development—not by lack of intelligence or motivation. SOI assesses and trains a wide range of intellectual and sensory integration abilities to build a learner's capacity for success.

This model uniquely includes both cognitive (e.g., reasoning, memory, processing speed) and physiological (e.g., eye tracking, balance, auditory discrimination) assessments, making it particularly effective for students with complex profiles like those served at Lane School.

Expected outcomes for that empower all learners with a passion for life long learning, that would otherwise not be afforded to them:

-Strengthened foundational learning skills, including attention, sequencing, and comprehension.

-Improved reading fluency and academic processing due to enhanced visual tracking and motor planning.

-Greater classroom participation and reduced behavior incidents as executive function and self-regulation improve.

-Higher student confidence, motivation, and readiness to reintegrate into less restrictive learning environments.

-SOI provides a data-driven, non-stigmatizing, and developmentally appropriate approach to intervention that aligns with each student's IEP, supports MTSS implementation, and fosters long-term educational equity for vulnerable youth.

Q19. Indicate which of Lane ESD's Equity Goals this proposal will directly address.

- 1. All decisions and actions will reflect the guiding principles and affirmations in our Equity Lens document.
- 2. Lane ESD staff along with community partners will be equity leaders trained to dismantle systems of oppression through interrupting inequitable policies and practices by providing culturally specific curriculum that reflects the histories of our students.
- 3. All ESD staff and educators we serve will be provided the equity tools and training needed to inspire student learning, so all youth thrive.
- 4. Youth, from all backgrounds, will have access to highly engaging and culturally relevant learning opportunities connected to our communities and delivered by diverse, qualified, and passionate educators.
- 5. While amplifying youth voice, we will build trusted and inclusive relationships with our families and elevate the engagement of community partners that lead to improved equitable student outcomes.

Q20. Describe how the voices of diverse members of the community have been part of the design and implementation process of this proposal.

While families and districts have not been involved in the planning of this proposal, they will be very involved in the ongoing implementation and evaluation. Lane County Youth Services was involved in the planning of the project, as we partner with LCYS for SOI implementation with other programs that serve other students who have experienced disconnection from learning.

Families: We provide parent training courses on Collaborative Problem Solving and have Family Engagement Nights several times per year. Most of our students have IEP meetings quarterly to celebrate successes and make immediate modifications needed to continue making positive changes and growth. SOI will give us targeted cognition skills to discuss and build on, to celebrate students current cognitive strengths and create actionable plans to increase the necessary skills for engaged learning, and reduce behavior and disengagement.

Community: Students' districts of residence stay involved as case managers and district liaisons, helping parents navigate essential services to support their children at home. More specific to this project, in the Lane ESD community, we noticed that over the past several years, there have been numerous students who participated in Lane School that eventually ended up in the Juvenile Detention Program at Lane County Youth Services (LCYS). Recent implementation of SOI to help build cognition with the population of students in detention is showing positive impact.

Q21. How will this proposal dismantle systems of racism and oppression that might exist?

SOI programs often include components that build self-awareness, self-control, and decision-making—skills that students with behavioral challenges need to succeed.

With students experiencing extreme emotional and behavioral dysregulation, improving executive function and emotional control is crucial. SOI training modules can be integrated into daily routines to help develop these competencies.

Non-Stigmatizing and Strengths-Based

SOI emphasizes cognitive growth and celebrates individual progress. It avoids labeling and focuses instead on developing untapped potential.

For students who may have faced repeated school failure or stigmatization, a strengths-based, non-academic framing can re-engage them in learning and reduce resistance to intervention.

Addresses Barriers Linked to Trauma and Poverty

Students from low-income backgrounds often face barriers that impact cognitive development—like inconsistent access to enriching experiences or exposure to chronic stress. SOI can help bridge that gap by systematically building core learning abilities.

With over 80% of students living in poverty and many in foster care, the SOI model helps mitigate cognitive and behavioral effects of early adversity by rebuilding core brain functions essential for learning and self-regulation.

Q22. Who might this proposal impact positively and who might it negatively impact?

There are no negative impacts identified.

Students will benefit from targeted intervention to support cognitive development.

Q23. How will you ensure that equitable outcomes are achieved and what data will be collected to measure success?

We will have a set schedule for all students to access the Lab weekly. We will collect data during and after Lab participation about engagement activities. In addition to the data required by YDO, we will collect comprehensive student progress monitoring data for academic skill development, and skill gap development related to SOI areas of identified need and behavior. During individual student data team meetings, we will use this data to inform programming and measure student growth. We also progress monitor and report to parents/guardians/resident districts monthly.

Q25. Does the grant require hiring or reallocating personnel (include stipends and temporary employment)?

- Yes

Q26. Describe any increase or reallocation of FTE of current employees anticipated in the grant

FTE could be reallocated or hired new based on agency staffing levels and program needs. The grant is written as follows:

.5 FTE Instructional Assistant to operate the integrated Practice Protocol (IPP) Learning Lab. This staff member will be trained in delivering the SOI test protocol and operating the IPP Learning Lab. All students will engage with SOI IPP Learning Lab weekly at a minimum - \$35,000 per year

.2 FTE Evaluation Specialist to support Response to Intervention, teacher adaptation of curriculum in classrooms based on student data collected, and modification of IEP goals based on data collected. - \$33,500 per year

Q27. Describe the number of new positions, FTE, length of employment, and type of position outlined in the proposal?

See above

Q28. If stipends are involved, describe the # of stipends and rate of pay (hourly, daily, lump sum, etc.).

No

Q29. Will the purchase of computers, software, or other equipment be required for staff hired or assigned to the grant?

- Yes

Q30. In detail, please explain what equipment will be required. List the name of the software that will be used.

laptop computer for data entry

desktop computer for SOI lab for student access to curriculum

Will use google suites for access to employee resources, YDO data collection is via smapply and surveymonkey through ODE/YDO.

Lane School uses qualtrics for data collection of student behavior incidents etc.

Q53. Will this software store PII (Personally identifiable information)?

- Yes

Q31. What use of facilities are anticipated (workspace, training space, meeting space)?

If applicable, please include use during weekends and break periods.

SOI Lab will be established in a Westmoreland classroom. Employee will only work during student hours.

Q32. What other internal supports at Lane ESD will you need for the project to succeed?

Teachers will be trained in the intersections of SOI and classroom learning/behavior support. This is a commitment of time.

Q33. Will the proposal require partnership with agencies other than our component districts?

- Yes

Q34. Which agencies will Lane ESD partner with during the proposed project?

Structures of Intellect

Lane County Youth Services

These agencies are providing support in training, mentorship, and have been designated as collaborators with Lane ESD on this grant.

Q35. What grant funding, or in kind support will these partners receive?

Structures of Intellect resources identified as Supplies, Materials, Curriculum, Licenses:

Structures of Intellect software license - \$750 per year

Annual computer software access - \$3500 per year

Test protocol booklets \$4.50x 50 - \$225

Curriculum workbooks 20x50 - \$1000

Staff training \$1000x2 staff members - \$2000

Q36. Does the project involve research that requires the human subjects' releases?

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

Q2. Has this proposal been discussed and supported by your department's executive director?

- Yes

Q4. Details

Project Name	Decolonizing Wealth Mental Health Program Plan
Department Submitting Proposal	School Improvement
Person Submitting Proposal	Roshelle Weiser-Nieto
Potential Funder (please include link to RFP if available)	https://www.decolonizingwealth.com/initiatives/youth-mental-health-fund
Requested Funding Amount	100,000
Person who will manage grant if funded	Roshelle Weiser-Nieto

Q5. Grant Period

Length of grant	1 year
Anticipated start date (mm/dd/yyyy)	12/01/2025
Anticipated end date (mm/dd/yyyy)	12/01/2026

Q9. Is a match required from Lane ESD or participating districts (direct funds, FTE, services)?

- No

Q10. Does the grant require any commitment from the ESD or districts beyond the term of the grant?

- No

Q13. Does the grant require a 501(c)3 to apply?

- No

Q46. Does the grant require "reporting" and/or updates?

- Yes

Q47. What kind of reporting is being asked for?

Narative

Q48. Who will be doing the ongoing reporting (programmatic and fiscal responsibilities) within your department?

Roshelle Weiser-Nieto

Q24. Have you discussed the data collection and reporting needs with your data coordinator?

- Yes

Q50. With which data coordinator did you speak?

- Coordinator X

Q51. When did you speak with your data coordinator about this project?

Brandon Mahle - July

Q52. How often will you need their support for reporting, exports, and imports?

TBD

Q17. Please, provide a brief overview of the grant, including the purpose and intended outcomes.

The Native Youth Wellness Program (NYW) at Lane Education Service District fills a critical gap in culturally responsive mental health care for Indigenous youth in Lane County, many of whom also identify as LGBTQIA2S+. Traditional mental health systems often overlook the histories, values, and lived experiences of Native youth. In contrast, NYW approaches healing as collective, relational, and rooted in cultural knowledge. Mainstream programs often emphasize risk reduction, but NYW emphasizes protective factors through Tribal Best Practices (TBPs)—methods grounded in oral tradition, intergenerational teachings, and cultural resilience. Our programs include storytelling, First Foods education, land-based learning, cultural arts, and family engagement. These practices foster belonging, identity, and emotional safety.

As one student shared: “This is the first time I felt like school was made for someone like me.”

We define culturally responsive mental health care as care that is community-led, relational, and embedded in Indigenous worldviews. Guided by the Relational Worldview Model (Cross, 1997), we focus on holistic wellness—balancing the mental, emotional, physical, and spiritual. Healing is not just clinical; it happens in community, through relationships, language, and cultural practices.

NYW staff are Indigenous educators, mentors, and community members with lived experience. They work directly with youth in schools, rural districts, and community spaces—where youth live, learn, and play. Through school-based affinity groups and collaboration with the Student Voice Program, Native youth co-lead events, guide discussions, and advocate for change in their schools.

A student reflected: “I didn’t have to explain who I was. I just belonged. That helped me open up and actually feel like healing was possible.”

We also support Two-Spirit and LGBTQIA2S+ youth by creating inclusive environments where all aspects of their identities are honored. This includes intentional representation in leadership, events, and mentoring.

Our First Foods initiative, developed in partnership with NATIFS (North American Traditional Indigenous Food Systems), connects youth and educators to ancestral knowledge and Indigenous foodways. This work promotes food sovereignty and land-based healing while strengthening cultural identity.

As one community member said during a Culture Night: “Gathering and preparing our Native foods with love and wisdom helps us remember how we want to live.”

Research confirms what our Elders have long known: culture is prevention. NYW doesn't treat youth as problems to fix—we see them as sacred, as leaders, and as whole people deserving of care that reflects who they are and where they come from.

Intended Impacts

Impact 1: Indigenous youth and families feel an increased sense of connection—to each other, to schools, and to community spaces where culture is celebrated and healing can happen.

Impact 2: Indigenous youth grow into confident, supported leaders who advocate for culturally grounded ecosystems of care within their schools and communities.

Impact 3: Indigenous youth, families, and communities are empowered to imagine themselves richly and joyfully through cultural practices, storytelling, and belonging.

Impact 4: Educators and school staff increase their cultural competency and healing-informed capacity to create safer, more inclusive environments for Indigenous and Two-Spirit youth.

Impact 5: Two-Spirit and LGBTQIA2S+ Indigenous youth experience increased visibility, safety, and inclusion within school and community programming.

Q18. Describe how this proposal supports the equity vision and mission of Lane ESD.

Vision: Building a beloved community of learners.

Mission: Collaborating to empower all learners with justice- centered opportunities, equitable leadership, and a passion for lifelong learning.

See prior answer.

Q19. Indicate which of Lane ESD's Equity Goals this proposal will directly address.

- 1. All decisions and actions will reflect the guiding principles and affirmations in our Equity Lens document.
- 2. Lane ESD staff along with community partners will be equity leaders trained to dismantle systems of oppression through interrupting inequitable policies and practices by providing culturally specific curriculum that reflects the histories of our students.
- 4. Youth, from all backgrounds, will have access to highly engaging and culturally relevant learning opportunities connected to our communities and delivered by diverse, qualified, and passionate educators.
- 5. While amplifying youth voice, we will build trusted and inclusive relationships with our families and elevate the engagement of community partners that lead to improved equitable student outcomes.

Q20. Describe how the voices of diverse members of the community have been part of the design and implementation process of this proposal.

See two answers ago.

Q21. How will this proposal dismantle systems of racism and oppression that might exist?

Previously answer.

Q22. Who might this proposal impact positively and who might it negatively impact?

Previous answer details the impacts. No negative impacts are anticipated.

Q23. How will you ensure that equitable outcomes are achieved and what data will be collected to measure success?

Evaluation Approach

NYW will use a mixed-method evaluation strategy that blends Indigenous methodologies with conventional data collection to measure culturally specific forms of impact.

Community & Family Engagement: We will measure participation, satisfaction, and cultural impact of Culture Nights through surveys and attendance tracking. Changes in youth cultural connectedness will be measured using the adapted Cultural Connectedness Scale-Short (Snowshoe et al., 2017).

School Impact: Youth and staff surveys, student interviews, and school data (academic indicators, behavior, and mental health self-reports) will help evaluate shifts in wellness, belonging, and safety for Indigenous students.

Professional Development Outcomes: For our TH/SH and Healing Informed Practice series, we will use pre- and post-assessments, feedback forms, and follow-up interviews to assess educator growth, application, and mindset shift.

Indigenous Story Work: Grounded in the belief that "stories are theory" (Brayboy, 2005), we will collect narratives through interviews, focus groups, and creative outputs (photo voice, artwork, writing) to understand how participants experience healing, identity, and connection.

Creative Wellness Indicators: Student-created content and reflection activities will help us track nontraditional wellness outcomes—such as pride, belonging, and expression of cultural identity.

Throughout all data collection, we will be mindful to avoid data fatigue, compensate participants, and respect the stories and labor shared with us. Our evaluation plan centers community voice as both evidence and guidance.

Q29. Will the purchase of computers, software, or other equipment be required for staff hired or assigned to the grant?

- No

Q31. What use of facilities are anticipated (workspace, training space, meeting space)?

If applicable, please include use during weekends and break periods.

Current NYW facility use is anticipated.

Q32. What other internal supports at Lane ESD will you need for the project to succeed?

Maintaining current NYW supports.

Q36. Does the project involve research that requires the human subjects' releases?

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

Q2. Has this proposal been discussed and supported by your department's executive director?

- Yes

Q4. Details

Project Name	Native Youth Wellness
Department Submitting Proposal	School Improvement
Person Submitting Proposal	Roshelle Weiser-Nieto
Potential Funder (please include link to RFP if available)	OCF
Requested Funding Amount	25,000
Person who will manage grant if funded	Roshelle Weiser-Nieto

Q5. Grant Period

Length of grant	1 year
Anticipated start date (mm/dd/yyyy)	11/01/2025
Anticipated end date (mm/dd/yyyy)	11/01/2026

Q9. Is a match required from Lane ESD or participating districts (direct funds, FTE, services)?

- No

Q10. Does the grant require any commitment from the ESD or districts beyond the term of the grant?

- No

Q13. Does the grant require a 501(c)3 to apply?

- No

Q46. Does the grant require "reporting" and/or updates?

- Yes

Q47. What kind of reporting is being asked for?

Narative

Q48. Who will be doing the ongoing reporting (programmatic and fiscal responsibilities) within your department?

Roshelle Weiser-Nieto

Q24. Have you discussed the data collection and reporting needs with your data coordinator?

- Yes

Q50. With which data coordinator did you speak?

- Coordinator X

Q51. When did you speak with your data coordinator about this project?

Brandon Mahle - July

Q52. How often will you need their support for reporting, exports, and imports?

TBD

Q17. Please, provide a brief overview of the grant, including the purpose and intended outcomes.

The Native Youth Wellness Program (NYW) at Lane ESD supports the cultural and educational journey of American Indian/Alaska Native (AI/AN) youth in Lane County by strengthening protective factors through intergenerational learning, storytelling, family engagement, and culturally grounded education. NYW serves Native families, school-based affinity groups, and educators. Guided by Tribal Best Practices and the Relational Worldview Model, our work fosters balance and well-being across mental, emotional, physical, and spiritual domains.

Our existing program includes:

Culture Nights, engaging 30–125 participants monthly and over 500 annually in land-based, intergenerational learning. Affinity groups (Native American and BIPOC Student Unions), in 9 districts, supporting over 250 students and expanding cultural and school connectedness.

Tribal History/Shared History (TH/SH) Professional Development, which supported 101 educators last year. A total of 315 educators have participated in our healing-informed pilot series.

Proposed Project Activities:

We will expand our TH/SH PD to include a new Healing Informed Practice series, meeting monthly over six months (2025–26). This advanced offering responds to participant demand for deeper support and will require consultant FTE, guest speaker honorariums, and educator stipends.

Nov 2025-Feb 2026: Curriculum development

Mar-June 2026: PD sessions delivered

We will also expand student affinity groups into three additional rural Lane County school districts, increasing from 9 to 12 districts. This requires funding for group supplies, snacks, and cultural materials.

Jan 2026: First group launched

March 2026: Second group launched

May 2026: Third group launched

Together, these efforts continue our mission to foster cultural identity, connection, and healing among AI/AN youth, families, and educators.

Q18. Describe how this proposal supports the equity vision and mission of Lane ESD.

Vision: Building a beloved community of learners.

Mission: Collaborating to empower all learners with justice- centered opportunities, equitable leadership, and a passion for lifelong learning.

See previous answer.

Q19. Indicate which of Lane ESD's Equity Goals this proposal will directly address.

- 1. All decisions and actions will reflect the guiding principles and affirmations in our Equity Lens document.
- 2. Lane ESD staff along with community partners will be equity leaders trained to dismantle systems of oppression through interrupting inequitable policies and practices by providing culturally specific curriculum that reflects the histories of our students.
- 4. Youth, from all backgrounds, will have access to highly engaging and culturally relevant learning opportunities connected to our communities and delivered by diverse, qualified, and passionate educators.
- 5. While amplifying youth voice, we will build trusted and inclusive relationships with our families and elevate the engagement of community partners that lead to improved equitable student outcomes.

Q20. Describe how the voices of diverse members of the community have been part of the design and implementation process of this proposal.

The Native Youth Wellness Program is an Indigenous-founded and led organization grounded in cultural knowledge, relational accountability, and community care. Our staff includes Native educators and mentors with lived experience in the area we serve. This leadership ensures our work reflects the values, strengths, and visions of our Native communities.

We established the Lane County Native Educator Collective, a Native-led advisory group made up of Elders, educators, and Tribal Education Specialists. This group offers ongoing input on program direction, strengthens cultural alignment, and holds us accountable to the communities we serve. Their leadership helps shape our programming and informs how we support partner efforts across the region.

Native youth are centered throughout our work. Through school-based affinity groups and our collaboration with the Student Voice Program, youth co-lead events, facilitate community dialogues, and advocate for culturally grounded, safer school environments. We create space for Native youth to be seen as leaders, culture-bearers, and change-makers.

We partner closely with Title VI Indian Education programs, Lane Community College, and the University of Oregon to support Native students along the K-12 to college continuum. These partnerships strengthen transitions, share resources, and expand student support systems.

We are currently developing a culturally grounded First Foods video and curriculum series to support food sovereignty education in partnership with NATIFS (North American Traditional Indigenous Food Systems), connecting youth and educators to traditional ecological knowledge and Indigenous foodways.

We are also committed to affirming and supporting Two-Spirit community members by creating inclusive spaces that honor the fullness of Native identities through representation in leadership, facilitation, and community events.

For us, representation is not performative, it is structural. Native people are not only included; they lead, advise, teach, and shape the heart of this work.

Q21. How will this proposal dismantle systems of racism and oppression that might exist?

As an Indigenous-led program rooted in relationships—with youth, families, educators, and tribal partners, our strategies are guided by Indigenous values; reciprocity, relational accountability, and cultural humility. We prioritize being in community with those we serve by showing up consistently, listening deeply, and co-creating programs that reflect the needs, strengths, and hopes of our Native students and families.

We build relationships through monthly Culture Nights with community partners and often co-led by Elders, artists, and cultural knowledge holders. These intergenerational gatherings offer a welcoming space for learning, sharing stories, and reclaiming cultural practices. We build trust by maintaining a strong presence at tribal events and community celebrations.

Affinity group work is rooted in consistency and care. Facilitators meet regularly with students and school staff, building strong mentorship bonds and creating safe spaces for identity development and academic support. NYW staff often serve as cultural navigators, bridging school systems and Native communities, especially in rural districts where connection can be harder.

Collaboration with the Student Voice Program supports youth leadership and advocacy. Students grow confidence in sharing their perspectives and contribute meaningfully to shaping school climate and educational policy.

With educators, we lead professional development and consultation on healing-informed practices, Indigenous sovereignty, and culturally grounded curriculum. In our Tribal History/Shared History PD series, we not only teach content but cultivate community among participants. As one teacher shared, “This work is helping me heal while I learn how to better support my students.”

NYW acts as a connector—between youth and tradition, between schools and families, between curriculum and lived experience. We are both a support system and a seed planter, working to ensure that Native students are not only seen but celebrated.

Q22. Who might this proposal impact positively and who might it negatively impact?

See previous answers. No negative impacts are anticipated.

Q23. How will you ensure that equitable outcomes are achieved and what data will be collected to measure success?

NYW will use a mixed-method evaluation strategy that blends Indigenous methodologies with conventional data collection to measure culturally specific forms of impact.

Community & Family Engagement: We will measure participation, satisfaction, and cultural impact of Culture Nights through surveys and attendance tracking. Changes in youth cultural connectedness will be measured using the adapted Cultural Connectedness Scale–Short (Snowshoe et al., 2017).

School Impact: Youth and staff surveys, student interviews, and school data (academic indicators, behavior, and mental health self-reports) will help evaluate shifts in wellness, belonging, and safety for Indigenous students.

Professional Development Outcomes: For our TH/SH and Healing Informed Practice series, we will use pre- and post-assessments, feedback forms, and follow-up interviews to assess educator growth, application, and mindset shift.

Indigenous Story Work: Grounded in the belief that "stories are theory" (Brayboy, 2005), we will collect narratives through interviews, focus groups, and creative outputs (photo voice, artwork, writing) to understand how participants experience healing, identity, and connection.

Creative Wellness Indicators: Student-created content and reflection activities will help us track nontraditional wellness outcomes—such as pride, belonging, and expression of cultural identity.

Throughout all data collection, we will be mindful to avoid data fatigue, compensate participants, and respect the stories and labor shared with us. Our evaluation plan centers community voice as both evidence and guidance.

Q29. Will the purchase of computers, software, or other equipment be required for staff hired or assigned to the grant?

- No

Q31. What use of facilities are anticipated (workspace, training space, meeting space)? If applicable, please include use during weekends and break periods.

Current NYW facility use is anticipated.

Q32. What other internal supports at Lane ESD will you need for the project to succeed?

Current NYW support is anticipated.

Q36. Does the project involve research that requires the human subjects' releases?

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

Q2. Has this proposal been discussed and supported by your department's executive director?

- Yes

Q4. Details

Project Name	Lane Regional Teacher Pathways (Meyer Summer funding)
Department Submitting Proposal	School Improvement
Person Submitting Proposal	Erika Case
Potential Funder (please include link to RFP if available)	https://mmt.org/sites/default/files/collaborate-block-files/2025%20Summer%20Funding%20Opportunity%20_%20Call%20for%20Proposals.pdf
Requested Funding Amount	200000
Person who will manage grant if funded	Erika Case & Zelene Flores

Q5. Grant Period

Length of grant	2 years
Anticipated start date (mm/dd/yyyy)	01/01/2026
Anticipated end date (mm/dd/yyyy)	01/01/2028

Q6. Is indirect rate allowed?

- Yes

Q7. Note restrictions, if any:

"If your organization has negotiated an indirect cost rate with a state or federal agency or other funder, you may use it on the project budget"

Q8. Does the funding include any state or federal funds?

- No

Q9. Is a match required from Lane ESD or participating districts (direct funds, FTE, services)?

- No

Q10. Does the grant require any commitment from the ESD or districts beyond the term of the grant?

- No

Q12. Are there contracted services included in the grant that would require bid or RFP?

(See Procurement policy: <http://policy.osba.org/laneesd/D/DJC%20G1.PDF>)

- No

Q13. Does the grant require a 501(c)3 to apply?

- Yes, but request has NOT been approved by the Lane Education Foundation

Q46. Does the grant require "reporting" and/or updates?

- Yes

Q47. What kind of reporting is being asked for?

final grant report &

Q48. Who will be doing the ongoing reporting (programmatic and fiscal responsibilities) within your department?

Erika Case & Zelene Flores (with some additional support from program assistants-either Sharon or Miranda)

Q24. Have you discussed the data collection and reporting needs with your data coordinator?

- Yes

Q50. With which data coordinator did you speak?

- Alyssa Leraas

Q51. When did you speak with your data coordinator about this project?

Week of July 14-18

Q52. How often will you need their support for reporting, exports, and imports?

not often

Q14. Is this proposal supported by and does it include collaboration with district partners?

- Yes

Q15. Select districts eligible for participation and who have confirmed interested in participation.

- Bethel
- Eugene
- Springfield

Q17. Please, provide a brief overview of the grant, including the purpose and intended outcomes.

Note: I have not yet talked to our Pathways partners about this grant, but this is really a continuation of the work Teacher Pathways is already doing. We do have an MOA with our contributing partners that outlines roles and responsibilities for Lane ESD, districts and universities from the 24-25 school yr. We will renew for 25-26.

Program priorities:

- Provide supports for scholars to enter, continue in and graduate from a degree program
- Strengthen partnerships between the community, districts, ESD, and institutions of higher education
- Improve educator experience of belonging, meaningful work, and connection to peers—both in their workplace and higher education settings
- collaborate with our consortium in designing, improving and/or expanding GYO program activities and services aligned to local/regional needs
- Strengthen community capacity to shape decisions and advance equity in schools.

Outcomes:

- enrollment in degree-specific courses
 - term-to-term persistence
 - graduation rates
 - local employment
 - community and teacher retention
 - sustainable programs and pathways
 - strong local partnerships
 - connection and coalition building
 - educator voice is integrated into decision-making in districts and higher educ
 - improved experiences for staff, students and families
- and more :)

Q18. Describe how this proposal supports the equity vision and mission of Lane ESD.

Vision: Building a beloved community of learners.

Mission: Collaborating to empower all learners with justice- centered opportunities, equitable leadership, and a passion for lifelong learning.

This proposal supports both the equity vision and mission of Lane ESD.

Lane Regional Teacher Pathways collaborates with local school districts

and higher education institutions to prepare skilled, culturally responsive educators who are connected to the local community; committed to meeting the needs of the students and families they serve; and contribute to long-term educational goals of inclusive classrooms that produce equitable learning outcomes.

Q19. Indicate which of Lane ESD's Equity Goals this proposal will directly address.

- 1. All decisions and actions will reflect the guiding principles and affirmations in our Equity Lens document.
- 2. Lane ESD staff along with community partners will be equity leaders trained to dismantle systems of oppression through interrupting inequitable policies and practices by providing culturally specific curriculum that reflects the histories of our students.
- 3. All ESD staff and educators we serve will be provided the equity tools and training needed to inspire student learning, so all youth thrive.
- 4. Youth, from all backgrounds, will have access to highly engaging and culturally relevant learning opportunities connected to our communities and delivered by diverse, qualified, and passionate educators.
- 5. While amplifying youth voice, we will build trusted and inclusive relationships with our families and elevate the engagement of community partners that lead to improved equitable student outcomes.

Q20. Describe how the voices of diverse members of the community have been part of the design and implementation process of this proposal.

Our Lane Regional Teacher Pathways Consortium consists of Lane Education Service District, 16 Component K-12 Districts, Pacific University, University of Oregon, Bushnell University and Lane Community College. These 20 organizations work together to design a program to support diverse teacher candidate scholars. The collaborative recruits, prepares, supports and advances diverse educators, aligned with Oregon's Educator Equity goals.

Q21. How will this proposal dismantle systems of racism and oppression that might exist?

Lane Regional Teacher Pathways will sustain or increase the percentage of diverse educators to match the percentage of diverse students in Lane County and by district. Our program builds community power, expand opportunities for historically marginalized scholars and works to advance equity in schools.

Q22. Who might this proposal impact positively and who might it negatively impact?

Positively impact:

Staff in higher educ

Staff in districts

Staff at Lane ESD

Scholars

Students and families we serve

Local community

Negatively impact:

Folks working to maintain status quo

Aspiring scholars who were not selected for the program

Q23. How will you ensure that equitable outcomes are achieved and what data will be collected to measure success?

Facilitate regular meetings to provide program updates and gather input from all partners

Engage in collaborative problem solving with consortium partners around identified problems of practice impacting scholars

Collect qualitative and experiential data (e.g. graduation rates, degrees awarded, local employment, 1:1 check-ins, surveys and interviews etc.)

Q25. Does the grant require hiring or reallocating personnel (include stipends and temporary employment)?

- No

Q29. Will the purchase of computers, software, or other equipment be required for staff hired or assigned to the grant?

- No

**Q31. What use of facilities are anticipated (workspace, training space, meeting space)?
If applicable, please include use during weekends and break periods.**

no new staff added

Q32. What other internal supports at Lane ESD will you need for the project to succeed?

thought-partners

Q33. Will the proposal require partnership with agencies other than our component districts?

- Yes

Q34. Which agencies will Lane ESD partner with during the proposed project?

UO, Bushnell, LCC and Pacific

Q35. What grant funding, or in kind support will these partners receive?

support for scholars

Q36. Does the project involve research that requires the human subjects' releases?

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

2025-26 Student Calendar

LANE ESD

Juvenile Detention Education,
Stabilization and Rise

M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
July					August					September					October				
	1	2	3	4					1	1	2	3	4	5			1	2	3
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
21	22	23	24	25	18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
28	29	30	31		25	26	27	28	29	29	30				27	28	29	30	31
November				20	December				15	January				21	February				20
3	4	5	6	7	1	2	3	4	5				1	2,	2	3	4	5	6
10	11	12	13	14	8	9		11	12	5	6	7	8	9	9	10	11	12	13
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16	16	17	18	19	20
24	25	26	27	28	22,	23,	24,	25,	26,	19	20	21	22	23	23	24	25	26	27
					29,	30,	31,			26	27	28	29	30					
March				17	April				22	May				21	June				20
2	3	4	5	6			1	2	3					1	1	2	3	4	5
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
23,	24,	25,	26,	27,	20	21	22	23	24	18	19	20	21	22	22	23	24*	25*	26
30	31				27	28	29	30		25	26	27	28	29	29	30			

7/7	First day of school		No School	*	Possible Weather Makeup Day
6/23/25	Last day of work	Dec 22-Jan 2	Winter Break		
	Inservice/Grading Day - No School	March 23-27	Spring Break		

2025-26 Calendar

LANE ESD

Daffodil School Student Calendar

M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F				
July					23	August					21	September					22	October					23
	1	2	3	4					1	1	2	3	4	5			1	2	3				
7	8	9	10	11	4	5	6	7	8	8	9	10	11	12	6	7	8	9	10				
14	15	16	17	18	11	12	13	14	15	15	16	17	18	19	13	14	15	16	17				
21	22	23	24	25	18	19	20	21	22	22	24	25	26	27	20	21	22	23	24				
28	29	30	31		25	26	27	28	29	30	31				27	28	29	30	31				

November					20	December					15	January					21	February					20
3	4	5	6	7	1	2	3	4	5				1	2,	2	3	4	5	6				
10	11	12	13	14	8	9	10	11	12	5	6	7	8	9	9	10	11	12	13				
17	18	19	20	21	15	16	17	18	19	12	13	14	15	16	16	17	18	19	20				
24	25	26	27	28	22,	23,	24,	25,	26,	19	20	21	22	23	23	24	25	26	27				
					29,	30,	31,			26	27	28	29	30									

March					16	April					22	May					21	June					19
2	3	4	5	6			1	2	3				1	1	1	2	3	4	5				
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8	8	9	10	11	12				
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15	15	16	17	18	19				
23,	24,	25,	26,	27,	20	21	22	23	24	18	19	20	21	22	22	23	24*	25*	26*				
30,	31				27	28	29	30		25	26	27	28	29	30	31							

	First day of school		No School	*	Possible Weather Makeup Day
	Last day of school		Winter Break		
	Inservice/Grading day		Spring Break		

2025 Open Board of Directors Positions with Incumbents

Position	Region name	Incumbent Name	Organization
Position 2	Gorge	Vacant	
Position 4	Southeast	Steve Lowell	Klamath County
Position 6	Lane	Linda Hamilton	Lane ESD
Position 7; one year term	Clackamas	Glenn Wachter	Clackamas 12
Position 8; Secretary-treasurer	Clackamas	Chrissy Reitz	Hood River County
Position 10	Linn/Benton/Lincoln	Luhui Whitebear	Corvallis 509J
Position 11; one year term	Marion	Karina Guzmán Ortiz	Salem Keizer 24J
Position 12	Marion	Alonso Oliveros	Willamette ESD
Position 14	N. Coast	Greg Kintz	Vernonia 47J
Position 16	Washington	Tristan Irvin	Tigard-Tualatin 23J
Position 18	Multnomah	Kris Howatt	Gresham Barlow 10
Position 20	Washington	Nancy Thomas	Hillsboro 1J

2025 Open Legislative Policy Committee Positions with Incumbents

Position	Region name	Incumbent Name	Organization
Position 1	Eastern	Bruce Kevan	La Grande 1
Position 2	Gorge	Vacant	
Position 3	Central	Courtney Snead	Jefferson Co 509J
Position 4	Southeast	Vacant	
Position 5	Southern	Vacant	
Position 6	Lane	Judy Newman	Eugene 4J
Position 7	Clackamas	Vacant	
Position 8	Clackamas	Kirsten Aird	Lake Oswego 7J
Position 9	Douglas/S. Coast	Vacant	
Position 10	Linn/Benton/Lincoln	Jason Curtis	Central Linn 552
Position 11	Marion	Vacant	
Position 12	Marion	Jeffrey Crapper	Willamette ESD
Position 13	Yamhill/Polk	Abbie Warmbier	McMinnville 40
Position 14	N. Coast	Sondra Gomez	Seaside 10
Position 15	Washington	Melissa Potter	Beaverton 48J
Position 16	Washington	Becky Tymchuk	Beaverton 48J
Position 17	Multnomah	Brenda Rivas	Parkrose 3
Position 18	Multnomah	Jessica Arzate	Multnomah ESD
Position 19	Multnomah	David Linn	Centennial 28J
Position 20	Washington	Jill Zurschmeide	Tigard-Tualatin 23J

NOMINATION FORM

OSBA BOARD OF DIRECTORS

REGIONAL MEMBER

Date: _____

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

**Nominations are due by 5 pm,
September 30, 2025**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

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

BOARD CANDIDATE INFORMATION

Name: _____

District/ESD/Community College: _____

Address: _____

City: _____ Oregon ZIP: _____

E-mail: _____ Phone: _____

**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: _____

District: _____

Address: _____

City, State, Zip: _____

OSBA Board of Directors CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____

Insert your high-resolution digital photo (head shot):
1) Open this PDF in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

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

Date

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

1. Describe in your own words the mission and goals of OSBA.

2. What do you want to accomplish by serving on the OSBA board of directors?

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.

OSBA Board of Directors

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

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

Additional comments:

NOMINATION FORM

OSBA LEGISLATIVE POLICY COMMITTEE (LPC)

REGIONAL MEMBER

Date _____

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

**Nominations are due by 5 pm,
September 30, 2025.**

Return this form and all candidate information
forms to the OSBA office by email at
elections@osba.org, or mail to Oregon
School Boards Association, 1201 Court
St. NE, #400, Salem, OR 97301

Dear Dawn Watson:

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: _____

District/ESD/Community College: _____

Address: _____

City: _____ Oregon ZIP: _____

E-mail: _____ Phone: _____

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: _____

District: _____

Address: _____

City, State, Zip: _____

OSBA Legislative Policy Committee CANDIDATE QUESTIONNAIRE

Name: _____

Date: _____

Address: _____

City/Zip: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: _____

District/ESD/CC: _____

Term expires: _____ Years on board: _____

Region: _____

Position #: _____

Insert your high-resolution digital photo (head shot):
1) Open this doc in Adobe
2) Click on Tools tab
3) Click Edit PDF
4) Click on Add Image
5) Navigate to where photo is
6) Position photo in this frame

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

Date

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)?
2. What leadership skills do you bring to the LPC? Give an example of a situation in which you demonstrated these skills.
3. What do you see as the two most challenging legislative issues faced by OSBA?
4. What do you see as the two most challenging legislative issues faced by your region?
5. What is your plan for communicating with boards in your region about legislative issues?

OSBA Legislative Policy Committee

CANDIDATE PERSONAL/PROFESSIONAL RESUME

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

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:

Dates:

Schools attended (Include official name of school, where and when):

High school:

College:

Degrees earned:

Education honors and/or awards:

Other applicable training or education:

Activities, other state and local community services:

Hobbies/special interests:

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

Additional comments:

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Position 5	Southern	Vacant	
Position 6	Lane	Judy Newman	Eugene 4J
Position 7	Clackamas	Vacant	
Position 8	Clackamas	Kirsten Aird	Lake Oswego 7J
Position 9	Douglas/S. Coast	Vacant	
Position 10	Linn/Benton/Lincoln	Jason Curtis	Central Linn 552
Position 11	Marion	Vacant	
Position 12	Marion	Jeffrey Crapper	Willamette ESD
Position 13	Yamhill/Polk	Abbie Warmbier	McMinnville 40
Position 14	N. Coast	Sondra Gomez	Seaside 10
Position 15	Washington	Melissa Potter	Beaverton 48J
Position 16	Washington	Becky Tymchuk	Beaverton 48J
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Position 18	Multnomah	Jessica Arzate	Multnomah ESD
Position 19	Multnomah	David Linn	Centennial 28J
Position 20	Washington	Jill Zurschmeide	Tigard-Tualatin 23J

Lane Education Service District

Code: GBN/JBA
Adopted: 3/26/96
Revised/Readopted: 7/10/01; 9/25/01; 9/23/14;
2/5/19; 8/04/20; 6/07/22
Orig. Code: GBN

Sexual Harassment

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

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

General Procedures

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

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

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

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

c. Creates an intimidating, offensive or hostile environment.

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

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

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

Oregon Procedures

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

Name	Position	Phone	Email
Molly Gillett	Executive Director Special Education	541.461.8200	mgillett@lesd.k12.or.us
Morgan Christensen	Human Resources Executive Director	541.461.8231	mchristensen@lesd.k12.or.us

These individual(s) are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. The Human Resources Director is also designated as the Title IX Coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

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

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

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

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

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

Investigation

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

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

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

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

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

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

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

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

No Retaliation

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

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

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

Notice

When a person² who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the ESD shall provide written notification to the following:

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

² Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the ESD should consider when to contact the person's parent.

The written notification must include³:

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

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

The notice must:

³ Remember confidentiality laws when providing any information.

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

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

Federal Definition and Procedures Federal Definition

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

1. An employee of the ESD conditioning the provision of an aid, benefit, or service of the ESD on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the ESD's education program or activity⁴;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

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

⁴ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (Title 34 C.F.R. § 106.44(a))

Federal Procedures

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

Reporting

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

The Human Resources Director is designated as the Title IX Coordinator and can be contacted at 541-4618264. The Title IX Coordinator will coordinate the ESD's efforts to comply with its responsibilities related to this AR. The ESD prominently will display the contact information for the Title IX Coordinator on the ESD website and in each handbook.

Response

The ESD will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁵ The ESD shall treat complainants and respondents equitably by providing supportive measures⁶ to the complainant and by following a grievance procedure⁷ prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant

⁵ (Title 34 C.F.R. § 106.44(a)) Response cannot be deliberately indifferent. A recipient is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

⁶ (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the ESD's educational environment, or deter sexual harassment. The ESD must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

⁷ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* GBN/JBA-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure).

of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.⁸

If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.⁹The ESD must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

Notice

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

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

Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹⁰, or both.

No Retaliation

Neither the ESD or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The ESD must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

⁸ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

⁹ The ESD may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

¹⁰ Of the United States Department of Education

¹¹ Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

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

Publication

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

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)
[ORS 334.125](#)
[ORS 342.700](#)
[ORS 342.704](#)
[ORS 342.708](#)

[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)

[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020). *Bartsch v. Elkton School District*, FDA-13-011 (March 27, 2014).

Cross Reference(s):

AC - Nondiscrimination

ACB - All Students Belong

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements

JBA/GBN - Sexual Harassment

JFCF - Harassment/Intimidation/Bullying/Cyberbullying/Teen Dating Violence/

Domestic Violence - Student

JHFE - Reporting of Suspected Abuse of a Child

Lane Education Service District

Code: JBA/GBN
Adopted: 3/26/96
Revised/Readopted: 7/10/01; 9/25/01; 9/23/14;
2/05/19; 8/04/20; 6/07/22
Orig. Code: GBN

Sexual Harassment

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

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

General Procedures

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

OREGON DEFINITION AND PROCEDURES

Oregon Definition

Sexual harassment of students, staff members or third parties¹ shall include:

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

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

c. Creates an intimidating, offensive or hostile environment.

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

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

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

Oregon Procedures

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

Name	Position	Phone	Email
Molly Gillett	Executive Director Special Education	541.461.8200	mgillett@lesd.k12.or.us
Morgan Christensen	Human Resources Executive Director	541.461.8231	mchristensen@lesd.k12.or.us

These individual(s) are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. The Human Resources Director is also designated as the Title IX Coordinator. *See* GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

Response

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

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

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

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

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

Investigation

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

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

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

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

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

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

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

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

No Retaliation

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

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

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

Notice

When a person² who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the ESD shall provide written notification to the following:

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

² Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the ESD should consider when to contact the person's parent.

The written notification must include³:

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

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

The notice must:

³ Remember confidentiality laws when providing any information.

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

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

Federal Definition and Procedures Federal Definition

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

1. An employee of the ESD conditioning the provision of an aid, benefit, or service of the ESD on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the ESD's education program or activity⁴;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

⁴ "Education program or activity" includes locations, events, or circumstances over which the recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs. (Title 34 C.F.R. § 106.44(a))

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

Federal Procedures

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

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

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The ESD will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.⁵ The ESD shall treat complainants and respondents equitably by providing supportive measures⁶ to the complainant and by following a grievance procedure⁷ prior to imposing any disciplinary sanctions or other actions that are not

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supportive measures against a respondent. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

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If after an individualized safety and risk analysis, it is determined that there is an immediate threat to the physical health or safety of any person, an emergency removal of the respondent can take place.⁹The ESD must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

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Inquiries about the application to Title IX and its requirements may be referred to the Title IX Coordinator or the Assistant Secretary¹⁰, or both.

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Neither the ESD or any person may retaliate¹¹ against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The ESD must keep confidential the identity of parties and

⁸ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

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END OF POLICY

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[ORS 334.125](#)

[ORS 342.700](#)

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[ORS 342.850](#)

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[OAR 581-021-0038](#)

[OAR 584-020-0040](#)

[OAR 584-020-0041](#)

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

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

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

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

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

Cross Reference(s):

GBN/JBA - Sexual Harassment

GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Staff

JFCF - Harassment/Intimidation/Bullying/Cyberbullying/Teen Dating Violence/

Domestic Violence - Student

JHFE - Reporting of Suspected Abuse of a Child

JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements

Lane Education Service District

Code:
Adopted:

CCG

Evaluation of Administrators

{Optional policy. Review any employment contracts before adopting evaluation language to ensure there is no conflicting language; modify policy as needed.}

The superintendent will implement and supervise an evaluation system for administrators. The purpose of administrator evaluations is to assist an administrator with developing and strengthening their professional abilities, to improve the instructional program and management of the ESD, and for supervisors to make recommendations regarding their employment and/or salary status.

[A formal evaluation will be conducted [regularly] [at least once each year].]

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall use the following educational leadership-administrator standards¹ adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

¹ These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Local evaluation and support systems established by the ESD for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the ESD, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the schools, districts and the ESD;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 342.125(7)

ORS 342.120
ORS 342.815 - 342.856

OAR 581-022-2410
OAR 581-022-2420

Hanson v. Culver Sch. Dist. (FDAB 1975).

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Lane Education Service District

Code: CCGA-AR
Adopted: 5/01/94
Revised/Readopted: 1/22/02
Orig. Code(s): CCGA-AR

Discipline, Suspension and Dismissal

All confidential and nonlicensed supervisory and administrative employees shall be afforded due process as defined in Oregon Revised Statutes. The statute reads:

1. As used in this section "district employees" include all employees of a public school district except those for whom a teaching license is required as a basis for employment in a public school district;
2. A district employee who has been demoted or dismissed shall be entitled to a hearing before the Board if a written request is filed with the Board within 15 days of the dismissal or demotion;
3. District employees subject to the civil service provisions of Oregon Revised Statutes are exempt from the provisions of this section.

All licensed administrative employees as defined herein shall be entitled to the applicable provisions of the Fair Dismissal Law as defined in Oregon Revised Statutes.

1. "Administrator" includes any teacher the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district.

It is clearly understood that the rights of any administrator as defined in the preceding paragraph are limited to those provisions specified in the statutes and no greater protection, either expressed or implied, is intended by this administrative rule.

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Lane Education Service District

Code: CI-AR
Adopted: 8/25/93
Revised/Readopted: 1/22/02
Orig. Code(s): CI-AR

Designation of Acting Superintendent

(Is this current practice? Needed?)

It is the intent of the superintendent, when an absence for more than two working days is anticipated or planned, to designate one individual administrator from those identified as his/her designees to make decisions necessary for the orderly operation of the ESD. Such designation will be in the form of a written memorandum generally made known to staff members. The Board chair will also be informed.

In instances when the superintendent is absent for lesser periods of time, another administrator may be called upon to handle emergency decisions affecting ESD operations. The superintendent will annually appoint the administrators who may be authorized to act in the absence of the superintendent. Succession will be determined by the superintendent.

Any administrator serving as acting superintendent should feel free to consult with the ESD's legal counsel and/or the Board chair regarding a particular problem or decision.

Lane Education Service District

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Policy Committee Recommendation

Section C: General Administration



Administration Goals and Objectives.....	Delete	<u>CA/CAA</u>
Superintendent.....	Adopt Changes	<u>CB</u>
Qualifications and Duties of the Superintendent.....	Not Adopt	<u>CBA</u>
Superintendent's Duty to Report.....	Delete	<u>CBAA</u>
Recruitment and Appointment of the Superintendent.....	Adopt Changes	<u>CBB</u>
Superintendent's Contract.....	Adopt Changes (w/ edits)	<u>CBC/CBD</u>
Superintendent's Continuing Professional Development.....	Delete	<u>CBE</u>
Superintendent's Consulting Activities.....	Delete	<u>CBF</u>
Evaluation of the Superintendent.....	Adopt changes	<u>CBG</u>
Administrative Organization.....	Adopt changes	<u>CC</u>
Administrative Organization.....	Chart will be updated	<u>CC-AR</u>
Line and Staff Relations.....	Adopt changes	<u>CCB</u>
Hiring Licensed Administrators.....	Optional	<u>CCC</u>
Administrative Contracts.....	Optional	<u>CCD</u>
Evaluation of Administrators.....	Optional	<u>CCG</u>
Discipline, Suspension and Dismissal.....	Adopt change	<u>CCGA</u>
Discipline, Suspension and Dismissal.....	Delete	<u>CCGA-AR</u>
Special Programs Administration.....	No change	<u>CG</u>
Policy Implementation.....	Adopt changes	<u>CH</u>
Administrative Regulations.....	Adopt changes (w/ edit)	<u>CHA/CHB/CHC</u>
Handbooks.....	Adopt changes	<u>CHCA</u>
Administration in the Absence of Policy.....	Adopt changes	<u>CHD</u>
Temporary Administrative Arrangements.....	Adopt changes	<u>CI</u>
Designation of Acting Superintendent.....	Delete	<u>CI-AR</u>
Consultants to the Administrative Staff.....	Delete	<u>CK</u>
Administrative Reports.....	Delete	<u>CL</u>
Layoff and Recall for Administrators.....	Adopt w/ (edit)	<u>CPA</u>
Layoff and Recall for Administrators.....		<u>CPA-AR</u>

The following symbol is used on some policies:

** 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.

Lane Education Service District

Code: CA/CAA
Adopted: 7/27/93
Readopted: 1/22/02
Orig. Code(s): CA/CAA

Administration Goals and Objectives

(Goals are usually established more regularly. Consider whether this policy is still needed considering best practices.)

The purpose of administration in the Lane Education Service District is to:

1. Assist the State Board of Education through contract in providing state-level services and support of state laws and state minimum standards;
2. Provide professional educational facilities and services including participation with component districts in the identification and prioritizing of instructional and support service needs and the development of plans and procedures for implementing, modifying and terminating such services;
3. Assist component districts in the delivery of instructional and support services that help create and foster an environment in which students can learn effectively;
4. Implement policy as adopted by the Board including recommendation for new and revised policy based on the needs of the ESD and the requirements of law;
5. Carry out such other duties and services as mandated by law.

Major ESD administration goals will be to:

1. Recommend identified instructional and support service goals for Board adoption and service delivery planning;
2. Direct an annual review of district operations to include but not be limited to the assessment and evaluation of all resolution services;
3. Implement the management function so as to ensure the best and most effective learning programs through achieving such subgoals as:
 - a. Providing leadership in current educational developments;
 - b. Supporting staff development necessary for establishing and operating learning programs that meet learner needs;
 - c. Coordinating cooperative efforts for improving learning programs, facilities, equipment and materials; and
 - d. Providing opportunities for staff, students, parents and others to access the decision-making process.
4. Effectively manage the ESD's various facilities, funds and programs;

5. Provide professional advice and counsel to the Board and to any committees established by Board action.

END OF POLICY

Legal Reference(s):

ORS 332.107
ORS 332.505

ORS 332.515

OAR 581-022-1720

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Lane Education Service District

Code: CB
Adopted: 7/27/93
Revised/Readopted: 1/22/02
Orig. Code(s): CB

~~ESD-Superintendent/Control Responsibility~~

The superintendent¹ is designated as the ESD's chief executive officer. Under the Board's direction, the superintendent exercises general supervision of all ESD programs, services and personnel. The superintendent is responsible for managing the ESD under the Board's policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to education service districts or take an adverse employment action against the superintendent for complying with such laws.

~~As chief executive officer, designated by the Board, the superintendent shall have the authority and responsibility to administer Lane Education Service District except where the law designates that responsibility to others. The superintendent may issue administrative rules, consistent with state statute and policies of the Board, which shall be binding on the employees and on students enrolled in programs of the ESD.~~

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

~~Each employee of the ESD shall be under the general direction of the superintendent. Staff members shall be immediately responsible to the administrator(s) or supervisor(s) under whom they work as indicated on the organizational chart.~~

END OF POLICY

Legal Reference(s):

ORS 334.125(5)
ORS 334.225

OAR 581-024-0240
OAR 581-024-0245

OAR 584-005-0005(51)

¹ The term "superintendent" includes an interim superintendent.

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

Lane Education Service District

Code: CBA
Adopted:

Qualifications and Duties of the Superintendent

{OSBA recommends that boards review this sample to determine what works best for the ESD. While many of the provisions in this policy are rooted in law, they are not required to be included in this policy; the ESD has discretion of what to include here. OSBA recommends the board review the superintendent's contract and evaluation materials to ensure there are no inconsistencies or contradictions.}

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

1. A current license that qualifies the individual to serve as superintendent of the ESD;
2. A master's degree or higher in the field of education, preferably in educational administration;
3. Successful teaching experience at the elementary or secondary school level;
4. Service as a superintendent or administrative experience in the central administration of a school system or ESD.

In lieu of the experience and training requirements above, the Board may consider as a candidate for its superintendent's position an individual who meets alternative licensure requirements. The Board may take steps to assist an individual for such a license.

The superintendent will have the following personal and professional qualities:

1. Success in leadership roles with staff, community and professional peers;
2. Ability to communicate effectively, both orally and in writing;
3. Scholarship, intelligence and excellent ability to plan and organize;
4. Training, experience and success in personnel selection, evaluation and development;
5. Knowledge of curriculum development, implementation and evaluation;
6. Knowledge of business and support service systems which facilitate planning, control and accountability;
7. Experience in administering collective bargaining agreements;
8. Ability to motivate other administrators and significantly involve them in the decision-making process;
9. Strong management skills; and the desire and ability to motivate and innovate, taking advantage of the ESD's strengths.

General Functions

4/22/21 | SL

Qualifications and Duties of the Superintendent – CBA

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

Specific Functions

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

1. Review data regularly and lead the ESD in enacting equitable changes to improve educational outcomes for every student;
2. Serve as educational leader to the Board, staff and community;
3. Act as the ESD's chief administrative officer;
4. Serve as ESD clerk, performing such duties as required by law or by the Board;
5. Schedule meeting places, prepare an agenda and record minutes for all Board meetings and other committees authorized by the Board; ^{1}
6. Attend all regular and special meetings of the Board, except when excused;
7. Serve as executive officer of the budget committee and prepare an educational plan that is the basis for formulating the ESD's budget;
8. Administer adopted Board policies;
9. Regularly review adopted Board policies and make recommendations for needed changes;
10. Advise, inform and make recommendations to the Board on matters of policy and other required action(s), and inform the Board on all phases of ESD operation;
11. Provide an ongoing program of communication to and from component districts, the community, staff and Board concerning ESD programs and services;
12. Assess trends and changing procedures in salary negotiations and assist the Board in collective bargaining and salary consultation with ESD employee groups;
13. Serve as a member of the Board's salary consultation and negotiations teams, and make recommendations to the Board on all issues;

^{1} Review policy BDDC to ensure consistency.

14. Direct the implementation and administration of all agreements resulting from the consultation or negotiation process;
15. Develop and file a complete list of position descriptions, with job descriptions within each classification for all classes of personnel, review and change those descriptions as needed or directed by the Board;
16. Formulate and recommend for Board adoption such personnel policies as may be necessary for efficient functioning of the ESD staff;
17. Make rules and reasonable regulations to govern routine matters and see that such rules and regulations are communicated to employees concerned;
18. Resolve problems of operations and settle disputes referred through administrative channels;
19. Work with staff organizations and committees in the development of sound personnel practices and procedures and provide for their implementation;
20. Assume responsibility for the development, maintenance and operation of a constructive program of in-service, training and education for all ESD employees. For this responsibility, the superintendent may employ lecturers, grant temporary leave from work, approve reimbursement for extension or college courses and develop professional library facilities as required, subject to Board approval;
21. Recommend to the Board the appointment, renewal, contract extension, contract non-renewal, contract non-extension or dismissal of licensed ESD employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
22. Appoint, promote, demote or discharge classified and nonrepresented employees as provided by state law, Board policy, collective bargaining agreements and meet and confer agreements, as applicable;
23. Assign or transfer all ESD employees in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
24. Evaluate the performance of all ESD administrative personnel in accordance with state law and Board policy, and make recommendations for those positions to the Board before March 15 of each year;
25. Evaluate the performance of licensed, classified and other personnel in accordance with state law, Board policy and the employee's collective bargaining agreement, as applicable;
26. Maintain a continuous inventory of all ESD property, furniture, material and supplies;
27. Recommend plans for repairs to ESD property and for new construction and see that all plans adopted by the Board are properly executed;
28. Establish procedures to involve teachers, administrators, supervisory personnel and representatives from component districts and other citizens in the preparation and selection of courses of study and other instructional materials;

29. Recommend instructional materials, instructional supplies and equipment to be purchased by the ESD;
30. Direct the preparation of the budget, prepare the budget message for presentation to the budget committee, supervise the administration of all fiscal policies of the ESD and serve as custodian of all ESD funds;
31. Develop and recommend to the Board long-range plans for programs and services and financial resources that are consistent with population trends, ESD goals and component district needs;
32. Direct the ESD in its relationships with federal, state and local government agencies;
33. Attend local, state and national meetings, conferences and workshops as deemed beneficial to the interests of the ESD;
34. Visit, as may be required, all ESD sites as a regular part of a schedule and institute and carry out such regulations as may be necessary to attain their efficient operation;
35. In cases of matters not specifically covered by Board policies, take appropriate action and report such action to the Board no later than the next regular Board meeting;
36. Have other powers and duties as may be approved by the Board, and as may be necessary to fulfill the functions of the office of superintendent.

END OF POLICY

Legal Reference(s):

ORS 334.125
ORS 334.225
ORS 342.121
ORS 342.125
ORS 342.143

ORS 342.173
ORS 342.200

OAR 581-024-0205 - 0310
OAR 584-020-0000 - 0035

OAR 584-046-0003 - 0055
OAR 584-080-0151 - 0153
OAR 584-080-0161

Lane Education Service District

Code: CBAA
Adopted: 7/12/94
Readopted: 1/22/02
Orig. Code(s): CBAA

Superintendent's Duty to Report

The superintendent shall report any Lane ESD licensed employee or practicum participant who may have committed any act of gross neglect of duty or gross unfitness as required by Oregon law.

The superintendent will ensure that an appropriate investigation has been conducted whenever he/she reasonably believes such acts have been committed.

Reports shall be made to the executive director of the Teacher Standards and Practices Commission (TSPC) within 30 days of completion of the investigation.

The superintendent may retain non-ESD personnel as needed to conduct investigations.

END OF POLICY

Legal Reference(s):

ORS 334.225
ORS 342.125
ORS 342.140
ORS 342.143
ORS 342.173
ORS 342.175

ORS 342.200
OAR 581-023-0006 to -0050
OAR 581-024-0200 to -0310
OAR 584-020-0000 to -0045
OAR 584-036-0035 (1)

OAR 584-046-0005 to -0035
OAR 584-048-0085 to -0102
OAR 584-080-0151
OAR 584-080-0161

Lane Education Service District

Code: CBB
Adopted: 7/27/93
Revised/Readopted: 1/22/02; 8/27/02
Orig. Code(s): CBB

Employment Recruitment and Appointment of the Superintendent

~~The Board vests the primary responsibility for the administration of Lane ESD to the superintendent. The appointment of the superintendent is, therefore, one of the most important functions the Board can perform.~~

The Board considers foremost among its responsibilities, the selection and appointment of a superintendent who can effectively translate into action the Board's policies and the community's aspirations for its schools.

Whenever the position of superintendent shall be vacant, the Board shall appoint a superintendent and fix ~~his/her~~ the salary and term of office.

~~The Board shall actively seek the best qualified and most capable candidate for the position of chief executive officer of this district ESD. The Board may be aided in this task by the services of professional consultants and the participation of members of the staff, component districts and community. The Board may seek the advice and counsel of interested individuals, e.g., staff, component districts and community, or of an advisory committee, or it may hire consultants to assist in screening candidates and to encourage the filing of applications by professional educators who meet the qualifications. Final selection will rest with the Board after a thorough consideration of qualified applicants.~~

The Board shall develop and adopt the standards (e.g., candidate qualities and work experience), criteria (e.g., application, screening and hiring process) and policy directives (e.g., promote from within, state and/or national search) to be used in hiring the superintendent, or interim superintendent, at a meeting open to the public and at which the public has had an opportunity to comment.

Recruitment procedures shall be prepared in advance of the search and may include the following:

1. The preparation of a written job specification for the position of superintendent;
2. Preparation of written qualifications (in addition to proper state certification);
3. Preparation of informative material describing Lane ESD and its educational goals;
4. The Board will appoint the superintendent by a majority vote of the Board members at a meeting for which notice has been given of the intended action.

The Board secretary shall take and keep minutes of regular Board meetings and executive sessions held during this process.

Any candidate who is hired and who is determined to have misrepresented facts relative to ~~his/her~~ their qualifications for employment or relative to factors upon which a determination of salary is based shall be subject to dismissal. This Board shall consider such misrepresentation sufficient grounds for dismissal.

Commented [LF1]: Is this in the superintendent's contract? Or is preferred here?

4/05/16 | PH

Employment Recruitment and Appointment of the Superintendent – CBB

1-2

END OF POLICY

Legal Reference(s):

ORS 192.660(7)(d)

ORS 334.225

Lane Education Service District

Code: CBC/CBD
Adopted: 9/27/93
Revised/Readopted: 1/22/02; 1/22/08
Orig. Code(s): CBC/CBD

Superintendent's Contract/~~Superintendent's Compensation and Benefits~~

{Optional policy. Contract provisions come from a variety of sources, not limited to, ORS 334.225 (as amended), 342.549, 342.815.}

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions, ~~and will include requirements for renewal or termination of the contract.~~ The Board may not issue a contract that includes terms which direct the superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the ESD, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws.

The compensation and benefits for the position of superintendent will be fixed by the Board and, based upon the responsibilities required of the superintendent in performing their~~his~~/her duties.

The Board may not enter into an employment contract that contains provisions that expressly obligates the ESD ~~or school~~ to compensate the superintendent for work that is not performed.

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

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

1. Purchase property or surplus property owned by the ESD ~~or school~~; or
2. Use property owned by the ESD ~~or school~~ in a manner other than the manner permitted for the general public.

~~The ESD may provide health benefits for an administrator that is no longer employed by the ESD until the administrator:~~

- ~~1. Reaches 65 years of age; or~~

¹ The term "superintendent" includes an interim superintendent.

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

2. ~~Finds new employment that provides health benefits.~~

END OF POLICY

Legal Reference(s):

ORS 334.125(5)
ORS 334.225

ORS 342.549
ORS 342.815

OAR 584-005-0005(51)

Lane Education Service District

Code: CBE
Adopted: 7/27/93
Readopted: 1/22/02
Orig. Code(s): CBE

Superintendent's Continuing Professional Development

(Does the superintendent's contract contain language about professional development? What about the absence language?)

The Board expects the superintendent to be informed of new and promising developments in the field of education by visiting other ESD-s; and other school systems and attending educational conferences, seminars, workshops and other professional meetings. The superintendent will inform the Board chair about meetings or visits which will cause him/her an absence to be absent from the ESD for two or more consecutive working days.

Commented [LF1]: Not sure what 'other professional' meetings refers to. Other education related agencies which support the superintendent's role?

END OF POLICY

Legal Reference(s):

ORS 334.225

OAR 584-048-0110

Commented [LF2]: This OAR rference does not exist anymore

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Lane Education Service District

Code: CBF
Adopted: 7/27/93
Readopted: 1/22/02
Orig. Code(s): CBF

Superintendent's Consulting Activities

(Is this in the superintendent's contract?)

The Board expects the superintendent to devote full attention and energy to the concerns of Lane ESD. The superintendent may not be engaged in any other employment nor in long-term consulting assignments. The Board, however, recognizes the superintendent's obligation to contribute to the profession of the ESD administration and to the field of public education in general. This policy, therefore, does not prohibit the superintendent from undertaking occasional consulting work that does not conflict with obligations to the ESD. Any such task that requires the superintendent's absence for two or more consecutive working days must have prior approval of the Board.

END OF POLICY

Legal Reference(s):

ORS 334.225

Lane Education Service District

Code: CBG
Adopted: 7/27/93
Revised/Readopted: 1/22/02; 2/05/19
Orig. Code(s): CBG

Evaluation of the Superintendent

{Review the superintendent contract before adopting language on evaluation to ensure there is no conflicting language; modify policy as needed.}

The Board will formally evaluate the superintendent's job performance ~~(at least once each year)~~. The evaluation will be based on the superintendent's ~~administrative~~ job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and ~~their~~~~his~~~~her~~ performance will be conducted in executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any ESD goal, objective or operation. Results of the superintendent's evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)

ORS 334.225

Hanson v. Culver Sch. Dist. (FDAB 1975).

Lane Education Service District

Code: CC
Adopted: 7/27/93
Revised/Readopted: 1/22/02
Orig. Code(s): CC

Administrative Organization

The Board's legal authority will be delegated through the superintendent to the administrative staff as shown in the Board-approved organizational structure chart of the district. ~~an organizational structure chart of Lane ESD. All organizational changes which are proposed and/or effected within any service area of the ESD should be appropriately illustrated through modification of the affected section or sections of the chart. This illustration as well as the rationale for the change will be reviewed by the administrators.~~

Lines of authority on the chart represent direction of authority and responsibility.

The superintendent may reorganize lines of authority and revise the organizational chart subject to Board approval of major changes and creation or elimination of positions. The Board expects the superintendent to keep the administrative structure current with the needs for supervision and accountability within the district. The organizational chart will be reviewed annually and submitted to the Board for approval, at least annually.

~~Proposed organizational changes which are substantive in nature and which affect positions at the first, second or third echelons of administrative responsibility will be subject to Board approval.~~

~~The organizational chart will be reviewed for validity and currency annually.~~

~~The Board will approve any significant changes in the organizational chart.~~

~~The organizational chart should be used as an illustration or figure in ESD publications, wherever appropriate.~~

END OF POLICY

Legal Reference(s):

ORS 334.125(5)
ORS 334.225

OAR 581-024-0240
OAR 581-024-0245

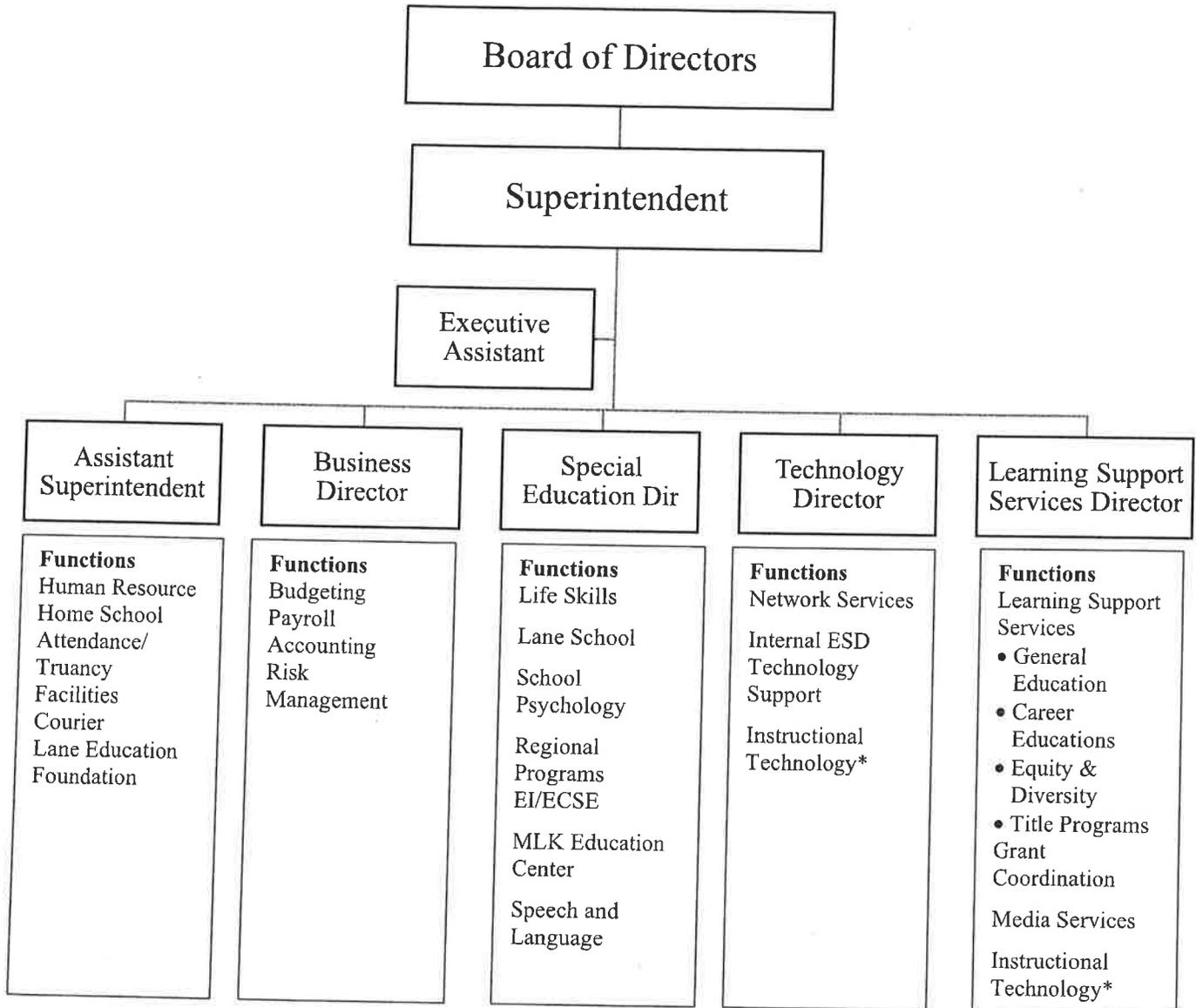
Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).
Connick v. Myers, 461 U.S. 138 (1983).

Lane Education Service District

Code: CC-AR
 Adopted: 7/27/93
 Readopted: 1/22/02; 8/17/02; 8/26/03
 Revised/Reviewed:
 Orig. Code(s): CC-AR

(Does this represent the ESD's organizational structure? Looks like it was last looked at by the board in 2003)

Administrative Organization



Administrators

Assistant
 Superintendent

Facilities Manager
 Director

Director
 Program

Supervisors (5)
 Director

Administrative Organization – CC-AR

Director

* Shared oversight of Service

Lane Education Service District

Code: CCB
Adopted: 1/22/02
Readopted: 7/08/08
Orig. Code(s): CCB

Line and Staff Relations

The Board expects the superintendent to establish a clear understanding of working relationships within the Lane ESD system with all staff.

Lines of direct authority will be those approved by the Board and shown on ESD organization charts.

Staff members will be expected to refer matters requiring administrative action to the administrator to whom they report. ~~are responsible.~~ That administrator will refer such matters to the next higher administrative authority, when necessary. ~~All~~ Additionally, all staff will inform their immediate supervisor ~~are expected to keep the person to whom they are immediately responsible informed~~ of their activities by whatever means the administrator considers ~~person in charge deems~~ appropriate.

Lines of authority should not restrict the cooperative working relationship of all staff members in developing the best possible ESD programs and services. In addition, this policy does not restrict protected labor relations communications of bargaining unit members. The established lines of authority represent direction of authority and responsibility. When the staff work ~~are working~~ together, the lines represent ~~avenues for~~ a two-way flow of ideas to improve the programs ~~program~~ and operations ~~in~~ of the ESD.

END OF POLICY

Legal Reference(s):

ORS 334.125(5)
ORS 334.225

OAR 581-024-0240
OAR 581-024-0245

Lebanon Education Association/OEA v. Lebanon Community School District, 22 PECBR 323 (2008).

Lane Education Service District

Code:
Adopted:

CCC

Hiring Licensed Administrators

The superintendent or designee shall establish hiring procedures to employ qualified administrators necessary to carry out duties as identified by the ESD.

When administrative vacancies occur, transfer within the existing ESD administrative staff may be considered. Notwithstanding the superintendent's authority to transfer and assign work, the district will follow hiring procedures in compliance with state and federal law.

An administrator shall serve a probationary period that does not exceed three years, unless the administrator and the ESD mutually agree to a shorter time period.

END OF POLICY

Legal Reference(s):

ORS 334.125(5)

ORS 342.845

OAR 581-024-0245

Lane Education Service District

Code: CCD
Adopted:

Administrative Contracts

“Administrator” means a person who is employed as an administrator or is performing administrative duties, regardless of whether the person is required to have a license, and includes but not limited to superintendents, assistant superintendents and business managers. Administrator does not include a person who is subject to ORS 342.805 to 342.937.

The ESD shall enter into an employment contract with each administrator, that has provisions that cover the duration of the contract, conditions for contract termination and extension and conditions of employee resignation. The contract shall be kept on file in the ESD office.

The ESD may not enter into an employment contract that contains provisions that expressly obligate the ESD or school to compensate the administrator for work that is not performed.

The ESD may provide health benefits for an administrator who is no longer employed by the ESD until the administrator:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefits.

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

1. Purchase property or surplus property owned by the ESD or school; or
2. Use property owned by the ESD or school in a manner other than the manner permitted for the general public.

END OF POLICY

Legal Reference(s):

ORS 342.549

Lane Education Service District

Code:
Adopted:

CCG

Evaluation of Administrators

{Optional policy. Review any employment contracts before adopting evaluation language to ensure there is no conflicting language; modify policy as needed.}

The superintendent will implement and supervise an evaluation system for administrators. The purpose of administrator evaluations is to assist an administrator with developing and strengthening their professional abilities, to improve the instructional program and management of the ESD, and for supervisors to make recommendations regarding their employment and/or salary status.

[A formal evaluation will be conducted [regularly] [at least once each year].]

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator;
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee;
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation; and
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluation shall use the following educational leadership-administrator standards¹ adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;
5. Ethical leadership; and
6. Socio-political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration.

¹ These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

Local evaluation and support systems established by the ESD for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the ESD, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition and administrative practices the administrator;
2. Refine the support, assistance and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the schools, districts and the ESD;
3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator;
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the administrator; and
6. Address ways to help all educators strengthen their culturally responsive practices.

The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

ORS 192.660(2), (8)
ORS 342.125(7)

ORS 342.120
ORS 342.815 - 342.856

OAR 581-022-2410
OAR 581-022-2420

Hanson v. Culver Sch. Dist. (FDAB 1975).

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Lane Education Service District

Code: CCGA
Adopted: 4/26/94
Revised/Readopted: 1/22/02
Orig. Code(s): CCGA

Discipline, Suspension and Dismissal

(Is this included in an agreement? Any change in practice to be addressed? Is this needed?)

The Board has an obligation to the component districts and the citizens-community of Lane ESD to employ the best professional staff possible in terms of training and ability to meet the educational needs of component districts and their staffs and students. It shall meet that obligation by retaining only those professional staff members who meet those standards.

It is the responsibility of the superintendent to assure the implementation of the evaluation plan in order that staff members may be informed of the adequacy of their performance in the ESD and assisted in their professional development whenever possible. Reassignment may be an appropriate measure to aid in such professional development and performance improvement and will be considered when appropriate and applicable. When it is evident that an employee fails to meet the ESD's performance standards or the requirements of the position description and the superintendent determines that assistance is appropriate, corrective action will be implemented in an effort to improve the employee's performance. The degree of discipline will be reasonably related to the seriousness of the offense and the record of the employee.

Commented [LF1]: See policy CCG

In the event the employee is unable or unwilling to evidence satisfactory improvement, or in the event the failure to meet the performance standards does not warrant a plan of assistance/program of assistance for improvement, the superintendent shall recommend to the Board that such employee either be dismissed or non-renewed.

The Board shall consider such recommendations in accordance with statutory requirements and the procedures set forth in district administrative rules. All confidential and nonlicensed supervisory and administrative employees shall be afforded due process as defined in Oregon Revised Statutes.

Commented [LF2]: Moved from CCGA-AR

END OF POLICY

Legal Reference(s):

<u>ORS 192.660 (1)(i)</u>	<u>ORS 342.513</u>	<u>ORS 342.835</u>
<u>ORS 334.125</u>	<u>ORS 342.663</u> <i>renumbered and now</i>	<u>ORS 342.865 - 342.9150</u>
<u>ORS 342.120</u>	<i>in 332.544</i>	<u>OR 581-022-17202410</u>
<u>ORS 332-505</u>	<u>ORS 342.815 - 342.856</u>	<u>OR 584-020-0040</u>

Eugene Education Association v. Eugene School District 4J, Case Nos. UP 8-87 and UP 18-87, 9 PECBR 9391 (1987); rev'd, Or. App. 78 (1988); vacated and remanded, 306 Or. 659 (1988).
Hanson v. Culver School District No. 5 (FDAB 1975).

Lane Education Service District

Code: CCGA-AR
Adopted: 5/01/94
Revised/Readopted: 1/22/02
Orig. Code(s): CCGA-AR

Discipline, Suspension and Dismissal

All confidential and nonlicensed supervisory and administrative employees shall be afforded due process as defined in Oregon Revised Statutes. The statute reads:

1. As used in this section "district employees" include all employees of a public school district except those for whom a teaching license is required as a basis for employment in a public school district;
2. A district employee who has been demoted or dismissed shall be entitled to a hearing before the Board if a written request is filed with the Board within 15 days of the dismissal or demotion;
3. District employees subject to the civil service provisions of Oregon Revised Statutes are exempt from the provisions of this section.

All licensed administrative employees as defined herein shall be entitled to the applicable provisions of the Fair Dismissal Law as defined in Oregon Revised Statutes.

1. "Administrator" includes any teacher the majority of whose employed time is devoted to service as a supervisor, principal, vice principal or director of a department or the equivalent in a fair dismissal district but shall not include the superintendent, deputy superintendent or assistant superintendent of any such district or any substitute or temporary teacher employed by such a district.

It is clearly understood that the rights of any administrator as defined in the preceding paragraph are limited to those provisions specified in the statutes and no greater protection, either expressed or implied, is intended by this administrative rule.

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Lane Education Service District

Code: CG
Adopted: 1/22/02
Orig. Code(s): CG

Special Programs Administration

The superintendent will be responsible for administering any program approved by the Board.

Lane ESD operates specially funded programs which must be administered in accordance with particular federal and/or state laws and conditions of the grants.

The Board, through its approval of such programs and acceptance of funds, is ultimately responsible for these programs although many of the regulations which govern them are established by another agency.

The superintendent is charged with the responsibility for coordinating funded projects, for administration of grants and for ensuring that the various departments which operate these programs do so within the guidelines pertaining to the particular program unless otherwise stipulated in the grant requirements.

END OF POLICY

Legal Reference(s):

ORS 334.125

ORS 334.225

OAR 581-024-0240

Lane Education Service District

Code: CH
Adopted: 7/27/93
Revised/Readopted: 1/22/02
Orig. Code(s): CH

Policy Implementation

The superintendent is responsible for implementing the Board's Board policies and for interpreting them to staff, students and the public. Other administrators share in this responsibility.

When adopted Board policies require the implementation of administrative rules, such rules will be developed by the superintendent in consultation with staff members and other persons and groups as appropriate. These administrative rules will then be submitted for the Board's information.

Policies officially adopted by the Board and other administrative regulations rules formulated to implement adopted Board policies will be included in the Board Policy Handbook. Staff and student/parent handbooks also will be used for disseminating policies and administrative regulations rules to those persons directly affected by them.

The Board's Policy Handbook will be maintained in the ESD district office and other locations designated by the superintendent and shall be available for inspection to staff and the public during regular working hours. Each ESD employee will be specifically notified of the existence and availability of personnel policies.

Administrators are authorized to establish rules and procedures for the staff [and student bodies of their schools] as long as these rules and procedures are consistent with board policies and administrative regulations established by the Board and superintendent.

END OF POLICY

Legal Reference(s):

ORS 334.125(7)

OAR 581-024-0240

OAR 581-024-0245

Lane Education Service District

Code: CHA/CHB/CHC
Adopted: 7/27/93
Revised/Readopted: 1/22/02
Orig. Code(s): CHA/CHB/CHC

Administrative RulesRegulations

The Board delegates to the superintendent the function of specifying required actions and designing detailed arrangements to operate the district in accordance with Board policy. These detailed arrangements constitute the administrative rules governing Lane ESD.

The superintendent will carefully weigh the counsel, when given, by representatives of staff, component districts and community organizations regarding those administrative rulesregulations. He/SheThey will inform the Board of such counsel in presenting administrative rules-regulations for Board review.

The Board reserves the right to review all administrative rules-regulations and procedures, but itand will revise them-such regulations only-when, in the Board's judgment, they are inconsistent with policies set by the Board or when required by state or federal law.

Board members will ^{be} receive copies notified of all new or revised district administrative rulesregulations. Staff and students will be advised of all administrative rules-regulations affecting them.

END OF POLICY

Legal Reference(s):

ORS 334.125 (7)
ORS 334.225

OAR 581-024-0240
OAR 581-024-0245

Lane Education Service District

Code: CHCA
Adopted: 7/27/93
Revised/Readopted: 1/22/02
Orig. Code(s): CHCA

Approval of Handbooks and Directives

In order that pertinent Board policies, administrative rules regulations, school and program rules and procedures may be known by all staff members, patrons, students and affected parents, ESD administrators are granted authority to issue staff and student handbooks.

~~The It is essential that the~~ contents of all handbooks must conform with ESD-wide board policies and administrative regulations. ~~The publication shall bear rules. It is also important that all handbooks bearing~~ the name of the ESD and be of a quality that reflects favorably on the ESD. The Board, therefore, expects all handbooks to be approved by the superintendent or designee before publication.

The ESD ~~superintendent~~ will make all handbooks published available to the Board for informational purposes.

END OF POLICY

Legal Reference(s):

ORS 334.125(7)

Lane Education Service District

Code: CHD
Adopted: 7/27/93
Readopted: 1/22/02
Orig. Code(s): CHD

Administration in the Absence of Policy

In cases where emergency action must be taken where policy direction has not been provided, the superintendent shall have the power to act. ~~His/Her decisions shall be reported and drafted policy language will be recommended to the Board at its next regular or special meeting.~~ The superintendent will report to the Board at its next regular or special meeting of such actions.

END OF POLICY

Legal Reference(s):

ORS 334.125 (7)

OAR 581-024-0240

Lane Education Service District

Code: CI
Adopted: 7/27/93
Revised/Readopted: 1/22/02
Orig. Code(s): CI

Temporary Administrative Arrangements

~~In ordinary absences or illness of~~ When the superintendent is to be absent from the ESD, the superintendent shall delegate to an administrator general supervisory responsibility and the authority to act in the superintendent's stead.

If the superintendent is unable to serve because they are disabled or for some other reason, the Board will assign the superintendent's duties, as appropriate.

~~In any absence or illness of extraordinary nature or indefinite length, the Board shall act to designate and appoint an acting superintendent.~~

END OF POLICY

Legal Reference(s):

ORS 334.125(7)

OAR 581-024-0240

OAR 581-024-0245

Lane Education Service District

Code: CI-AR
Adopted: 8/25/93
Revised/Readopted: 1/22/02
Orig. Code(s): CI-AR

Designation of Acting Superintendent

(Is this current practice? Needed?)

It is the intent of the superintendent, when an absence for more than two working days is anticipated or planned, to designate one individual administrator from those identified as his/her designees to make decisions necessary for the orderly operation of the ESD. Such designation will be in the form of a written memorandum generally made known to staff members. The Board chair will also be informed.

In instances when the superintendent is absent for lesser periods of time, another administrator may be called upon to handle emergency decisions affecting ESD operations. The superintendent will annually appoint the administrators who may be authorized to act in the absence of the superintendent. Succession will be determined by the superintendent.

Any administrator serving as acting superintendent should feel free to consult with the ESD's legal counsel and/or the Board chair regarding a particular problem or decision.

Lane Education Service District

Code: CK
Adopted: 7/27/93
Readopted: 1/22/02
Orig. Code(s): CK

Consultants to the Administrative Staff

The superintendent may retain the services of consultants to study aspects of Lane ESD's management, organization or operation or to provide training to ESD staff.

END OF POLICY

Legal Reference(s):

ORS 294.311 (3)

ORS 332.075

ORS 332.505

Lane Education Service District

Code: CL
Adopted: 7/27/93
Readopted: 1/22/02
Orig. Code(s): CL

Administrative Reports

(Existing practice? Without the need for a board policy.)

The superintendent will report to the Board on a regular basis concerning the status of Lane ESD and its programs. Such reports will describe current conditions and indicate current needs of the ESD.

Other administrators designated by the superintendent may provide reports as necessary to inform the Board about the ESD's programs or to allow the Board to plan for future actions.

END OF POLICY

Legal Reference(s):

OAR 581-022-1660

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Lane Education Service District

Code: CPA
Adopted: 1/22/02
Revised/Readopted: 8/28/12; 2/07/23
Orig. Code(s): CPA

Layoff and Recall for Administrators

This policy applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.¹

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence.

The Board ~~desires~~/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs and services of the ESD.

Prior to initial development of a recall procedure for administrators the Board will consult with the employees or a designated representative of the employees covered by this policy.

The ESD will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 334.125(7)

ORS 342.934

¹ Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.

Lane Education Service District

Code: CPA-AR
Revised/Reviewed: 4/23/02; 1/21/03; 7/24/12;
1/03/23
Orig. Code(s): CPA-AR

Layoff and Recall for Administrators

General

This administrative regulation applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.¹

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The superintendent or designee shall offer recommendations to the Board regarding transfers, both voluntary and involuntary, and the position(s) which will be eliminated. The primary factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence.

The Board desires/expects the administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs and services of the ESD.

When the ESD determines that a layoff of licensed administrators is necessary, the superintendent or designee will use the procedures described in Section II of this regulation. The superintendent or designee will make every reasonable effort to transfer a licensed and qualified administrator who will be laid off to a vacant administrative position for which the administrator is licensed and qualified, in accordance with the procedures described in Section III. The superintendent or designee may combine remaining positions, if it meets ESD curriculum needs, so that administrators continue to be licensed and qualified to perform available jobs.

Section I - Definitions

1. "Competence" means the ability to perform the essential functions of a job or assignment based on recent experience, additional training or educational attainments, but not based solely on type of license and endorsements of an employee. The superintendent or designee may interpret "recent experience" as having performed the essential functions of the job or assignment within the last five school years.
2. "Merit" means the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.

¹ Prior to laying off any administrators, the district will work with legal counsel to determine if the procedures in ORS 339.934, including cultural or linguistic expertise criteria, apply to any impacted employees.

3. "Seniority" is calculated from the first day of actual service as an administrator in the ESD inclusive of approved leaves of absence. If necessary, ties in length of service shall be broken by drawing lots.
4. "License" means a document or documents issued by Teacher Standards and Practices Commission permitting an individual to perform certain duties within a public school district or ESD.
5. "Qualifications" mean training, experience, skill and other attributes in addition to the individual's license.

Section II - Layoff Procedures

1. Administrative positions will be grouped by positions or assignments which the superintendent or designee determines are sufficiently comparable to use in the layoff process.
2. If a new administrative position is created, it will be placed in one of the existing job groupings or in a new job grouping, as determined by the superintendent or designee.
3. Upon recommendation by the superintendent or designee, the Board may eliminate one or more administrative positions within a job group or groups.
4. The superintendent or designee may recommend layoffs within job groups based on license, seniority, qualifications, merit and/or competence.
5. After identification of the administrator(s) to be laid off from a particular job group, the superintendent or designee will reassign the remaining administrators in that group to the remaining positions as necessary.
6. The superintendent or designee will determine whether the administrators identified for layoff will be transferred to a vacant administrative position under the procedures of Section III below or as provided for in state law given the option of another assignment provided the administrator is licensed and determined by the ESD to be qualified based on merit and/or competence for the assignment.

Section III - Reassignments and Transfers

1. The superintendent or designee will review an administrator's personnel file, and from consultation with the administrator's supervisors, shall determine if an administrator who will be laid off under Section II can be transferred to a vacant administrative position. Each transfer may be based on license, seniority, qualifications, merit and/or competence.
2. An administrator may voluntarily accept a classroom teaching assignment in lieu of a layoff.
 - a. The administrator may accept a classroom teaching assignment which is currently vacant.
 - b. If the administrator previously taught and was a contracted teacher in the ESD, the administrator may displace ("bump") a probationary or contract teacher with less seniority.
 - c. If the administrator never taught in the ESD, the administrator may displace ("bump") a probationary teacher with less seniority.
3. While an administrator retains rights to recall to a vacant administrative position in accordance with Section IV below, an administrator who voluntarily accepts a classroom teacher assignment will also

be covered by the layoff/recall and other provisions of the collective bargaining agreement governing regularly employed teachers for purposes of their rights as teachers.

Section IV - Recall

1. An administrator who is laid off under this procedure shall be placed in a recall pool. An administrator who resigns rather than accept layoff or reassignment under this procedure forfeits rights to be placed in the recall pool.
2. An administrator will be maintained in the recall pool for a period of not more than 27 calendar months from the effective date of layoff.
3. A laid-off administrator who rejects recall to a position offered by the ESD for which the administrator is licensed and qualified to perform and which is similar to the workday or work year of the person's previous position, thereby waives any further recall rights, and the administrator's employment terminates effective the date of rejection of the job offer.
4. Licensed and qualified administrators will be considered for recall based on proper licensure and qualifications to perform the essential functions of the job. The ESD retains the right to recall a less senior administrator to the position if that individual has more merit and/or competence.
5. Administrators will be recalled based on license, seniority, qualifications, merit and/or competence and other relevant factors.
6. Notification of recall will be delivered in person or deposited as certified mail, postage prepaid and addressed to the last known address of the laid-off employee. It is the responsibility of the administrator to ensure up-to-date mailing information is provided to the ESD. The individual shall be allowed 7 calendar days from the date of personal delivery or postmark to accept the position in writing. If the individual declines the recall or fails to accept within the 7-day period or fails to report for duty on the date specified in the recall notice, the individual's name will be removed from the recall pool. The individual will be considered to have resigned employment with the ESD and waived any further right of recall.
7. An administrator who wishes to remain eligible for recall to a position requiring a license must maintain a valid license.
8. Individuals who wish to waive recall rights prior to 27 months subsequent to the effective date of a layoff may do so by written notification to the ESD. Such notice will be considered a voluntary resignation and the individuals shall forfeit all employment rights with the ESD.
9. Employees returning from layoff shall be credited with all seniority and sick leave the employee earned prior to the effective date of the layoff, but the employee shall not accrue leave, benefits or seniority during the period of the layoff. If applicable, the ESD will apply any sick leave accrued from another district employment during the recall time as allowed by state law.
10. An employee who has been laid off has the option of continuing the employee's health insurance program at the employee's expense for up to 18 months, subject to the approval and rules of the insurance carrier(s).

11. An employee must have completed at least 135 contract days during one school year in order to be eligible for one vertical step advancement for the succeeding school year. If, because of layoff, an employee does not complete at least 135 contract days that school year, the employee will be placed on the same salary schedule step as the employee was on prior to layoff.
12. Nothing in this regulation shall be construed to interfere with the ESD's right to dismiss an administrator, not extend the contract of an administrator or dismiss or nonrenew the contract of a probationary administrator pursuant to state law.
13. An individual who is no longer employed as an administrator in the ESD due to resignation, assignment to a nonadministrative position, expiration of the recall period or rejection of a position offered by the ESD shall receive salary for all unused vacation time following the termination of employment as an administrator.

Section V - Announcements of Decisions

Public announcements of layoff decisions should occur only after prior notice to affected administrators. Certain circumstances may, in some cases, prevent prior notice and employees will be notified as soon as is practical.

Section VI - Appeal Procedure

An appeal from a layoff decision shall be by arbitration pursuant to the employee's individual employment contract, administrator group contract ("employment agreements or meet and confer agreements") or rules of the Employment Relations Board.

Section VII - Future Changes in Procedure

The ESD reserves the right to amend, revise or repeal all or any part of this procedure at any future time and no employee shall have any vested right in the continuation of this procedure or any amendment thereof, provided, however, that no amendment or repeal of this procedure shall prejudice the reinstatement rights of any individual who is in the "recall pool" at the time these procedures are amended, revised or repealed. The ESD will also consult with employees covered by this regulation prior to making any decisions regarding changes to this procedure.

Lane Education Service District

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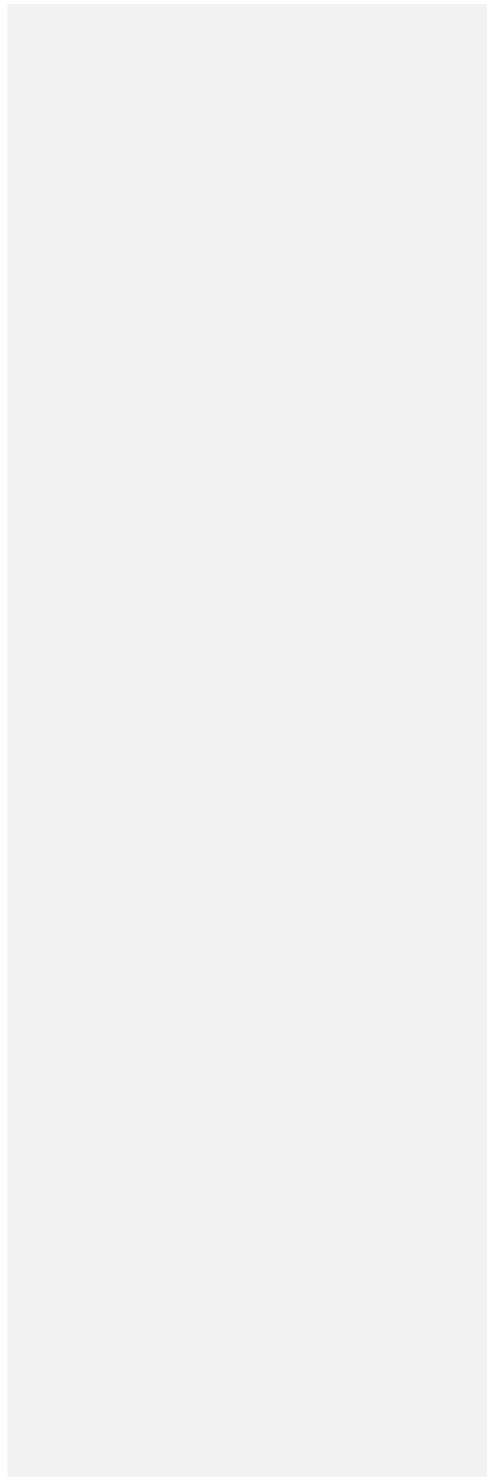
Energy-Conserving Construction..... [FECBA](#)

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The following symbols are used on some sample 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.
- [] Brackets occur in sample policies to indicate the need for districts to select or tailor information specific to their particular situations.



Lane Education Service District

Code: _____ FA
Adopted: _____ 4/26/94
Readopted: _____ 1/22/02
Orig. Code(s): _____ FA

Facilities Development Goals

~~OPTIONAL policy. Keep? There is no longer an OSBA sample.~~

~~To provide and maintain facilities that offer the best possible physical environment within existing budget constraints for learning and working, the Board aims specifically toward:~~

- ~~1. Providing buildings and renovations that will accommodate and facilitate those organizational and instructional patterns that support Lane ESD's philosophy and goals;~~
- ~~2. Meeting all safety requirements;~~
- ~~3. Providing building renovations as needed to meet state and federal requirements on the accessibility and usability of facilities for persons with disabilities;~~
- ~~4. Building design, construction and renovation that will allow low maintenance costs and the conservation of energy;~~
- ~~5. Gathering and analyzing appropriate data to evaluate the ESD's facilities needs on a long range basis.~~

~~END OF POLICY~~

Legal Reference(s):

~~ORS 334.125~~ _____ ~~OAR 437-001-0760~~ _____ ~~OAR 581-024-0275~~
~~OAR 437-002-0020 to -008175~~

~~Toxic Substances Control Act, 15 U.S.C. Sections 2601-2629, as amended by the Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. Sections 2641-2656;
Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000);
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019);~~

Lane Education Service District

Code: FC
Adopted:

Capital Construction Program (Version 1)

The Board may submit to voters, on any election date specified in Oregon Revised Statutes, the question of contracting a bonded indebtedness to build or renovate ESD buildings or to purchase ESD building sites. Before such a bond election, the specific needs for facilities will be communicated to the public. Careful estimates will be made as to amounts required for the project.

All new construction or alterations to existing buildings will ensure to the maximum extent feasible that facilities are readily accessible and usable by individuals with disabilities.

Following approval by the voters, the bonds to be issued will be advertised according to law. The date of issue will be coordinated with tax collection dates, payments on bonds already outstanding and favorable market conditions. Disposition of the bonds may be accomplished by public sale on a competitive bid or negotiated basis, as determined by the Board.

The Board will annually appropriate district funds in the bonded debt service fund for the purpose of paying interest and principal on outstanding bonds. If sufficient funds are not available in the debt service fund, the Board will authorize by resolution an interfund loan for the purpose of meeting debt service requirements.

The capital projects fund is the fund authorized by the approval of the bond issue. Initial receipts from the sale of bonds are deposited in, and actual expenditures are made from, this fund. The Board will adopt an annual budget appropriation authorizing payments from the fund of the amounts needed to meet contractual obligations due architects, contractors and other individuals or firms. ~~The Board will receive periodic reports on expenditures made from the capital projects fund as compared with the original. The Board will receive periodic reports on expenditures made from this fund as compared with original appropriations for various projects.~~

Commented [MS1]: This sentence is taken from FC proposed version 2.

END OF POLICY

Legal Reference(s):

- [ORS 195.110](#)
- [ORS 197.295 - 197.314](#)
- [ORS Chapter 255](#)
- [ORS Chapter 294](#)
- [ORS 328.205](#)
- [ORS 328.542 - 328.565](#)
- [ORS 334.125\(7\)](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2006); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2006).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Lane Education Service District

Code: FC
Adopted:

Capital Construction Program (Version 2)

The Board may submit to ESD voters the question of contracting bonded indebtedness [following advisory committee review of building needs and development of long-term capital construction and improvement plans for the ESD].

~~The Board will appoint a finance team to recommend efficient and cost-effective financing options to meet ESD funding needs.~~

~~The finance team may consist of ESD Board members, the superintendent, component district board members and their respective superintendents, business office manager, deputy clerk, ESD attorney, bond counsel, financial adviser, underwriter, bond registrar/paying agent and others as deemed appropriate by the Board.~~

~~Following consultation with the finance team, the Board may adopt a resolution authorizing the election and ballot title.~~

~~Bonded indebtedness may be approved for such purposes as:~~

- ~~1. Acquiring, construction, reconstruction, improving, repairing, equipping or furnishing (as allowed by Oregon law) an ESD building or buildings or additions;~~
- ~~2. Funding or refunding the removal or containment of asbestos in ESD buildings and for repairs made necessary for removal or containment;~~
- ~~3. Acquiring or improving ESD property;~~
- ~~4. Funding or refunding outstanding indebtedness; and~~
- ~~5. Providing for the payment of debt.~~

~~Specific needs will be communicated to the public. ESD funds may be used to provide pertinent informational material to the public concerning the proposed bond election. Materials may include, but not be limited to, estimated costs to the taxpayer to retire proposed bonds, current bonded indebtedness and the proposed use of funds. Informational material shall not be used to advocate "yes" votes on bond issues.~~

~~Following voter approval, bonds will be advertised appropriately. The date of issue will be coordinated with tax collection dates, payment on bonds already outstanding and favorable market conditions. Disposition of bonds may be accomplished by public sale on a competitive bid or negotiated basis, as determined by the Board. Specific structuring options will be based on the advice of financial counsel and applicable statutes.~~

Commented [MS2]: This Version was rejected - with exception of a sentence borrowed for version 1.

The Board will receive periodic reports on expenditures made from the capital projects fund as compared with original appropriations. Interest generated from the investment of bond proceeds in excess of the anticipated project costs may be used for additional capital project expenditures as approved by the Board.

The ESD will comply with all Oregon Revised Statutes and Oregon Administrative Rules regarding bonded indebtedness. The superintendent will develop additional procedures as necessary to meet the requirements of this policy.

END OF POLICY

Legal Reference(s):

[ORS 195.110](#)

[ORS 197.295 to 197.314](#)

[ORS Chapter 255](#)

[ORS Chapter 294](#)

[ORS 328.205](#)

[ORS 328.542 to 328.565](#)

[ORS 334.125\(7\)](#)

Toxic Substances Control Act, 15 U.S.C. §§ 2601-2629 (2006); Asbestos Hazard Emergency Response Act of 1986, 15 U.S.C. §§ 2641-2656 (2006);

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

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Lane Education Service District

Code: FEB
Adopted: 3/29/94
Revised/Readopted: 1/22/02
Orig. Code(s): FEB

Selection of Architect

The Board will employ a licensed architect to design the plans of each proposed building, building addition or extension and renovation.

In selecting an architect, the following criteria shall include, but not be limited to:

1. Experience in school and/or ESD construction;
2. Evidence of relevant experience in the design and construction of facilities that provide appropriate accessibility and usability for persons with disabilities;
3. Creative design ability;
4. Technical knowledge to control the design so the best results are obtained for the smallest amount of money;
5. Executive and business ability to oversee the proper performance of contracts;
6. Proven ability in all major phases of planning and construction: pre-design planning, schematic design, design development, bidding, construction;
7. Ability and temperament to work cooperatively with others, willingness to consult with staff on educational specifications;
8. Extent and experience of architectural staff in relation to the scope of the planned project.

The architect will be selected by the Board on the basis of the above criteria and will be employed under contract.

END OF POLICY

Legal Reference(s):

[ORS Chapter 279](#)
[ORS 334.125 \(7\), 642](#)

Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28 CFR Part 35 (2000).

Lane Education Service District

Code: FECBA
Adopted: 3/29/94
Revised/Readopted: 1/22/02
Orig. Code(s): FECBA

Energy-Conserving Construction

OPTIONAL policy

The Board recognizes the importance and need for energy conservation in the construction of new ESD facilities.

Proposed construction and renovation projects that contain the most efficient energy-saving plans within an acceptable budget will have high priority. Energy-saving designs will be documented in the architectural evaluation and will comply with educational specifications and cost control checklists as determined by the Board.

A continuous study of energy problems and energy sources will be maintained for future planning.

END OF POLICY

Legal Reference(s):

[ORS 334.125\(7\)](#)

Lane Education Service District

Code: FEF/FEFB
Adopted: 3/29/94
Readopted: 1/22/02
Orig. Code(s): FEF/FEFB

Construction Contracts—Bidding and Awards

(Refer to policy DJC)

The Board will serve as its own contract review Board.

The Board will advertise and award contracts for construction or renovation of facilities according to the provisions of state law. Pre qualification of bidders may be required by the ESD.

Contractors shall be registered as required by Oregon law.

END OF POLICY

Legal Reference(s):

[ORS Chapter 279](#)

Lane Education Service District

Code: FFA
Adopted: 4/26/94
Revised/Readopted: 1/22/02
Orig. Code(s): FFA

Memorials

The Board will consider the acceptance of memorial funds in honor of ~~a person~~ ~~persons who has~~ ~~have~~ special significance to ~~the students,~~ Lane ESD or the community. A room or item may be named for the person in whose honor the fund is created. A memorial plaque may be appropriately dedicated whenever a room or item is designated as a memorial.

Offers of a memorial ~~scholarship or other~~ funds will be submitted to the superintendent together with information concerning the purpose of the memorial and administration of the fund.

The superintendent may receive items as a memorial to a student or person having a special significance to the ESD. Items received as memorials become the property of the ESD.

The establishment of memorial funds will be subject to the following:

1. ~~Established guidelines from the~~ The superintendent ~~will establish guidelines~~ for the acceptance of memorials;
2. Consideration to establish ~~of a memorial to be established~~ with private funds shall be ~~based upon a written~~ requested in writing;
3. The Board shall make the final determination of the appropriateness of a proposed memorial.

END OF POLICY

Legal Reference(s):

[ORS 294.326](#)
[ORS 334.125\(7\)](#)

[ORS 334.215](#)

[OAR 581-024-0310](#)

Lane Education Service District

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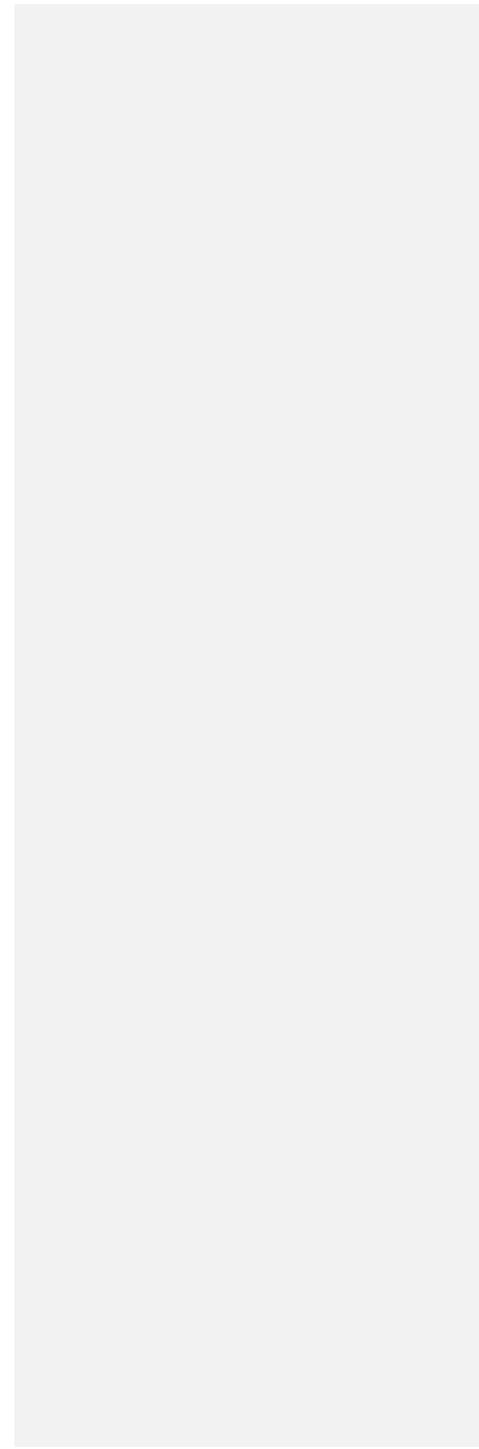
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The following symbol is used on some policies:

** 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.



Lane Education Service District

Code: GA
Adopted: 5/24/94
Readopted: 9/25/01
Orig. Code(s): GA

Human Resources Policy Goals

The Board recognizes its responsibility to promote the professional growth of Lane ESD personnel and to provide for the general welfare of staff.

The Board's human resources goals include:

- Recruiting, selecting and employing the most qualified personnel to staff the system;
- Providing appropriate compensation and benefit programs for all employees;
- Providing a staff development program for all employees that includes in-service training programs as needed;
- Conducting an effective employee evaluation program to meet or exceed the law;
- Encouraging the development and maintenance of good employee morale;
- Providing additional personnel policies as appropriate relating to statute and/or human relationship needs.

END OF POLICY

Legal Reference(s):

[ORS 334.125 \(5\)](#)

[ORS 342.850](#)

[OAR 581-024-0245](#)

Lane Education Service District

Code: GAB
Adopted: 1/25/94
Revised/Readopted: 1/22/02; 10/26/10
Orig. Code(s): GAB

Position Job Descriptions

Position descriptions serve to:

1. Describe all essential functions. To describe the primary duties and accountabilities that the individual who holds the position must be able to perform unaided with or with the assistance of a without reasonable accommodation;
2. Describe attendance standards;
3. To identify the knowledge, skill and training. Help applicants determine the qualifications needed to fill a position;
4. ~~(Does #1 above take care of this one?)~~ To identify the authority, responsibilities, relationships, physical demands and working conditions associated with the position;
5. 4. To help Lane ESD administrators determine which candidates to recommend for appointment; and
6. 5. To assist administrators in the evaluation of the employee's performance responsibilities.

"Essential functions," as used in this policy means, the fundamental job duties of the employment position. A job function may be considered essential for reasons, including but not limited to the following:

1. The function may be essential because the reason the position exists is to perform the function;
2. The function may be essential because of the limited number of employees available among whom the performance of the job function can be distributed; and/or
3. The function may be highly specialized so that the individual is hired for their expertise or ability to perform the particular function.

"Attendance standards," as used in this policy means, the regular work hours of the position, including leave and vacation provisions available through policy and/or collective bargaining agreements and any special attendance needs of the position as determined by the ESD.

Position descriptions will be developed in accordance with ESD procedures. Each position description shall be dated and signed by the employee, supervisor and assistant superintendent. Position descriptions will be reviewed as part of the evaluation process. Job descriptions will be developed under the supervision of the superintendent for each position in the ESD. Each job description shall be dated; as job descriptions are reviewed and/or revised, new dates will be affixed.

Job Position descriptions will be coded and retained in a file titled *Job Position Descriptions for the Lane Education Service District*. The file will be available for inspection by any ESD employee or patron as a public document. Each employee shall receive a copy of their job his/her position description. [Each employee shall affix their signature and date after having read the job description.]

Job descriptions will be reviewed [annually][as needed]. Initial or revised job descriptions will be approved by the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 342.850\(2\)\(b\)\(A\)](#)

[OAR 581-024-0245](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

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

Title II of the Genetic Information Nondiscrimination Act of 2008.

Section 503 of the Rehabilitation Act of 1973.

Americans with Disabilities Act Amendments Act of 2008.

Lane Education Service District

Code: GAB-AR(1)
Adopted: 2/11/94
Revised/Readopted: 9/25/01
Revised/Reviewed:
Orig. Code(s): GAB-AR(1)

Position Job Descriptions

(This generally does not rise to the level of an AR; usually considered an internal procedure. Does it still reflect current practice? The three ARs (GAB-AR(1), (2), (3)) are all covering the same topic, i.e., job descriptions; if keeping, consider merging them together into one AR after they are updated. Or, could they be put into a job description manual/internal procedure document?)

The following procedures will be followed for the development or revision of ~~position-job~~ descriptions:

1. Proposed ~~position-job~~ descriptions or proposed changes in existing ~~position-job~~ descriptions may be initiated by supervisory personnel but shall be submitted through the lines of authority to the appropriate director;
2. The director, following review and approval, shall submit the ~~position-job~~ description, along with other required position classification information, to the human resources office;
3. The superintendent or assigned staff member shall review and modify ~~position-job~~ descriptions as necessary to meet applicable district, state and federal requirements;
4. The human resources ~~director-secretary will shall distribute prepare~~ copies of the ~~position-job~~ description for the ~~human resources~~ office file, ~~position-job~~ description manuals, and for distribution to the appropriate supervisors and directors;
5. The director of the appropriate division shall initiate and coordinate the job classification review procedure appropriate to the new or modified ~~position-job~~ description;
6. ~~Position Job~~ descriptions for new positions or changes of existing ~~position-job~~ descriptions shall be subject to review and approval by the superintendent or assigned staff member;
7. All ~~position-job~~ descriptions are to be reviewed ~~as needed annually~~ as a part of the evaluation process.

Lane Education Service District

Code: GAB-AR(2)
Adopted: 4/23/02
Readopted: 12/9/03; 10/28/08
Revised/Reviewed:
Orig. Code(s): GAB-AR(2)

Classified Personnel ~~Job Position~~ Description Review

(See comments in AR(1). This would not need to be an AR. Covered by collective bargaining?)

A group known as the classified personnel position description review panel will review classified employee positions by:

- Analyzing new positions and recommending assignment within the classified personnel classification system;
- Reviewing existing positions which have been substantially modified and recommending assignment within the classified personnel classification system;
- Serving in an advisory capacity to the superintendent in the area of classified personnel classification.

The panel shall be comprised of two classified employees selected by the Lane County Education Association and two ESD administrative personnel selected by the superintendent. An additional classified employee and one additional administrative employee will be selected to serve as alternates. The term of service on the panel will be staggered to ensure that at least one classified member and one administrative member will have prior experience.

The panel will apply the assessment criteria approved by the superintendent for the purpose of job classification review. In addition, comparisons of salary and pay prevailing for other comparable positions in the ESD and/or local school districts will be considered. If comparable positions are not present in the ESD or local school districts, similar assignments in other ESD's and/or local public agencies will be studied.

A member of the panel may not vote when his/her position or a position in his/her area of responsibility is under review. In such instances, an alternate will take his/her place on the panel.

The assistant superintendent will call meetings of the panel, maintain records and provide appropriate communications but will not participate in the deliberations. Responsibility for facilitating the meetings of the panel will be rotated among the members.

A minimum of three affirmative votes is required to pass any motion.

The panel will meet as requested by the assistant superintendent to accomplish the purposes previously stated.

The following procedures will be followed for the development and review of new position descriptions:

1. Upon approval by the superintendent, the director responsible for a newly approved position will provide the assistant superintendent with the information necessary to develop a job description consistent with the approved format;
2. The assistant superintendent will direct that a job description be created in the approved format. Several Lane ESD personnel will be trained to write job descriptions and only they will be assigned this responsibility;
3. Upon completion of the initial draft, the assistant superintendent and responsible director will confer and suggest modifications, if necessary;
4. After the job description has received the approval of both the assistant superintendent and responsible director, the assistant superintendent will convene the classified personnel position description review panel;
5. Testimony may be presented at the review session verbally or in writing in support of or in opposition to the proposed position;
6. The panel will make a written recommendation for placement in the classification system to the assistant superintendent within five working days following the review session;
7. The assistant superintendent will render a decision(s) on the panel's recommendation(s) within five working days. The assistant superintendent may accept or reject the recommendation(s). In the event a recommendation is rejected, the assistant superintendent will reconvene the panel, identify concerns with the panel's recommendation, and direct the members to reconsider their recommendation. In the event agreement cannot be reached, a final decision regarding placement of the position in the classification system will rest with the superintendent;
8. The documentation for each review will be on file in the office of the assistant superintendent;
9. The panel will normally complete its review and recommendation to the assistant superintendent within 30 days of the approval of the job description;
10. No personnel will be hired for the new position until the job classification process is completed;
11. Classified employees hired to a new job classification are probationary in the new position for a period of nine months from the date of transfer.

The following procedures will be followed for the review of existing position descriptions:

1. When two or more existing jobs are combined and/or there is a substantial addition/deletion of duties and/or responsibilities in an existing job, the affected employee or his/her director may request a review of the position's classification. The request is submitted to the assistant superintendent;
2. All requests for review must be made in writing on the appropriate form and provide sufficient information necessary to evaluate the legitimacy of the request;
3. In the event the affected employee initiates the request, the employee's director must indicate support for the request before it can be considered for review. Within 15 working days following receipt of such request, the affected director must forward the request to the assistant superintendent with his/her recommendation for and must communicate that recommendation to the employee;

Classified Personnel Position Description Review – GAB-AR(2)

4. If there is a positive recommendation for review as well as documented and substantial change in the duties and responsibilities of a position, the assistant superintendent will direct that a revised job description be created in the approved format. Several Lane ESD personnel will be trained to write job descriptions and only they will be assigned this responsibility;
5. Upon completion of the initial draft, the assistant superintendent will ask the responsible director and employee to review the draft for accuracy and suggest modifications, if necessary;
6. After the job description has received the approval of the assistant superintendent, responsible director and employee, the assistant superintendent will convene the classified personnel position description review panel;
7. Testimony may be presented at the review session verbally or in writing in support of or in opposition to a change in classification;
8. The panel will make a written recommendation for placement in the classification system to the assistant superintendent within five working days following the review session. It is understood that salaries, as a consequence of a recommended change in classification, may either be increased or decreased;
9. The assistant superintendent will render a decision(s) on the panel's recommendation(s) within five working days. The assistant superintendent may accept or reject the recommendation(s). In the event a recommendation is rejected, the assistant superintendent will reconvene the panel, identify concerns with the panel's recommendation and direct the members to reconsider their recommendation. In the event agreement cannot be reached, a final decision regarding placement of the position in the classification system will rest with the superintendent;
10. The documentation for each review will be on file in the office of the assistant superintendent;
11. The panel will normally complete its review and recommendation to the assistant superintendent within 30 days of the approval of the revised job description.

It is understood that changes in job classification may result in a salary increase. In such cases, the director responsible for the position will also be responsible for allocating funds from his/her departmental budget for this purpose.

Employees who are hired to a new position and/or classification after January 31 of any given year will remain at the new range and step placement thus achieved throughout the subsequent fiscal year, unless he/she is again promoted to a new job and/or classification.

If the panel recommendation results in placement to a higher salary range, the change of status will be implemented retroactive to the submission date of the request. If the panel recommendation results in a placement to a lower salary range, the change of status will be effective July 1 of the new fiscal year.

Lane Education Service District

Code: GAB-AR(3)
Adopted: 2/11/94
Revised/Readopted: 4/23/02, 10/28/08
Orig. Code(s): GAB-AR(3)

Internal Employee Hired to New ~~Job Position~~ Classification

(Already in staff handbook? Collective bargaining agreements?)

Employees hired to a new job classification are probationary in the new position for a period of six months from the date of change of status and will be evaluated prior to the end of the nine-month period.

Advancement to regular status in the new job classification is contingent upon a satisfactory evaluation.

Employees who are hired to a new job classification prior to January 31 of any fiscal year shall be eligible for advancement to the next step in the new salary schedule range at July 1 of the next fiscal year.

Employees who are hired to a new position and/or classification after January 31 of any given year will remain at the new range and step placement through the subsequent fiscal year.

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Lane Education Service District

Code: _____ GB
Adopted: _____ 1/25/94
Revised/Readopted: _____ 9/25/01
Orig. Code(s): _____ GB

General Hiring Practices

(See policy GBC – Staff Ethics)

The ESD may hire a member of ~~an individual employee's family or bona fide dependent of an employee~~ of the ESD in a position in which ~~there would be no direct supervision, appointment or grievance adjustment authority exercised by either employee relative to the other.~~

An employee may directly supervise a family member under the following limited circumstances after careful consultation with staff:

- ~~1. There is not a suitable number of qualified applicants;~~
- ~~2. The relative or dependent is exceptionally well-qualified when compared to other applicants;~~
- ~~3. It is unlikely any other equally qualified or superior candidate can be located within a reasonable period of time by reasonable recruitment methods;~~
- ~~4. Alternative means of evaluation and/or grievance adjustment are available, feasible and reasonably likely to work effectively.~~

As used in this policy, "member of the family" means ~~the spouse, domestic partner, daughter, daughter-in-law, son, son-in-law, mother, mother-in-law, father, father-in-law, brother, brother-in-law, sister, sister-in-law, aunt, uncle, niece, nephew, stepparent or stepchild of the individual employee.~~

END OF POLICY

Legal Reference(s):

~~[ORS 342.169](#)~~
~~[ORS 653.305–653.326](#)~~
~~[ORS 659A.309](#)~~
~~[OAR 581-022-0705 \(4\)](#)~~

Lane Education Service District

Code: GBA
Adopted: 1/25/94
Revised/Readopted: 9/25/01; 8/27/02; 2/22/05;
1/22/08; 10/28/08; 11/16/10;
4/07/20; 12/07/21
Orig. Code(s): GBA

Equal Employment Opportunity

Equal employment opportunity and treatment shall be practiced by the ESD regardless of race¹, color, national origin, religion, sex, sexual orientation, gender identity, age, marital status, pregnancy, childbirth or a related medical condition², veterans' status³, service in uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability⁴ if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

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

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

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 408.235	ORS 659A.030
ORS 243.317 - 243.323	ORS 659.805	ORS 659A.040 - 659A.052
ORS 326.051	ORS 659.850	ORS 659A.082
ORS 334.125(5)	ORS 659A.003	ORS 659A.109
ORS 342.934	ORS 659A.006	ORS 659A.112
ORS 408.225	ORS 659A.009	ORS 659A.147
ORS 408.230	ORS 659A.029	ORS 659A.233

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

² This unlawful employment practice related to pregnancy, childbirth or a related medical condition as described in House Bill 2341 (2019) (added to ORS 659A) applies to employers who employ six or more persons.

³ The ESD grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.

⁴ This unlawful employment practice related to disability as described in ORS 659A.112 applies to employers who employ six or more persons (ORS 659A.106).

ORS 659A.236	OAR 581-021-0045	OAR 839-006-0440
ORS 659A.309	OAR 581-024-0245	OAR 839-006-0450
ORS 659A.321	OAR 839-003-0000	OAR 839-006-0455
ORS 659A.409	OAR 839-003-0000	OAR 839-006-0460
ORS 659A.820	OAR 839-006-0435	OAR 839-006-0465

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e. et. seq. (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (2018); 29 C.F.R Part 1626 (2019).
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
The Vietnam Era Veterans’ Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018).
Chevron USA Inc. v. Echazabal, 536 U.S. 736 (2002).
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303 (2018).

Lane Education Service District

Code: GBA-AR(1)
Adopted: ~~2/11/94~~
Revised/Readopted: ~~9/25/01~~
Orig. Code(s): ~~GBA-AR(+)~~

Affirmative Action Plan

(Still applicable? What do current hiring practices say on this?)

Board policy provides the expectation that "It shall be the responsibility of the affirmative action officer to coordinate all implementing activities." To assure compliance with the intent of this policy, the affirmative action officer shall:

1. At least annually convene the affirmative action committee to review the agency's long and short-term goals;
2. ~~Assure the committee representation includes a cross section of all levels who have authority for hiring and/or making recommendations for hiring, including but not limited to:~~
 - a. ~~Directors of each service area;~~
 - b. ~~A representative of the supervisory staff;~~
 - e. ~~A representative of the confidential staff.~~
3. ~~At the meeting, review the affirmative action policy and formulate long and short-term goals which address the intent of the Board policy;~~
4. ~~Each year thereafter, evaluate the goals established the previous year and develop new job goals or reaffirm current goals for the succeeding year;~~
5. ~~Assure all applicants for employment, all current employees, all persons responsible for hiring within Lane ESD and all employee associations are informed of the ESD's equal opportunity employment policy;~~
6. ~~Provide, upon employment, to each new employee a copy of the district policy and affirmative action plan;~~
7. ~~Provide a written report to the superintendent to be shared with the Board.~~

~~From time to time, studies regarding hiring practices may be necessary for the committee to assess future goals and directions.~~



Lane Education Service District

Code: GBA-AR(3)
~~Adopted: 1/10/96~~
~~Readopted: 9/25/01, 3/17/09~~
~~Orig. Code(s): GBA-AR(3)~~

References

(Internal hiring procedure)

Board policy guarantees to ~~all persons equal access to employment with Lane ESD and sets a standard for~~ employees to be informed ~~and knowledgeable. Checking references of candidates is basic in making good~~ employment decisions. ~~ESD managers should consult with human resources office staff or the~~ superintendent when questions ~~about reference writing or checking occur. Legal advice may be required.~~

Legal Framework

~~A "qualified privilege" exists for making remarks about a person that could be considered defamatory. This protects persons who are involved in giving or getting employment references. A two-part test applies:~~

- ~~1. The person giving the reference must be a representative of an employer who speaks or writes in good faith, and has a public or private duty, or a legal, oral or social obligation to do so; and~~
- ~~2. The person receiving the information must have a corresponding duty or interest in the information.~~

~~Satisfying both portions of the test allows the management staff making the reference check to enjoy the "qualified privilege" from defamation charges.~~

Giving References for Current or Former Employees

- ~~1. Human resources office staff and other ESD managers who rely on the contents of the personnel file in making employment decisions are similarly protected.~~
- ~~2. Lane ESD management staff are expected to review employee's performance reviews in making reference comments.~~
- ~~3. When a person leaves ESD employment, human resources office staff will secure authorization from the person to release personnel file information to potential employers who ask for recommendations.~~
- ~~4. For former employees who have no reference authorization form on file, the human resources office will request a copy of the signed authorization to release information from the prospective employer. If there is no authorization, human resources office staff will contact the former employee and request such authorization in writing. Copy of the authorization will be retained in the personnel file.~~
- ~~5. No performance information shall be given in reference checking without contacting the human resources office. All contacts to ESD employees regarding reference checks for former or current ESD employees shall be referred to the human resources office.~~

Human resources office staff will then review the file of former employees to determine the authorization status given by the former employee.

6. Reference checks about former employees who do not authorize the sharing of personnel file information will be limited to dates of employment and job assignments.
7. Reference checks about former employees who do authorize sharing of personnel file information will be made either by human resources office staff or by ESD management staff.
8. Current ESD employees will be contacted by human resources office staff to obtain authorization to release personnel file information and references from current management staff. A copy of the release form will be completed and filed in the personnel file.

Checking References on Applicants

1. ESD management staff are expected to do a thorough check of references of prospective employees and keep a record of the people contacted and the information received from each contact. Information may be gathered from the references listed by the prospective employee or from others who may have information regarding the person's performance.
2. If a candidate should ask about the information given by a reference, the candidate should be directed to the reference source. The ESD manager should not attempt to paraphrase the reference giver's comments to the candidate.
3. Notes made on reference checking need to be included in the completed application file for each position.

Lane Education Service District

Code: GBA-AR
Revised/Reviewed:

Veterans' Preference

Oregon's veterans' preference law requires the ESD to grant a preference to qualified and eligible veterans and disabled veterans at each stage in the hiring and promotion process. To be **qualified** for veterans' preference, a veteran or disabled veteran must meet the minimum and any other special qualifications required for the position sought. To be **eligible** for veterans' preference¹ a veteran or disabled veteran must provide certification they are a veteran or disabled veteran as defined by Oregon law².

The ESD is not obligated to hire or promote a qualified and eligible veteran or disabled veteran. The ESD is obligated to interview all minimally qualified veterans or disabled veterans and to hire or promote a qualified or eligible veteran or disabled veteran if the individual is equal to or better than the top candidate after the veterans' preference has been applied.

A veteran may submit a written request to the ESD for an explanation of the reasons why they were not selected for the position. The ESD shall provide the reasons for not selecting the candidate when requested.

Recruitment Procedures

All job postings or announcements will include a concise list of minimum and any special qualifications required for the position. Job postings will include a statement that the ESD's policy is to provide veterans and disabled veterans with preference as required by law, and the job posting will require applicants to provide certification of eligibility for preference, in addition to other requested materials.³

Selection Procedures⁴

Step 1: Before the review of any applications the [human resource director] will establish an evaluation scoring guide based on the minimum and any special qualifications listed in the job posting.

¹ See Oregon Revised Statute (ORS) 408.225.

² See Oregon Revised Statute (ORS) 408.225 and OAR 839-006-0040 for definitions of veteran and disabled veteran.

³ See Verification of Veteran's Preference (OAR 839-006-0465). An applicant claiming veteran's or disabled veteran's preference will submit a copy of their Certificate of Release or Discharge from Active Duty (DD Form 214 or 215) or a certification that the veteran is expected to be discharged or released from active duty under honorable conditions not later than 120 days after the submission of the certification. A disabled veteran may also submit a copy of their letter from the U.S. Department of Veterans Affairs, unless the information is included in the DD Form 214/215 or a certification that the veteran is expected to be medically separated from active duty under honorable conditions not later than 120 days after the submission of the certification.

⁴ If the ESD chooses not to use a scored system, the law requires that the ESD give special consideration in the ESD's hiring decision to veterans and disabled veterans and the ESD will need to be able to demonstrate the method used for providing special consideration. ORS 408.230(2)(c).

Step 2: The [human resource director] will review the application materials using the evaluation scoring guide to determine which applicants meet the minimum and any special qualifications listed in the job posting. In assessing the applicant materials of a veteran or disabled veteran the [human resource director] shall evaluate whether the skill experience obtained in the military are transferable to the posted position. Any applicants that do not meet the minimum and any special qualifications shall be removed from the applicant pool.

Step 3: Based on Step 2, the [human resource director] determines who will be interviewed. All qualified and eligible veterans or disabled veterans shall be given an opportunity to interview.

Step 4: Interview questions and scoring sheets will be developed and each scoring sheet must be completed after each interview by the interviewers.

Step 5: Following completion of the interviews, the [human resource director] shall complete the selection matrix and score the applicants based on the scoring sheets completed during interviews. Veterans' preference shall be applied by adding 5 percentage points to an eligible veteran and 10 percentage points to an eligible disabled veteran.

Step 6: The [human resource director] makes the offer to the applicant with the highest final score. The ESD is not obligated to hire or promote a qualified and eligible veteran or disabled veteran. The ESD is obligated to hire or promote a qualified or eligible veteran or disabled veteran if they are equal or better than the top candidate after the veterans' preference has been applied.

A veteran may request a written explanation of the reasons why they were not selected for the position. Upon written request, the ESD shall provide the reasons for not selecting the candidate.

Filing a Complaint

A veteran or disabled veteran is encouraged to contact the [human resource office] if they have any concerns or questions concerning the application of or the process used for veterans' preference.

A veteran or disabled veteran claiming to be aggrieved by a violation of Board policy GBA - Equal Employment Opportunity or this administrative regulation, may file a written complaint with the Civil Rights Division of the Bureau of Labor and Industries (BOLI) in accordance with Oregon Revised Statute (ORS) 659A.820.

Lane Education Service District

Code: GBC
Adopted: 10/28/08
Revised/Readopted 7/13/10; 10/26/10; 9/23/14;
3/29/16; 2/05/19
Orig. Code(s): GBC

Staff Ethics

I. Prohibited Use of Official Position for Financial Gain

No ESD employee will attempt to use their ESD position to obtain financial gain or avoidance of financial detriment for themselves, relatives, members of household or for any business with which the employee, a household members or relative is associated, if the financial gain or avoidance of financial detriment would not otherwise be available but for the ESD employee's employment with the ESD.

This prohibition does not apply to any part of an official compensation package, as approved by the Board, honorarium, reimbursement of expenses, or unsolicited awards of professional achievement. Further, this prohibition does not apply to gifts from one without a legislative or administrative interest. Nor does it apply if the gift is under the \$50 gift limit for one who has a legislative or administrative interest in any matter subject to the decision or vote of the ESD employee.

The employee may receive ESD or school logo apparel as part of the employee's compensation package.

ESD employees will not engage in, or have a personal financial interest in, any activity that raises a reasonable question regarding the use of their official position in regards to their duties and responsibilities as ESD employees. This would also apply to any personal financial benefit for the ESD employee's relative or member of household of the employee, or any business with which the ESD employee or a relative or member of the household of the ESD employee is associated.

This means that:

1. Employees, relatives or members of the ESD employee's household will not use the employee's position to obtain financial gain or avoidance of financial detriment from students, parents or staff;
2. Any device, publication or any other item developed during the employee's paid time shall be ESD property;
3. Employees will not further personal gain through the use of confidential information gained in the course of or by reason of position or activities in any way;
4. No ESD employee may serve as a Board or budget committee member in the ESD;
5. An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time needed that he/she needs to fulfill the position's responsibilities; nor will an employee use any ESD facilities, equipment or materials in performing outside work;
6. If an employee authorizes a public contract, the employee may not have a direct beneficial financial interest in that public contract for two years after the date the contract was authorized.

If an ESD employee has a potential or actual conflict of interest, the ESD employee must notify their/his/her supervisor in writing of the nature of the conflict and request that the supervisor dispose of the

matter giving rise to the conflict. This must be done on each occasion the ESD employee is met with a conflict of interest.

“Potential conflict of interest” means any action or any decision or recommendation by an ESD employee that could result in a financial benefit or detriment for self or relatives or for any business with which the ESD employee or relatives are associated, unless otherwise provided by law.

“Actual conflict of interest” means any action or any decision or recommendation by an ESD employee that would result in a financial benefit or detriment for self or relatives or for any business with which the ESD employee or relatives are associated, unless otherwise provided by law.

In order to avoid violation of nepotism provisions and ESD policy, ESD employees must abide by the following when an employee’s relative or member of the household of the ESD employee, is seeking and/or holds a position with the ESD:

1. An ESD employee may not appoint, employ, promote, discharge, fire, or demote or advocate for such an employment decision for a relative or a member of the household, unless they comply with the conflict of interest requirements of Oregon Revised Statute (ORS) Chapter 244. This rule does not apply to employment decisions regarding unpaid volunteer position, unless it is a Board-related position;
2. An ESD employee may not participate as a public official in any interview, discussion, or debate regarding the appointment, employment, promotion, discharge, firing, or demotion of a relative or a member of the household. An employee may still serve as a reference, provide a recommendation, or perform other acts that are part of the normal job functions of the employee;
3. More than one member of an employee’s family may be hired as a regular ESD employee. In accordance with Oregon law, however, the ESD may refuse to hire individuals, or may transfer current employees, in situations where an appointment would place one family member in a position of exercising supervisory, appointment or grievance adjustment authority over another member of the same family. Employees who are members of the same family may not be assigned to work in the same building except by the superintendent’s approval.

~~In the conflict of interest context:~~

“Member of household” means any person who resides with the employee.

“Relative” means: the spouse¹, parent, step-parent, child, sibling, step-sibling, ~~son-in-law or child~~ daughter-in-law of the employee; or the parent, step-parent, child, sibling, step-sibling, ~~son-in-law or child~~ daughter-in-law of the spouse of the employee. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits² to the employee, or who receives any benefit from the employee’s public employment.

II. Gifts

ESD employees must comply with the following rules involving gifts:

Employees are public officials and therefore will not solicit or accept a gift or gifts with an aggregate value in excess of \$50 from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision or vote of the ESD employee. All gift-related provisions apply to the

¹ The term spouse includes domestic partner.

² Examples of benefits may include, but not be limited to, elements of an official compensation package including benefits such as insurance, tuition or retirement allotments.

employee, their relatives, and members of their household. The \$50 gift limit applies separately to the employee, and to the employee's relatives or members of household, meaning that the employee and each member of their household and relative can accept up to \$50 each from the same source/gift giver. A gift may be received by the ESD employee from, but not limited to, another ESD employee, a student or parent of a student or a vendor. Except for exclusions in ORS 244.040(2), an item received by an employee from the ESD is prohibited.

"Gift" means something of economic value given to an employee without valuable consideration of equivalent value, which is not extended to others who are not public officials on the same terms and conditions.

"Relative" means: the spouse³, parent, step-parent, child, sibling, step-sibling, ~~son-in-law or child~~ ~~daughter-in-law of the employee~~; or the parent, step-parent, child, sibling, step-sibling, ~~son-in-law or child~~ ~~daughter-in-law of the spouse of the employee~~. Relative also includes any individual for whom the employee has a legal support obligation, whose employment provides benefits⁴ to the employee, or who receives any benefit from the employee's public employment.

"Member of the household" means any person who resides with the employee.

Determining the Source of Gifts

Employees, the employee's relatives or members of the employee's household should not accept gifts in any amount without obtaining information from the gift giver as to who is the source of the gift. It is the employee's personal responsibility to ensure that no single source provides gifts exceeding an aggregate value of \$50 in a calendar year, if the source has a legislative or administrative interest in any matter subject to the decision or vote of the ESD employee. If the giver does not have a legislative or administrative interest, the \$50 limit does not apply and the employee need not keep track of it, although they are advised to do so anyway in case of a later dispute.

Determining Legislative and Administrative Interest

A "legislative or administrative interest" means an economic interest, distinct from that of the general public, in any action subject to the official decision of an employee.

A "decision" means an act that commits the ESD to a particular course of action within the employee's scope of authority and that is connected to the source of the gift's economic interest. A decision is not a recommendation or work performed in an advisory capacity. If a supervisor delegates the decision to a subordinate but retains responsibility as the final decision maker, both the subordinate and supervisor's actions would be considered a "decision."

Determining the Value of Gifts

The fair market value of the merchandise, goods, or services received will be used to determine benefit or value.

"Fair market value" is the dollar amount goods or services would bring if offered for sale by a person who desired, but was not obligated, to sell and purchased by one who is willing, but not obligated, to buy. Any portion of the price that was donated to charity, however, does not count toward the fair market value of the gift if the employee does not claim the charitable contribution on personal tax returns. Below are acceptable ways to calculate the fair market value of a gift:

³ Ibid. p. 2

⁴ Ibid. p. 23

1. In calculating the per person cost at receptions or meals the payor of the employee's admission or meal will include all costs other than any amount donated to a charity.

For example, a person with a legislative or administrative interest buys a table for a charitable dinner at \$100 per person. If the cost of the meal was \$25 and the amount donated to charity was \$75, the benefit conferred on the employee is \$25. This example requires that the employee does not claim the charitable contribution on personal tax returns.

2. For receptions and meals with multiple attendees, but with no price established to attend, the source of the employee's meal or reception will use reasonable methods to determine the per person value or benefit conferred. The following examples are deemed reasonable methods of calculating value or benefit conferred:
 - a. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons whom the payor reasonably expects to attend the reception or dinner;
 - b. The source divides the amount spent on food, beverage and other costs (other than charitable contributions) by the number of persons who actually attend the reception or dinner; or
 - c. The source calculates the actual amount spent on the employee.

Upon request by the employee, the source will give notice of the value of the merchandise, goods, or services received.

Attendance at receptions where the food or beverage is provided as an incidental part of the reception is permitted without regard to the fair market value of the food and beverage provided.

Value of Unsolicited Tokens or Awards: Resale Value

Employees may accept unsolicited tokens or awards that are engraved or are otherwise personalized items. Such items are deemed to have a resale value under \$25 (even if the personalized item cost the source more than \$50), unless the personalized item is made from gold or some other valuable material that would have value over \$25 as a raw material.

Entertainment

Employees may not accept any gifts of entertainment over \$50 in value from any single source in a calendar year that has a legislative or administrative interest in any matter subject to the decision of the employee unless:

1. The entertainment is incidental to the main purpose of another event (i.e. a band playing at a reception). Entertainment that involves personal participation is not incidental to another event (such as a golf tournament at a conference); or
2. The employee is acting in their official capacity for a ceremonial purpose.

Entertainment is ceremonial when an employee appears at an entertainment event for a "ceremonial purpose" at the invitation of the source of the entertainment who requests the presence of the employee at a special occasion associated with the entertainment. Examples of an appearance by an employee at an entertainment event for a ceremonial purpose include: throwing the first pitch at a baseball game, appearing in a parade and ribbon cutting for an opening ceremony.

Exceptions

The following are exceptions to the ethics rules on gifts that apply to employees.

1. Gifts from relatives and members of the household to the employee are permitted in an unlimited amount; they are not considered gifts under the ethics rules;
2. Informational or program material, publications, or subscriptions related to the recipient's performance of official duties;
3. Food, lodging, and travel generally count toward the \$50 aggregate amount per year from a single source with a legislative or administrative interest, with the following exceptions.

Organized Planned Events. Employees are permitted to accept payment for travel conducted in the employee's official capacity, for certain limited purposes:

- a. Reasonable expenses (i.e., food, lodging, travel, fees) for attendance at a convention, fact-finding mission or trip, or other meeting do not count toward the \$50 aggregate amount IF:
 - (1) The employee is scheduled to deliver a speech, make a presentation, participate on a panel, or represent the ESD; AND
 - (a) The giver is a unit of a:
 - (i) Federal, state, or local government;
 - (ii) An Oregon or federally recognized Native American Tribe; OR
 - (iii) Nonprofit corporation.
 - (2) The employee is representing the ESD:
 - (a) On an officially sanctioned trade-promotion or fact-finding mission; OR
 - (b) Officially designated negotiations or economic development activities *where receipt of the expenses is approved in advance by the superintendent.*

The purpose of the exception in a. above is to allow employees to attend organized, planned events and engage with the members of organizations by speaking or answering questions, participating in panel discussions or otherwise formally discussing matters in their official capacity. This exception to the gift definition does not authorize private meals where the participants engage in discussion.

4. Food or beverage, consumed at a reception, meal, or meeting IF held by an organization and IF the employee is representing the ESD.

“Reception” means a social gathering. Receptions are often held for the purpose of extending a ceremonial or formal welcome and may include private or public meetings during which guests are honored or welcomed. Food and beverages are often provided, but not as a plated, sit-down meal.
5. Food or beverage consumed by employee acting in an official capacity in the course of financial transactions between the public body and another entity described in ORS 244.020(7)(b)(I)(i);
6. Waiver or discount of registration expenses or materials provided to employee at a continuing education event that the employee may attend to satisfy a professional licensing requirement;
7. An item received by the employee as part of the usual or customary practice of the employee's private business, employment or position as a volunteer that bears no relationship to the employee's position;
8. Reasonable expenses paid to employee for accompanying students on an educational trip.

Honoraria

An employee may not solicit or receive, whether directly or indirectly, honoraria for the employee or any relative or member of the household of the employee if the honoraria are solicited or received in connection with the official duties of the employee.

The honoraria rules do not prohibit the solicitation or receipt of an honorarium or a certificate, plaque, commemorative token, or other item with a value of \$50 or less; or the solicitation or receipt of an honorarium for services performed in relation to the private profession, occupation, avocation, or expertise of the employee.

END OF POLICY

Legal Reference(s):

[ORS 244.010 - 244.400](#)
[ORS 332.016](#)

[ORS 659A.309](#)

[OAR 199-005-0001 - 199-020-0020](#)
[OAR 584-020-0040](#)

OR. ETHICS COMM'N, OR. GOV'T ETHICS LAW, A GUIDE FOR PUBLIC OFFICIALS.

Lane Education Service District

Code: GBC-AR
Adopted: 10/28/08
Revised/Reviewed: 4/28/09; 6/22/10; 9/23/14;
1/08/19
Orig. Code(s): GBC-AR

Staff Ethics

ESD employees are allowed financial benefits as identified in Oregon Revised Statute (ORS) 244.040(2), such as their official compensation package, reimbursed expenses, limited honoraria and unsolicited awards for professional achievement. ESD employees are prohibited from using or attempting to use ~~their~~ their ESD position to obtain a financial gain or to avoid a financial detriment for the ESD employee, a relative or member of the household of the employee, or any business with which the employee or a relative or member of the household of the employee is associated, if the opportunity for financial gain or avoidance of a financial detriment would not otherwise be available but for the employee's position with the ESD. Specifically, this means that:

1. Employees will not use ESD equipment for personal use, unless it is available to a significant segment of the general public. This includes, but is not limited to, the personal use of the ESD's:
 - a. Fax machine¹;
 - b. Phones to make long distance personal calls;
 - c. ESD vehicles;
 - d. Professional technology equipment (e.g., wood shop, automotive shop, CAD); and
 - e. Athletic facilities (e.g., pool or weight room).

Further, the ESD's supplies, facilities, equipment, employees, records or any other public resources are not to be used to engage in private business interests. For example, the ESD's computer cannot be used to sell products on an auction website during school hours.

2. When employees are traveling on official ESD business, any gift given because of this travel must be either declined or passed on to the ESD for use for future ESD travel. For example, if the hotel where the employee is staying gives the employee a free night's stay on a future visit, this must be declined or given back to the ESD for future ESD travel. The frequent flyer miles earned when traveling on official ESD business can only be used for ESD travel. If the employee's spouse is traveling with the employee, the employee is responsible for all additional charges (i.e., additional room charge).
3. Employees may not use personal credit cards for ESD travel or other ESD business and receive incentives such as cash reimbursements, frequent flyer miles and other benefits based upon the dollar amount of purchases made.
4. Employees may not use discounts offered by private companies for the employee's personal benefit if the discount is only offered because of the employee's official position. For example, an office supplies store provides all teachers a 10 percent discount. Because the teachers are receiving this discount only because of their official position, they cannot use the discount to purchase personal

¹ The ESD could establish a fee schedule that would allow only ESD employees to pay for the personal use of the ESD fax machines. If the ESD established a fee schedule for the use of fax machines the fee schedule must be equal to or exceed the prevailing rates offered at commercial businesses.

items. Teachers may use the discount to purchase items for ESD use. Employees can also accept the discount if it is also available to a substantial segment of the population who are not public officials.

5. Employees may accept free passes to ESD extracurricular events if they are attending these events in their official capacity (i.e., chaperoning, ticket sales or managing concession sales). In order to promote employee participation in extracurricular activities, the ESD may include free passes in employees' official compensation packages or employees may be reimbursed by the ESD for the cost of admission.
6. The employee's ESD position is not to be used to take official action that could have a financial impact on a private business with which the employee, a relative or member of the employee's household are associated. For example, if the employee's ~~sibling~~brother owns a pest-control business which is seeking a contract with the ESD, and the employee is part of the decision-making process, the employee must declare an actual conflict of interest, in writing, describing the nature of the employee's conflict, and provide this to the employee's supervisor.
7. Confidential information gained as an ESD employee is not to be used to obtain a financial benefit for the employee, a relative or member of the employee's household or a business with which any are associated. For example, the employee should not use the information that a student in ~~their~~her class is falling behind in math to provide the parents a referral to the employee's ~~sibling~~sister's tutoring business.
8. ESD employees who mentor student teachers may not receive direct payments from sponsoring colleges or universities. The payment may be provided by the college or university to the ESD, which can then distribute the compensation to the teachers as an element of their official compensation package.
9. ESD employees must follow Oregon Government Ethics Commission guidelines for outside employment if the employee acts as a chaperone for student group trips on personal time and the ESD employee accepts compensation in the form of travel expenses from a private business or organization. Specifically, ESD employees must conduct all activities related to the trip on personal time and cannot use the classroom or school environment to plan the off-campus trip. Employees may use ESD facilities for this purpose only if they comply with the ESD's public use of facilities policy. It is not an ethics violation for the employee to accept reasonable expenses for accompanying students on an education trip.

These restrictions do not apply if the teacher is chaperoning students on a fact-finding mission that is officially sanctioned by the Board.

Lane Education Service District

Code: GBDA
Adopted: 1/22/08
Revised/Readopted: 12/03/19
Orig. Code: GBDA

Expression of Milk or Breast-feed in the Workplace

good

When possible an employee must give reasonable notice of the intent to express milk or breast-feed to the supervisor. The ESD shall provide the employee a reasonable rest period to express milk or breast-feed each time the employee has a need to express milk or breast-feed. If feasible, the employee will take the rest period at the same time as the rest periods or meal periods provided by the ESD.

The ESD will make a reasonable effort to provide a location, other than a public restroom or toilet stall, in close proximity to the employee's work area, where an employee can express milk or breast-feed in private, concealed from view and without intrusion by other employees or the public. "Close proximity" means within walking distance from the employee's work area that does not appreciably shorten the rest or meal period. If a private location is not within close proximity to the employee's work area, the ESD may not include the time taken to travel to and from the location as part of the break period.

An employee who expresses milk during work hours may use the available refrigeration to store the expressed milk. The ESD must allow the employee to bring a cooler or other insulated food container to work for storing the expressed milk and ensure there is adequate space in the workplace to accommodate the employee's cooler or insulated food container.

~~This policy and the list of designated locations is published in the employee handbook.~~ The list of designated locations is available upon request in the ESD's central office and the central office of each facility.

This policy only applies to employees who are expressing milk or breast-feeding for children 18 months of age or younger.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 334.125](#)

[ORS 653.077](#)
[ORS 653.256](#)

[OAR 839-020-0051](#)

Lane Education Service District

Code: GBE
Adopted: 2/24/15
Orig. Code(s): GBE

Staff Health and Safety *

good

The Board directs the superintendent to take appropriate means to provide for the health and safety of all employees while engaged in the performance of their duties. The input of staff will be encouraged in the development of ESD health and safety plans.

The superintendent will develop a ESD plan for dealing with hazardous chemicals in the workplace. This plan will include proper labeling, storage and disposal of all such materials.

The superintendent will develop ESD-wide training activities to deal with the use of hazardous chemicals. Training will include the identification, use, storage and disposal techniques needed to assure safety of staff and students.

In meeting the requirements of the law, employees will be trained to recognize and respond appropriately to the presence of hazardous chemicals. All personnel who may be exposed to hazardous materials during the performance of their duties or in an emergency will be so informed and trained to appropriately deal with these materials.

The superintendent will provide staff members with the Safety Data Sheets (SDS), which must accompany any hazardous substance used in the school setting.

END OF POLICY

Legal Reference(s):

ORS 243.650	OAR 437-002-0140	OAR 437-002-0368
ORS 329.095	OAR 437-002-0144	OAR 437-002-0377
ORS 453.001 to -453.275	OAR 437-002-0145	OAR 437-002-0390
OAR 437-001-0760	OAR 437-002-0180 to -0182	OAR 437-002-0391
OAR 437-002-0020 to -0075	OAR 437-002-0360	OAR 581-024-0275

Lane Education Service District

Code: GBE-AR
Adopted: 12/01/20
Orig. Code(s): GBE-AR

Footwear

(This usually does not rise to the level of a board AR. Can this be moved to the staff handbook?)

Lane Education Service District is committed to providing a safe and healthy work environment. As part of that commitment and due to the risk of slips, trips and falls resulting in personal injury, certain footwear is prohibited in the work environment. All footwear must be appropriate for the environment and the employee's job requirements. For example, open toe shoes or "flip flops" are inappropriate for agency work environments and create safety hazards for the wearer. Therefore, Lane Education Service District reserves the right to determine whether a particular style of footwear is appropriate for the workplace and/or job requirements.

Footwear Safety Best Practices

To ensure safety, footwear should be free of defects or contamination. Employees should:

- Decontaminate work shoes or boots that come in contact with hazardous substances.
- Keep footwear clean, particularly treads on soles.
- Check footwear periodically to make sure there are no rips, holes or other defects and for adequate tread remaining.

All Staff

Bare feet are not allowed. Footwear with laces must remain tied at all times.

Footwear worn in classrooms must be sturdy, provide a firm base and good support as well as have slip-resistant soles. Footwear worn in classroom settings should be closed toe, regardless of the wearer's responsibilities or purpose for being there.

The following shoes will NOT be allowed to be worn while in a classroom, as they are considered a risk factor for trips and falls:

- Rubber shoes Both with and without perforations in the shoe.
- Flip flops or similar sandals with or without elevated heels.
- Any shoe with an open heel and no strap to secure the foot.
- Shoes with a heel in excess of 2 inches.
- Footwear that does not provide stability or where the foot raises out of the foot bed of the shoe with walking.

The following shoes are allowed in classrooms, with good professional taste expected:

- Tennis shoes
- Nursing or other healthcare shoes
- ~~Loafers with non-slip soles~~
- ~~Shoes with closed toe and/or strap heel~~

Facilities Staff

~~Facilities Department staff are required to wear close-toed footwear that provide a firm base and good support as well as having slip-resistant soles. Facilities Department staff are required to wear studded "traction footwear" over shoe devices when working outdoors in icy winter season conditions, such as when performing manual snow removal, exterior facility maintenance, etc. Approved traction footwear devices will be provided to affected employees at no cost.~~

~~Non-specialty footwear worn by those walking or working outdoors while in the scope of their job responsibilities must be appropriate for the conditions. For example, to help prevent slips and falls, boots or other appropriate footwear must be worn outdoors during inclement weather and/or while navigating snowy or slippery surfaces and must have an aggressive sole tread.~~

~~Staff who report to work in footwear that is considered unsafe may be sent home. Repeat issues with unsafe footwear may result in disciplinary action.~~

Lane Education Service District

Code: GBEA
Adopted: 1/25/94
Revised/Readopted: 9/25/01; 4/07/20; 12/07/21;
2/07/23
Orig. Code(s): GBEA

Workplace Harassment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

ORS 174.100	ORS 659A.006	ORS 659A.112
ORS 243.317 - 243.323	ORS 659A.029	ORS 659A.370
ORS 659A.001	ORS 659A.030	ORS 659A.375
ORS 659A.003	ORS 659A.082	ORS 659A.820

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

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

[ORS 659A.875](#)
[ORS 659A.885](#)

[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

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

Lane Education Service District

Code: GBEA-AR – [PENDING to reconcile complaint/grievance timelines](#)
Revised/Reviewed: 4/07/20
Orig. Code(s): GBEA-AR

Workplace Harassment Reporting and Procedure

Any ESD employee who believes they have been a victim of workplace harassment may file an oral or written report consistent with this administration regulation, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process, or under any other available law.

Additional information regarding the filing of a report may be obtained through Human Resources, the compliance officer or superintendent.

A complaint alleging an unlawful employment practice as described in ORS 659A.030, 659A.082, or 659A.112 or ORS 659A.370 ~~section 4 of Senate Bill 479 (2019)~~ must be filed no later than five years after the occurrence of the alleged unlawful employment practice.

All documentation related to workplace harassment complaints may become part of the personnel file of the employee who is the alleged harasser, as appropriate. Additionally, a copy of all workplace harassment reports, complaints, and documentation will be maintained by the ESD as a separate confidential file and stored in the ESD office.

Investigation Procedure

The assistant superintendent is responsible for investigating reports concerning workplace harassment. The investigator(s) shall be a neutral party having had no involvement in the report presented. If the alleged workplace harassment involves the assistant superintendent, the employee may report to superintendent. All reports of alleged workplace harassment behavior shall be investigated.

The investigator shall:

1. Document the alleged, reported incident of workplace harassment;
2. Provide information about legal resources and counseling and support services, which may include ESD-provided assistance services available to the ESD employee;
3. Provide a copy of the ESD's Board policy GBEA-Workplace Harassment and this administrative regulation to the ESD employee; and
4. Complete the following steps:

Step 1 Promptly initiate an investigation. The investigator will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The investigator shall notify the complainant in writing that the

investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

A copy of the report, complaint, or other documentation about the incident, and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the workplace harassment incident, including disciplinary action taken or recommended, shall be forwarded to the human resources office.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 1 decision. The superintendent or designee shall review the investigators report and findings. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary by the superintendent or designee to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days after receipt of the appeal.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the findings and conclusion of the superintendent or designee in a public meeting to determine what action is appropriate. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's or designee's decision as the ESD's final decision.

If the Board conducts a hearing, the complainant shall be given an opportunity to present the appeal at a Board meeting. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The parties involved may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. The Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

If the Board chooses not to hear the appeal, the superintendent's decision in Step 2 is final.

Reports involving the superintendent should be referred to the Board chair on behalf of the Board. The Board chair will cause the information¹ required to be issued to the complainant as described in this administrative regulation. The Board chair shall present the complaint to the Board at a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law. The Board shall decide, within 30 days, in open session what action if any is warranted. The Board chair shall notify the complainant in writing within 10 days that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Follow-up Procedures

¹ Provide information about legal resources and counseling and support services, which may include ESD-provided assistance services available to the ESD employee, and a copy the ESD's Board policy GBEA-Workplace Harassment and this administrative regulation to the ESD employee.

The assistant superintendent will follow up with the ESD employee of the alleged harassment once every three months for the calendar year following the date on which the assistant superintendent received a report of harassment, to determine whether the alleged harassment has stopped or if the employee has experienced retaliation. The assistant superintendent will document the record of this follow-up. The assistant superintendent will continue follow-up in this manner until and unless the employee directs the assistant superintendent in writing to stop.

Other Reporting Options and Filing Information

Nothing in this policy prevents an employee from filing a formal grievance in accordance with a collective bargaining agreement (CBA) or a formal complaint with BOLI or the Equal Employment Opportunity Commission (EEOC); or if applicable, the U.S. Department of Labor (USDOL) Civil Rights Center. Review the CBA for any provision that requires an employee to choose between the complaint procedure outlined in the CBA and filing a BOLI or EEOC complaint.

Nothing in Board policy GBEA - Workplace Harassment or this administrative regulation prevents any person from seeking remedy under any other available law, whether civil or criminal.

An employee or claimant must provide advance notice of claim against the employer as required by ORS 30.275.

Filing a report with the U.S. Department of Labor (USDOL) Civil Rights Center.

An employee whose agency receives federal financial assistance from the USDOL under the Workforce Innovation and Opportunity Act, Mine Safety and Health Administration, Occupational Safety and Health Administration, or Veterans' Employment and Training Service, may file a complaint with the state of Oregon Equal Opportunity Officer or directly through the USDOL Civil Rights Center. The complaint must be written, signed and filed within 180 days of when the alleged discrimination or harassment occurred.

WORKPLACE HARASSMENT REPORTING OR COMPLAINT FORM

Name of person making report/complainant: _____

Position of person making report/complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of alleged misconduct: _____

Name of witnesses (if any): _____

Evidence of workplace harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

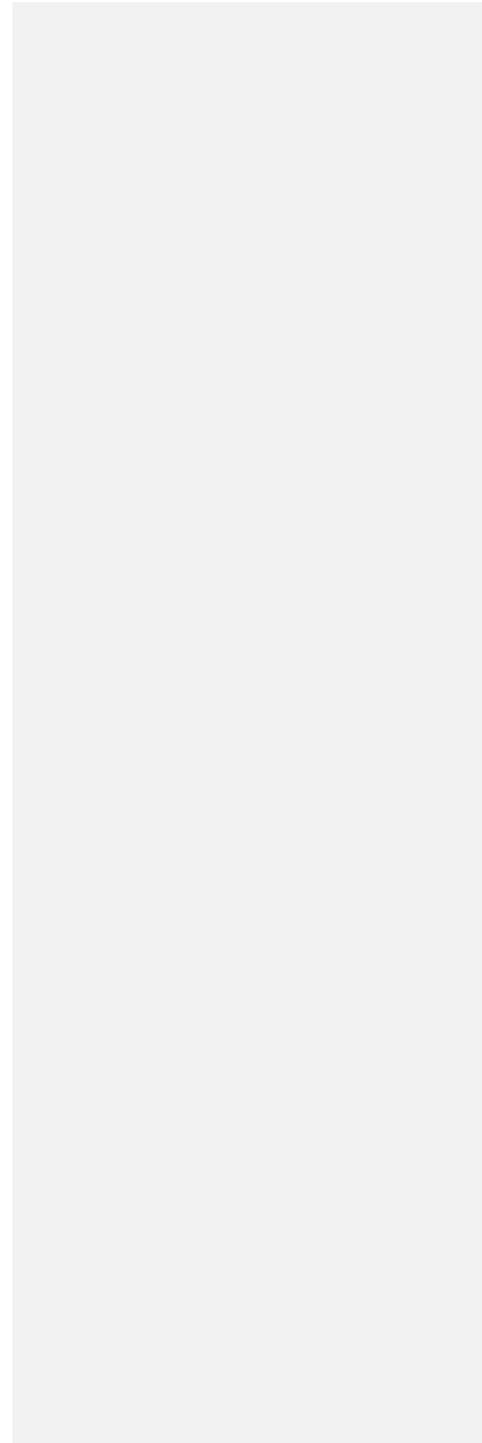
Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____



Lane Education Service District

Code: GBEB
Adopted: 6/28/94
Revised/Readopted: 9/25/01; 12/06/17
Orig. Code(s): GBEB

Communicable Disease –~~Staffin~~ Schools

The ESD shall provide reasonable protection against the risk of exposure to communicable disease for ~~students and~~ employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance for Schools* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

Employees shall comply with all other measures adopted by the ESD and with all rules adopted by the Oregon Health Authority, Public Health Division and the local health department.

~~An employee who knows that he or she has or has been exposed to any restrictable disease, may not attend work unless authorized by Oregon law. When an administrator has reason to suspect that any employee has or has been exposed to any restrictable disease and exclusion is required, the administrator shall send the employee home. If the disease is a reportable disease, the administrator will report the occurrence to the local health department. Employees shall provide services to students as required by law.~~

An employee ~~for student~~ may not attend work ~~for school, respectively,~~ while in a communicable stage of a restrictable disease or when an administrator has reason to suspect the employee ~~for student~~ has or has been exposed to any disease for which exclusion is required in accordance with law. The ESD may provide an educational program in an alternative setting. Services will be provided to students as required by law.

The ESD shall protect the confidentiality of an employee's ~~and student's~~ health condition and record to the extent possible and consistent with federal and state law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator ~~may~~ shall inform the appropriate employees with a legitimate educational interest ~~to protect against the risk of exposure.~~

~~†The ESD will include, as part of its general emergency plans, a description of the actions to be taken by the ESD staff in buildings and by the ESD in response to medical emergencies.†~~

~~Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons as required by law.~~

~~The ESD shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.~~

~~The superintendent will develop administrative regulations necessary to implement this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 334.125](#)

[ORS 431.150 - 431.157](#)

[ORS 433.001 - 433.004](#)

[ORS 433.010](#)

[ORS 433.110](#)

[ORS 433.235 - 433.284](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

[OAR 581-024-0275](#)

[OAR 581-024-0280](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

OREGON DEPARTMENT OF EDUCATION AND OREGON HEALTH AUTHORITY, *Community Disease Guidance for Schools*.
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34
C.F.R. Part 99 (2023).
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164
(2023).

Lane Education Service District

Code: GBEB-AR
Adopted: 7/18/94
Revised/Readopted: 9/25/01; 8/27/02; 11/07/17;
8/04/20
Revised/Reviewed:
Orig. Code(s): GBEB-AR

Communicable Diseases – Staffin Schools

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule¹ and include but are not limited to COVID-19², chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxicogenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis, and may include a communicable stage of hepatitis B infection in a child who if, in the opinion of the local health officer, the person poses an unusually high risk to other children³ (e.g., a child that exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. ~~A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by the local public health administrator after determining that it poses a danger to the public’s health.~~
2. “Susceptible” for a child means lacking documentation of immunization required under OAR 333-050-0050, or if immunization is not required, lacking evidence of immunity to the disease.
3. “Susceptible” for a school ~~“Susceptible” for an employee~~ means lacking evidence of immunity to the disease.
4. “Reportable diseases” means a disease or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health.

Restrictable Diseases

1. An employee of the ESD will not attend or work at an ESD school or facility while in a communicable stage of a restrictable disease, ~~including a communicable stage of COVID-19²~~, unless authorized to do so under Oregon law. When an administrator has reason to suspect that an employee has a restrictable disease, the administrator shall send ~~them~~ the employee home.
2. An administrator shall exclude ~~a~~ susceptible ~~an~~ employee if the administrator has reason to suspect ~~they have~~ that an employee has or has been exposed to measles, mumps, rubella, diphtheria,

¹ OAR 333-019-0010 lists restrictable diseases.

² Added per OAR 333-019-1000(2).

³ “Communicable stage of COVID-19” means having a positive presumptive or confirmed test of COVID-19.

pertussis, hepatitis A, or hepatitis B, unless the local health officer determines that exclusion is not necessary to protect the public's health. The administrator or designee will ~~may~~ request the local health officer to make a determination as allowed by law. If the disease is reportable, the administrator will report the occurrence to the local health department.

3. ~~An administrator shall exclude an employee if the administrator has been notified by a local public health administrator or local public health officer that the employee has had a substantial exposure to an individual with COVID-19 and exclusion is deemed necessary by same.~~
- 4.3. An employee will be excluded in such instances until such time as the employee presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - 677.525, a nurse practitioner licensed under ORS 678.375 - 678.390, local health department nurse or school nurse stating that the employee does not have or is not a carrier of any restrictable disease.
- 5.4. ~~An exclusion administrator may allow attendance of an employee restricted for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may be if the restriction has been removed by a school nurse or health care provider.~~
- 6.5. More stringent exclusion standards for employees from school or work may be adopted by the local health department ~~or by the ESD through policy adopted by the Board.~~
7. ~~The ESD's emergency plan shall address the ESD's plan with respect to a declared public health emergency at the local or state level.~~

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the ESD and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate ESD response when the administrator is notified that an employee or a student has been exposed to a restrictable disease ~~which that~~ is also a reportable disease.
3. ~~[ESD staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance⁴.]~~
4. An administrator shall determine other persons who may be informed of an employee's communicable disease, or that of a student's when a legitimate educational interest exists or for health and safety reasons, in accordance with law.

Equipment and Training

1. The administrator or designee shall, ~~on a case by case basis,~~ determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.

⁴ Refer to *Communicable Disease Guidance for Schools* published by the Oregon Health Authority and the Oregon Department of Education.

2. The administrator or designee shall consult with the ESD's [school] nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.
3. All ESD personnel will be instructed annually to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA). ~~(See policy EBBAA).~~

Lane Education Service District

Code: ~~GBEBA~~
Adopted: ~~6/28/94~~
Revised/Readopted: ~~9/25/01~~
Orig. Code(s): ~~GBEBA~~

~~HIV, AIDS and HBV – Employees~~

Lane ESD will strictly adhere in its policies and procedures to the Oregon Revised Statutes and Oregon Administrative Rules as they relate to employees infected with HIV, AIDS and/or HBV¹.

The ESD recognizes that an employee has no obligation under any circumstance to report his/her condition to the ESD and the employee has a right to continue working.

~~If the employee reports his/her condition to the ESD, strict adherence to written guidelines outlined by the employee shall be followed.~~

These guidelines shall identify who may have the information, who will give the information, how the information will be given, when and where the information will be given. All such information will be held in confidence.

~~When informed of the infection, and with written permission from the employee, the ESD will develop procedures for formulating an evaluation team. The team shall address the nature, duration and severity of risk as well as any modification of activities. The team shall continue to monitor the employee's condition.~~

~~The ESD shall also develop policies and/or procedures for rumor control, infection control and public relations/media. Accommodations for an employee infected with HIV, AIDS and HBV shall be the same as with any other illness.~~

~~END OF POLICY~~

Legal Reference(s):

[ORS 242.650](#)
[ORS 342.850 \(7\)](#)
[ORS 433.008](#)
[ORS 433.045](#)
[ORS 433.260](#)

[OAR 333-012-0270](#)
[OAR 333-017-0000 \(40\)](#)
[OAR 333-018-0000](#)
[OAR 333-018-0005](#)
[OAR 333-019-0015](#)

[OAR 581-024-0275](#)
[OAR 581-024-0280](#)

¹HIV – Human Immunodeficiency Virus; AIDS – Acquired Immune Deficiency Syndrome; HBV – Hepatitis B Virus

Lane Education Service District

Code: GBEBA-AR
Adopted: 7/18/94
Readopted: 9/25/01
Orig. Code(s): GBEBA-AR

~~HIV, AIDS and HBV – Employees~~

As a general rule, employees with HIV should not pose a health risk to students, to other employees or to community members. As a general rule, employees with HIV should be allowed to continue employment.

Decisions regarding the assignment of a staff member with HIV will be made on a case-by-case basis, taking into consideration all available information on the specific case at hand.

~~If an employee with HIV notifies the superintendent of his/her medical condition, the superintendent will immediately constitute a team to review the employee's assignment to determine if such assignment may create a health risk for other persons. The team members will include:~~

- ~~1. The employee;~~
- ~~2. The employee's physician;~~
- ~~3. The employee's supervisor;~~
- ~~4. A medically trained professional;~~
- ~~5. Representative(s) of the district office;~~
- ~~6. A public health agency representative.~~

~~The superintendent shall also report the disease to the local health department by the most direct means available.~~

~~Factors that the team should review, but not be limited to, are assignments that include application of first-aid assignments that include personal hygiene care, or any other factors that could transmit blood or body fluids from one person to another. Periodic review of the employee's medical condition should be scheduled. The team will make its recommendations to the superintendent.~~

~~If reassignment of the employee is advised by the team, the action taken will follow review and reconsideration of policies, regulations and practices that govern such reassignments for medical reasons, including the use of appropriate sick leaves and disability leaves.~~

~~The employee's right to privacy and confidentiality of medical records will be preserved. Only as much information as necessary will be communicated to the community and staff so that news is managed and the credibility and trustworthiness of the district is preserved.~~

These guidelines will be revised to conform with new medical information and guidelines published by county and state health departments. Such publications should be the basis for annual training provided for employees.

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Lane Education Service District

Code: GBEBAA/JHCCBA/EBBAB
Adopted: 6/28/94
Readopted: 9/25/01, 8/27/02
Orig. Code(s): GBEBAA/JHCCBA/EBBAB

HBV/Bloodborne Pathogens

~~The Board recognizes that staff/students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff/students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.~~

~~Consequently, the Board directs adherence to standard precautions. Standard precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for HIV, HBV and/or other bloodborne pathogens¹.~~

~~In order to reduce the risk to staff/students by minimizing or eliminating staff exposure incidents to bloodborne pathogens, the Board directs the superintendent to develop and implement an Exposure Control Plan. The plan shall be reviewed and updated at least annually and whenever necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:~~

- ~~1. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens;~~
- ~~2. Annually, document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.~~

~~The plan shall include training followed by an offer of immunization with Hepatitis B vaccine and vaccination series for all staff who are required to provide first aid to students and/or for all staff who have occupational exposure as determined by the ESD. Training shall be provided at the time of initial assignment to tasks where occupational exposure may take place and at least annually thereafter. Personal protective equipment appropriate to job tasks shall be provided by the ESD. A post-exposure evaluation and follow up shall be made available to any employee sustaining an occupational exposure.~~

~~The ESD recognizes that, as required by OAR 437-002-1030, employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems). The ESD will implement such work practice controls, as appropriate.~~

~~Documentation, including a sharps injury log, will be maintained as required by OAR 437-002-1035 and 437-002-1030 (3).~~

¹Bloodborne pathogens – pathogenic microorganisms that are present in human blood and can cause disease in humans. These include, but are not limited to, Hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

END OF POLICY

Legal Reference(s):

- [QAR 437-002-0360](#)
- [QAR 437-002-0377](#)
- [QAR 437-002-1030](#)
- [QAR 437-002-1035](#)

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Lane Education Service District

Code: GBEBAA/JHCCBA/EBBAB-AR
Adopted: 9/11/96
Revised/Readopted: 7/10/01
Orig. Code(s): GBEBAA/JHCCBA/EBBAB-AR

Bloodborne Pathogen Exposure Control Plan For Compliance with OR-OSHA Standard – OAR 437-002-0360 to -0375

The following definitions apply to this document and the OR-OSHA administrative rules on bloodborne pathogens:

“Blood”: Human and human blood components and products made from human blood.

“Bloodborne Pathogens”: Pathogenic micro-organisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV).

“Clinical Laboratory”: A workplace where diagnostic or other screening procedures are performed on blood or other potentially infectious materials.

“Contaminated”: The presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

“Contaminated Laundry”: Laundry which has been soiled with blood or other potentially infectious materials or may contain sharps.

“Contaminated Sharps”: Any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes and exposed ends of dental wires.

“Decontamination”: The use of physical or chemical means to remove, inactivate or destroy bloodborne pathogens on a surface or item to the point where they are no longer capable of transmitting infectious particles and the surface or item is rendered safe for handling, use or disposal.

“Engineering Controls”: Controls (e.g., sharps disposal containers, self sheathing needles) that isolate or remove the bloodborne pathogens hazard from the workplace.

“Exposure Incident”: A specific eye, mouth or other mucous membrane, nonintact skin or parenteral contact with blood or other potentially infectious materials that results from the performance of any employee’s duties.

“Handwashing Facilities”: A facility providing an adequate supply of running potable water, soap and single use towels or hot air drying machines.

“Licensed Health-Care Professional”: A person whose legally permitted scope of practice allows him/her to independently perform the activities required by OAR 437.002.0360 (f) (Hepatitis B Vaccination of Post-Exposure Evaluation and Follow-up).

~~“HBV”: Hepatitis B Virus.~~

~~“HIV”: Human Immunodeficiency Virus.~~

~~“Hazard”: An actual or potential exposure to risk.~~

~~“Occupational Exposure”: Reasonably anticipated skin, eye, mucous membrane or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee’s duties.~~

~~**Other Potentially Infectious Materials:**~~

- ~~• Semen;~~
- ~~• Vaginal secretions;~~
- ~~• Cerebrospinal fluid;~~
- ~~• Synovial fluid;~~
- ~~• Pleural fluid;~~
- ~~• Pericardial fluid;~~
- ~~• Peritoneal fluid;~~
- ~~• Amniotic fluid;~~
- Saliva in dental procedures;
- Any body fluid that is visibly contaminated with blood;
- All body fluids where it is difficult to differentiate between body fluids;
- Any unfixed tissue or organ (other than intact skin) from a human (living or dead).

~~“Parenteral”: Piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts and abrasions.~~

~~“Personal Protective Equipment”: Specialized clothing or equipment worn by an employee for protection against a hazard. General work clothes (e.g., uniforms, pants, shirts or blouses) not intended to function as protection against a hazard are not considered to be personal protective equipment (PPE).~~

~~“Regulated Waste”: Liquid or semi-liquid blood or other potentially infectious materials; contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed; items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling; contaminated sharps; and pathological and microbiological wastes containing blood or other potentially infectious materials.~~

~~“Source Individual”: Any individual, living or dead, whose blood or other potentially infectious materials may be a source of occupational exposure to the employee. Examples include, but are not limited to:~~

- ~~• Hospital and clinic patients;~~
- ~~• Clients in institutions for the developmentally disabled;~~
- ~~• Trauma victims;~~
- ~~• Clients of drug and alcohol treatment facilities;~~

- Residents of hospices and nursing homes;
- Human remains;
- Individuals who donate or sell blood or blood components.

D **E**
“Sterilize”: The use of a physical or chemical procedure to destroy all microbial life including highly-resistant bacterial endospores.

“Standard Precautions”: An approach to infection control. All human blood and certain human fluids are treated as if known to be infectious for HIV, HBV and other bloodborne pathogens.

“Work Practice Controls”: Controls that reduce the likelihood of exposure by altering the manner in which a task is performed (e.g., prohibiting recapping of needles by a two-handed technique).

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BLOODBORNE PATHOGEN EXPOSURE CONTROL PLAN

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LANE EDUCATION SERVICE DISTRICT (LANE ESD)

In accordance with OR OSHA Bloodborne Pathogens Standard, OAR 437-002-0360 to 0375 the following Exposure Control Plan has been developed:

1. Purpose

The purpose of this Exposure Control Plan is to:

- a. Eliminate or minimize employee occupational exposure to blood or certain other body fluids;
- b. Comply with the OR OSHA Bloodborne Pathogens Standard, OAR 437-002-0360 to 0375.

2. Exposure Determination

OR OSHA requires employers to perform an exposure determination concerning which employees may incur occupational exposure to blood or other potentially infectious materials or high risk occupations. Lane ESD does not have any occupations that are in a high risk category.

However, when a contact has been made with infectious materials, fluids or persons with Hepatitis B, Lane ESD will make available, at no cost to the employee, any necessary, confidential medical evaluation and follow up as required by OSHA. Also, Lane ESD will provide training in prevention of exposure to infectious situations and how to dispose of contaminated waste.

In addition, OR OSHA requires a listing of job classifications in which some employees may have occupational exposure. Not all the employees in these categories would be expected to incur exposure to blood or other potentially infectious materials. Job classifications and tasks or procedures that would cause these employees to have occupational exposure are listed as follows:

JOB CLASSIFICATION	TASK/PROCEDURE
Directors and Supervisors	Program Dependent
Custodian(s) working at ESD	General facility cleaning
Teachers/Educational and Behavioral Assistants working directly with students	Changing menstrual pads Tooth brushing Emesis clean-up Cleaning nose/mouth secretions General health care Blood glucose monitoring Delegated nursing task
Persons who may provide first aid to students/staff	First aid for injuries

3. Implementation Schedule and Methodology

OR-OSHA requires that this plan include a schedule and method of implementation for the various requirements of the standard. ~~The following complies with this requirement.~~

~~2. Compliance Method~~

~~Standard precautions will be observed at Lane ESD in order to prevent contact with blood or other potentially infectious materials.~~

~~Engineering controls and work practices will be utilized to eliminate or minimize exposure to employees at Lane ESD. Injured parties will be encouraged to care for themselves when feasible. Where occupational exposure remains after institution of these controls, personal protective equipment will also be utilized. At Lane ESD, the following engineering controls and work practices will be utilized:~~

- ~~a. Leak-proof containers lined with a red plastic bag for disposal of bloody waste;~~
- ~~b. Sharps containers for needle, blade and lancet disposal;~~
- ~~c. Students will cleanse their own bloody wounds when possible, using gauze, soap and water;~~
- ~~d. Pressure will be applied using gauze and gloved hands when the student needs assistance.~~

~~The above controls will be examined and maintained on a regular schedule. The schedule for reviewing the effectiveness of the controls is as follows:~~

- ~~a. On a daily basis as needed, the custodian will remove the red plastic bag, clean and decontaminate the container as necessary. A new red plastic bag will be put in place;~~
- ~~b. A custodian will take filled sharps containers to Lane County Health Department for proper disposal;~~
- ~~c. Hand washing facilities will be made available to employees who incur exposure to blood or other potentially infectious materials. OR OSHA requires that these facilities be readily accessible after incurring exposure. (If hand washing facilities are not feasible, Lane ESD will provide antiseptic towelettes or an antiseptic cleanser and paper towels. The hands are to be washed with soap and running water as soon as possible. Playground aides will be provided with packets which will contain latex gloves, paper towels, antiseptic towelettes, gauze pads and a plastic sack for waste materials.);~~
- ~~d. Supervisors will ensure that after the removal of gloves, employees will wash hands and any other potentially contaminated skin area immediately or as soon as feasible with soap and water;~~
- ~~e. Supervisors will ensure that employees who incur exposure to their skin or mucous membranes will wash or flush exposed areas with water as soon as feasible following the contact;~~
- ~~f. The use of disposable gloves is necessary for care givers who give first aid when body fluids are present (cleaning cuts and scrapes, helping with a bloody nose, examining secreting rashes). When applicable, those care givers who handle diapers or student's clothing soiled by feces or urine must take similar precautions and wear protective clothing (a vinyl apron, for example) if contamination is anticipated;~~
- ~~g. If unanticipated contact with body fluids occurs, hands and all other affected skin areas must be washed thoroughly with soap and running water as soon as possible. Effective hand~~

washing requires the use of soap and vigorous washing under a stream of running water for at least 30 seconds. Use paper towels to dry hands well and to turn off hand-operated faucet;

- h. Any articles used to clean body fluid spills must be handled with gloved hands and disposed of in a plastic bag or a receptacle labeled with a biohazard sign. If an absorbent agent is used, sweepings must be disposed of in a similar manner. Brooms and dust pans must be cleaned with a disinfectant;
- i. Freshly mixed household bleach in a 1:10 solution (one part bleach to nine parts cool water) is recommended for sanitizing. Bleach solution should be made fresh every 24 hours in order to be effective. A tightly sealed bottle marked with a line for one part bleach and another line for nine parts water can be kept handy. The fresh solution can be stored out of direct light. The bottle must be clearly labeled;
- j. Wash contaminated surfaces with soap and water to remove all visible contamination. The surface to be sanitized must be visibly clean and free of all soap residue. Do not mix bleach with soap or detergent, as any organic material will inactivate the active ingredient. The contaminated surface must be in contact with bleach solution for at least 10 minutes.

3. Needles

Contaminated needles or other contaminated sharps will not be bent, recapped, removed, sheared or purposely broken. OR OSHA allows an exception to this if the procedure would require that the contaminated needle be recapped or removed and no alternative is feasible and the action is required by the medical procedure. If such action is required, then the recapping or removal of the needle must be done by a mechanical device or a one-handed technique. Empty immunization vials will be disposed of in the sharps container.

Work Area Restriction

Employees are not to eat, drink, apply cosmetics or lip balm, smoke or handle contact lenses in the health room. Food and beverages are not to be kept in refrigerators, freezers, shelves, cabinets or on counter tops or bench tops where blood or other potentially infectious materials are present. Hands must be washed before and after assisting with first aid, before and after meals and after toileting.

4.

All procedures will be conducted in a manner which will minimize splashing, spraying, splattering and generation of droplets of blood or other potentially infectious materials. Methods employed to accomplish this goal are:

- a. The custodian will be called when body fluids need to be cleaned up;
- b. Employees involved in activities which might cause splattering of infectious materials will wear gloves and/or vinyl aprons, as necessary.

Contaminated Equipment

The custodian is responsible for ensuring that equipment which has become contaminated with blood or other potentially infectious materials will be examined and decontaminated as necessary as soon as possible.

5.

6. Personal Protective Equipment (PPE)

Da. General: Supervisors are responsible for ensuring that latex gloves are provided without cost to employees. The nature of anticipated exposure to body fluids at a school requires latex gloves (and when applicable, a vinyl apron) to be the only personal protective equipment that is generally needed. If the employee's clothing should become contaminated with body fluids, the employee will be given time to change clothing. Soiled clothing will be placed in a plastic bag and sent home with the owner and handled in accordance with standard precautions.

~~A CPR mask with a one-way valve will be provided at each instructional site.~~

~~b. PPE Use (Personal Protective Equipment): Supervisors will ensure that the employee uses appropriate PPE unless it is shown that the employee temporarily and briefly declined to use PPE when under rare and extraordinary circumstances it was the employee's professional judgment that in the specific instance its use would have prevented the delivery of health care or posed an increased hazard to the safety of the worker or co-worker. When the employee makes this judgment, the circumstances will be investigated and documented in order to determine whether changes can be instituted to prevent such occurrences in the future.~~

~~c. PPE Accessibility: Supervisors will ensure that appropriate PPE in the appropriate sizes is readily accessible at the work site or is issued without cost to employees. Hypoallergenic gloves, glove liners, powderless gloves or other similar alternatives will be readily accessible to those employees who are allergic to the gloves normally provided.~~

~~d. PPE Cleaning, Laundering and Disposal: All personal protective equipment will be cleaned, laundered and/or disposed of by the employer at no cost to the employees. All repairs and replacements of PPE will be made by Lane ESD at no cost to the employees. All garments which are penetrated by blood will be removed immediately or as soon as feasible. All PPE will be removed prior to leaving the work area.~~

~~When PPE is removed, it will be placed in an appropriately designated area or container for storage, washing, decontamination or disposal. Reusable items, such as CPR masks and vinyl aprons will be sanitized using a freshly made 1:10 (one part bleach, nine parts cool water) bleach solution.~~

~~e. Gloves: Gloves will be worn when it is reasonably anticipated that employees will have hand contact with blood, other potentially infectious materials, nonintact skin or mucous membranes; when handling or touching contaminated items or surfaces.~~

~~Disposable latex gloves are not to be washed or decontaminated for re-use and are to be replaced as soon as practical if they are torn, punctured or when their ability to function as a barrier is compromised. Utility gloves may be decontaminated for re-use provided that the integrity of the glove is not compromised. Utility gloves will be discarded if they are cracked, peeling, torn, punctured or exhibit other signs of deterioration or when their ability to function as a barrier is compromised. Disposable latex gloves will be removed by grasping the cuff and pulling them wrong side out. Soiled gloves will be placed in the plastic bag with other contaminated waste material, double bagged and disposed of according to state and local regulations.~~

f. Eye and Face Protection: A CPR mask with a one-way valve is to be used in the event of cardiac or respiratory arrest. Ordinary school activities do not require other masks, goggles or face shields to prevent splashes, splatter or droplets of blood.

D g. Additional Protection: The need for additional protective clothing is not anticipated in the normal course of school activities. (Vinyl aprons are to be made available for staff when appropriate.)

9. Housekeeping

~~All bins, pails, cans and similar receptacles will be inspected and decontaminated on a regularly scheduled basis once a month by the custodian and cleaned and decontaminated immediately or as soon as feasible upon visible contamination.~~

~~Decontamination will be accomplished by utilizing the following materials:~~

- ~~a. Blood or body fluid spills: A Quaternary disinfectant or a freshly made 1:10 bleach solution (one part bleach and nine parts cool water);~~
- ~~b. Counters and sink: A Quaternary disinfectant or bleach solution;~~
- ~~c. Broken glassware: Not to be picked up directly with the hands.~~

10. Regulated Waste Disposal

~~Gauze and other first aid products used to cleanse bloody wounds in the health room will be placed in a plastic bag lined waste can. The bag will be securely tied and disposed of daily. The state of Oregon does not require special disposal practices for this type of waste.~~

~~Laundry Procedures~~

~~Laundry contaminated with blood or other potentially infectious materials generated in school or at a worksite will be handled using standard precautions. Such laundry will be placed in a plastic bag and sent home with the owner, if possible, to be laundered according to standard precautions.~~

12. Hepatitis B Vaccine and Exposure Evaluation and Follow-Up

a. General: Lane ESD will make available the Hepatitis B vaccine and post-exposure follow-up to all employees who have occupational exposure as determined by the district and/or to all employees who have had an exposure incident.

~~Lane ESD will ensure that all medical evaluations and procedures including the Hepatitis B vaccine and vaccination series and post exposure follow up including prophylaxis, are:~~

- (1) Made available at no cost to the employee;
- (2) Made available to the employee at a reasonable time and place;
- (3) Performed by or under the supervision of a licensed physician or by or under the supervision of another licensed health care professional;
- (4) Provided according to the recommendations of the U.S. Public Health Service.

All laboratory tests will be conducted by an accredited laboratory at no cost to the employee.

- b. Hepatitis B Vaccination: The human resources administrator is in charge of the Hepatitis B vaccination program, if any are needed.

Hepatitis B vaccination will be made available after the employee has received the training in occupational exposure and within 10 working days of initial assignment to all employees who have occupational exposure, unless the employee has previously received the complete Hepatitis B vaccination series, antibody testing has revealed that the employee is immune or the vaccine is contraindicated for medical reasons.

~~Participation in a pre-screening program will not be a prerequisite for receiving Hepatitis B vaccination.~~

~~If the employee initially declines Hepatitis B vaccination, but at a later date, while still covered under the standard, decides to accept the vaccination, the vaccination will be made available.~~

~~All employees who decline the Hepatitis B vaccination offered will sign the OR-OSHA required declination statement indicating their refusal. (See Hepatitis B Declination Statement form, page 11-20). If the employee refuses to sign the declination statement, the supervisor will make a notation on the form and sign as a witness to the employee's refusal.~~

~~If a routine booster dose of Hepatitis B vaccine is recommended by the U.S. Public Health Service at a future date, such booster doses will be made available.~~

- e. ~~Post-Exposure Evaluation and Follow-Up: All exposure incidents will be reported, investigated and documented. When the employee incurs an exposure incident, it will be reported to the immediate supervisor and an incident report will be completed immediately, conjointly with a health professional.~~

~~Following a report of an exposure incident, the exposed employee will immediately receive a confidential medical evaluation and follow up, including at least the following elements:~~

- ~~(1) Documentation of the route of exposure and the circumstances under which the exposure incident occurred;~~
- ~~(2) Identification and documentation of the source individual, unless it can be established that identification is not feasible or prohibited by state or local law;~~
- ~~(3) The source individual's blood will be tested as soon as possible and after consent is obtained in order to determine HBV and HIV infectivity. Laboratory tests requested by Lane ESD will be paid for by the ESD. If consent is not obtained, the human resources manager will establish that legally required consent cannot be obtained. When the source individual's consent is not required by law, the source individual's blood, if available, will be tested and the results documented;~~
- ~~(4) When the source individual is already known to be infected with HBV or HIV, status need not be repeated;~~

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- (5) Results of the source individual’s testing will be made available to the exposed employee and the employee will be informed of applicable laws and regulations concerning disclosure of the identity and infectious status of the source individual;
- (6) The exposed employee’s blood will be collected and tested for HBV and HIV status as soon as possible after exposure and consent is obtained. The employee will have the option of having the blood sample preserved for up to 90 days to allow the employee time to consider the ramifications of testing. Any employee who wants to participate in the medical evaluation program must agree to have blood drawn.

~~All employees who incur an exposure incident will be offered post-exposure evaluation testing and treatment in accordance with OR OSHA standard. All post-exposure follow up will be performed by a physician under contract with Lane ESD.~~

~~d. Information Provided to the Health Care Professional: The human resources administrator will ensure that the physician responsible for the employee’s Hepatitis B (HBV) vaccination is provided with the following:~~

- ~~(1) A copy of OAR 437-002-0360 with confidentiality being emphasized;~~
- ~~(2) A written description of the exposed employee’s duties as they related to the exposure incident;~~
- ~~(3) Written documentation of the route of exposure and circumstances under which exposure occurred;~~
- ~~(4) Results of the source individual’s blood testing, if available;~~
- ~~(5) All medical records relevant to the appropriate treatment of the employee including HBV vaccination status, the staff member’s current emergency information record and the most recent medical occurrences.~~

~~e. Health Care Professional’s Written Opinion: The human resources administrator will obtain and provide the employee with a copy of the evaluating health care professional’s written opinion within 15 days of the completion of the evaluation. The information in the report will be confidential. The health care professional’s written opinion for post-exposure follow-up will be limited to the following information:~~

- ~~(1) A statement that the employee has been informed of the results of the evaluation;~~
- ~~(2) A statement that the employee has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials which require further evaluation or treatment;~~
- ~~(3) Whether the Hepatitis B vaccination is recommended;~~
- ~~(4) Whether the employee has received the Hepatitis B vaccination.~~

~~NOTE: All other findings remain confidential and will not be included in the written report.~~

Lane ESD will not ordinarily produce regulated waste products. Plastic or biohazard labeled waste containers that are leakproof, with lids, will be used to collect absorbent gauze pads, disposable gloves and contaminated paper. These plastic bags will be removed when tied in a knot at the top and disposed of.

14. Information and Training

In accordance with applicable regulations, the human resources administrator will ensure that training is provided at the time of initial assignment to tasks potentially involving occupational exposure. Review will be provided annually for all returning employees. Additional training will be provided to employees when there are any changes of tasks or procedures affecting the employee's occupational exposure. Training and review will be tailored to the employee's education and language level and will be offered during regular work hours at no cost to the employee. The training will be interactive and will cover the following:

- a. Where a copy of the OR OSHA standard is available and an explanation of its contents;
- b. A discussion of the epidemiology and symptoms of bloodborne diseases;
- c. An explanation of the signs, labels and color-coding systems;
- d. An explanation of the modes of transmission of bloodborne pathogens;
- e. An explanation of Lane ESD Bloodborne Pathogen Exposure Control Plan and a method for obtaining a copy;
- f. An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials;
- g. An explanation of the use and limitations of methods to reduce exposure, for example: engineering controls, work practices and personal protective equipment (PPE);
- h. Information of the types, use, location, removal, handling, decontamination and disposal of PPE's;
- i. An explanation of the rationale for selection of PPE's;
- j. Information regarding the Hepatitis B vaccination including efficacy, safety, method of administration, benefits and that it will be offered free of charge;
- k. Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials;
- l. An explanation of the procedures to follow if an exposure incident occurs including the method of reporting and medical follow-up;
- m. Information regarding the post exposure evaluation and follow up required after an employee exposure incident;
- n. An explanation of the signs, labels and color-coding systems.

The person conducting the training will be knowledgeable in the subject matter.

15. Record Keeping

- a. Medical Records: Medical records will be maintained by the human resources department in accordance with OAR 437-002-0015 in a locked file cabinet in the human resources office area. These records will be kept confidential and must be maintained for at least the duration of employment plus 30 years. (Long term storage will be in the human resources office.) The records will include the following:
 - (1) The name and social security number of the employee;
 - (2) A copy of the employee's HBV vaccination status including the dates of vaccination and any medical records related to the employee's ability to receive vaccination;

- (3) A copy of all results of examinations, medical testing and follow-up procedures;
- ~~(4) A copy of the health care professional's written opinion whether Hepatitis B vaccination is indicated and if the employee has received such vaccination;~~
- ~~(5) A copy of the information provided to the health care professional including a description of the employee's duties as they related to the exposure incident and documentation of the routes of exposure and circumstances of the exposure.~~

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b. ~~Training Records: The human resources administrator is responsible for maintaining the training records. These records will be kept in the human resources office. Training records will be maintained for three years from the date of the training. The records will document the following:~~

- ~~(1) The dates of the training session;~~
- ~~(2) An outline describing the material presented;~~
- ~~(3) The names and qualifications of persons conducting the training;~~
- ~~(4) The names and job titles of all persons attending the training session.~~

e. ~~Availability: All employee records will be made available to the employee in accordance with OAR 437-002-0015. All employee records will be made available to the Assistant Secretary of Labor for the Occupational Safety and Health Administration and the Director of the National Institute for Occupational Safety and Health upon request.~~

d. ~~Transfer of Records: If this facility is closed or there is no successor employer to receive and retain the records for the prescribed period, the director of the NIOSH will be contacted for final disposition.~~

16. Evaluation and Review

The safety committee is responsible for reviewing this program, its effectiveness and for updating this program as needed on an annual basis.

~~17. Dates~~

All provisions required by this standard will be implemented by June 1, 1993.

18. Consents and Waivers

~~If employees, source individuals or parents of source individuals refuse to sign any form requested, a Lane ESD employee will make a notation on the form that the individual refused to sign. The employee will then date and sign the form as a witness to this refusal.~~

Outside contractors will be responsible for meeting OR-OSHA requirements for their employees.

~~19. Outside Contractors~~

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**LANE EDUCATION SERVICE DISTRICT
HEPATITIS B DECLINATION STATEMENT**

The following statement of declination of Hepatitis B vaccination must be signed by an employee who chooses not to accept the vaccine. The statement can only be signed by the employee following appropriate training regarding Hepatitis B, Hepatitis B vaccination, the efficacy, safety, method of administration and benefits of vaccination, and that the vaccine and vaccination are provided free of charge to the employee. The statement is not a waiver; employees can request and receive the Hepatitis B vaccination at a later date if they remain occupationally at risk for Hepatitis B.

DECLINATION STATEMENT

I understand that by occupational exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B Virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine, at no charge to me; however, I decline Hepatitis B vaccination at this time. I understand that by declining the vaccine I continue to be at risk of acquiring Hepatitis B, a serious disease. If, in the future, I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.

Print Employee's Name Employee's Social Security Number

Employee's Signature Date

**LANE EDUCATION SERVICE DISTRICT
BLOOD OR OTHER BODY FLUID POST-EXPOSURE REPORT**

Policy Statement: Any exposure incident (a specific mouth, eye or other mucous membrane, nonintact skin or parenteral contact with blood or other potentially infectious material) that results from the performance of an employee's duties will be reported immediately to the human resources administrator.

Date: _____ Time: _____ Reported by: _____

Description of incident (include route(s) and circumstances of exposure): _____

Person: _____ Title: _____ Date: _____

EXPOSURE INFORMATION	
Source Individual	Exposed Employee
Name: _____	Name: _____
School: _____ Grade: _____	School: _____
DOB: _____ SS#: _____	Classroom/Site: _____
Home Address: _____	Home Address: _____
Parent/Guardian: _____	Date Referred to Physician: _____
Home Phone: _____ Work Phone: _____	Documents Sent to Physician (check below)
Physician Name: _____	Bloodborne Pathogen Exposure Report <input type="checkbox"/>
Physician Phone: _____	Hepatitis B Vaccination Consent/Waiver <input type="checkbox"/>
Physician Address: _____	Source Individual Consent/History <input type="checkbox"/>
	OR-OSHA Regulation <input type="checkbox"/>
Hepatitis B Status, if known: _____	
Parent Notified (date/time): _____	
Consent Form Sent: _____	
Consent Form Obtained: _____	
Consent Refused: _____	
Employee Notified of Refusal: _____	
Follow-Up _____	Follow-Up _____

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LANE EDUCATION SERVICE DISTRICT

SOURCE INDIVIDUAL HISTORY AND CONSENT

I hereby authorize an exchange of information to occur between the agencies/physicians listed below. I am aware that _____ or my child, have been identified as a source individual where an employee may have been exposed to blood or other potentially infectious body fluids.

1. Lane Education Service District
1200 Highway 99 North
PO Box 2680
Eugene OR 97402

2. Employee's Medical Practitioner:

Name:

Phone:

Address:

3. Student's Medical Practitioner:

Name:

Phone:

Address:

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I authorize a release of any or all information contained in the record of:

Name:

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School: _____

Phone:

Other Names Used:

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Signature of Parent or Guardian

Date

Dr. _____; This student or employee is a source individual of a bloodborne pathogen or other potentially infectious body fluid exposure incident. The above named employee, parent or guardian has been notified of OAR 437-002-0360 to 0375, Exposure guideline on bloodborne pathogens. Please return the following medical information.

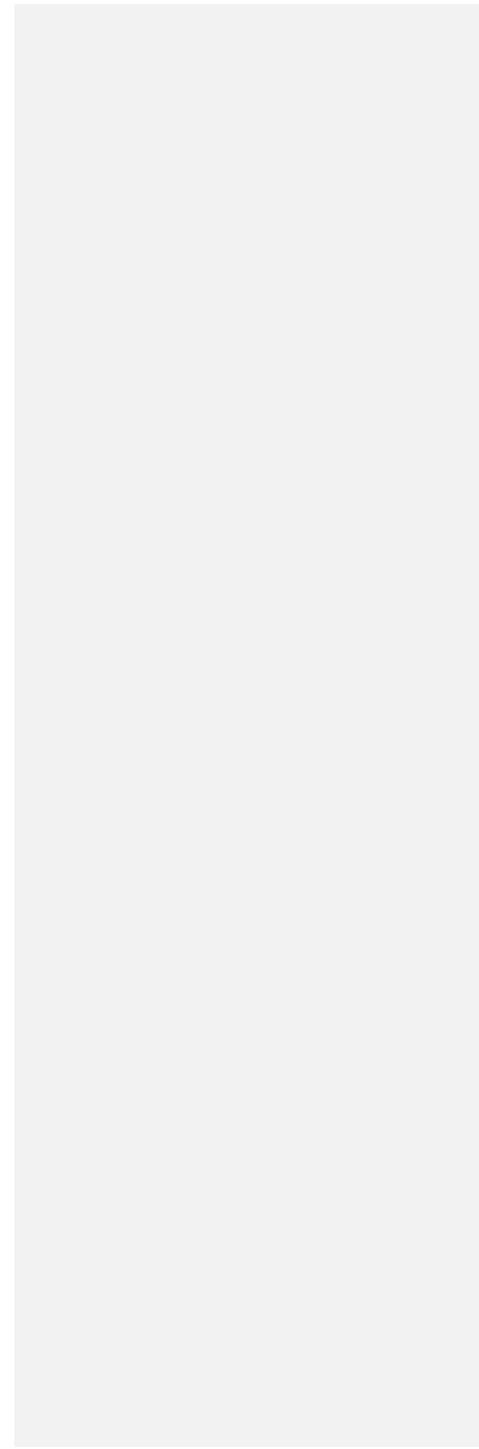
Results of:

HBsAg: _____

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Date:

HIV:



Date Employee Exposed: _____

D _____ Date Parent/Guardian Notified:

E _____
School Health Officer Signature Date

Please read, sign below and return to the human resources administrator at the address listed above.

I have been informed by _____ that I/my child have/has been identified as being a source individual in an employee exposure incident to blood or other potentially infectious body fluids.

I am aware of the risks to the employee and I have declined blood testing to be performed for Hepatitis B and HIV. I have been informed that if I had consented to this testing, this information would be released to the employee's medical provider and to Lane ESD's human resources administrator.

E _____
Signature Date

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**LANE EDUCATION SERVICE DISTRICT
BLOODBORNE PATHOGENS TRAINING SESSION ATTENDANCE ROSTER**

D _____

Conducted By: _____

E _____

ATTENDEES

NAME

JOB TITLE

L _____

E _____

T _____

E _____

NOTE: Training summary of contents and qualification of person(s) conducting training attached. This record will be maintained for three years from the above date of training session and copies may be made available to the appropriate OR-OSHA representative upon request.

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PHYSICIAN'S STATEMENT AND WRITTEN OPINION

Lane Education Service District
1200 Highway 99 North
PO Box 2680
Eugene OR 97402

Please complete the following information and return to the human resources administrator at the address listed above. OR OSHA requires that the employer will obtain and provide the employee with a copy of this written opinion within 15 days of completion of this medical evaluation. Please note that the following records are accompanied with this form to assist in your medical evaluation:

- OR OSHA regulation regarding post-exposure protocol;
- Bloodborne pathogen exposure report;
- Hepatitis B vaccination history/waiver;
- Source individual's medical information and release of confidential information.

Hepatitis B Prophylaxis

- Is Hepatitis B vaccination indicated? YES NO
- If so, was vaccination given? YES NO

DATE GIVEN: _____

If yes, projected date for next dose: _____

- Are there any medical contraindications? YES NO

If yes, please explain: _____

- Was HBIG given? YES NO

If yes, date received: _____

Antibody Testing

- Date blood drawn: _____
- Baseline Hepatitis B result: _____
- Baseline HIV completed: _____

(If employee does not give consent initially for HIV serologic testing, the sample must be preserved for at least 90 days. The employee may later elect to have the baseline done during this 90 day period.)

Post-Exposure Counseling and Follow-Up

Further recommendations: _____

I certify that the employee has been informed of the results of this medical evaluation, has been advised about any medical conditions resulting from exposure to blood or other potentially infectious materials and has been advised about any further evaluation or treatment.

Physician's Signature _____

Date _____

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LANE EDUCATION SERVICE DISTRICT
ACCIDENTAL BODY FLUID EXPOSURE LOG

Facility Name: _____

Facility Address: _____

School Health Official: _____

Name of Exposed: _____

_____ Student Staff DOB: _____

Source Individual, if known: _____

Reported By: _____

_____ Title: _____

_____ Date: _____

_____ Time: _____

Was consultation with health care provider sought: YES NO

If so, name of health care provider:

D		

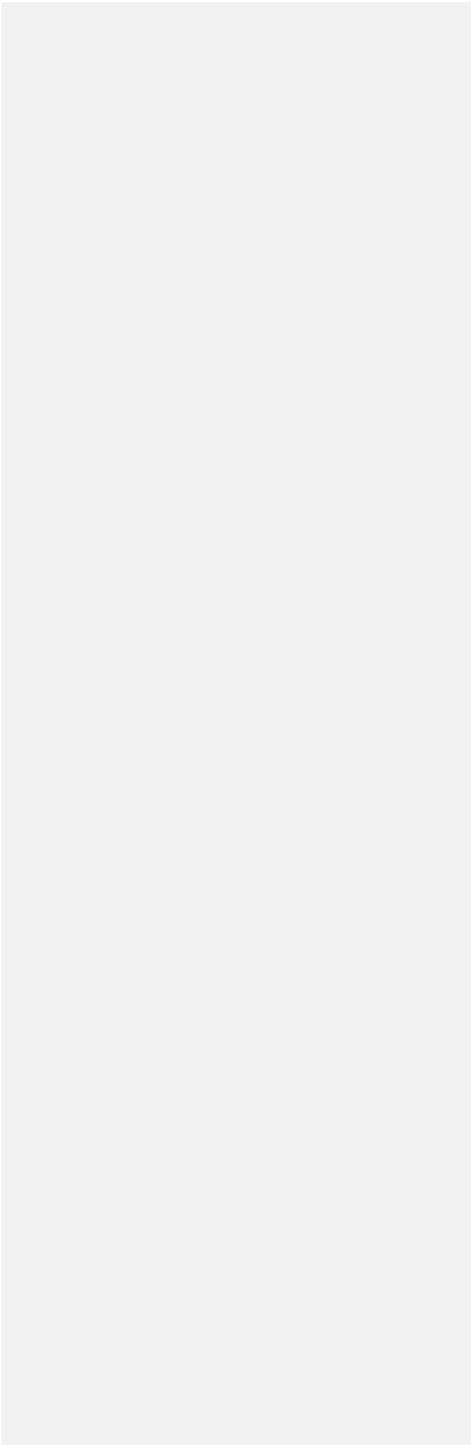
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Lane Education Service District

Code: GBEC/JHCCC/EBBAA
Adopted: 6/28/94
Revised/Readopted: 9/25/01
Orig. Code(s): GBEC/JHCCC/EBBAA

~~Infection Control - HIV, AIDS, HBV~~

~~(See proposed EBBAA.)~~

Lane ESD shall use standard precautions for infection control at all times. Each employee or student is therefore treated as though an HIV, AIDS or HBV¹ infection exists.

The ESD shall develop an Exposure Control Plan that includes infection control procedures for employees and students.

~~Staff and students, as appropriate, shall receive an annual in-service that includes correct procedures for cleaning up body fluid spills and for personal clean-up, appropriate disposal, immunization and personal hygiene, as well as the location and content of first-aid and clean-up kits. Kits shall be readily available to students and staff in ESD programs and facilities and in each ESD vehicle.~~

~~In addition to an annual in-service, staff and students on a regular basis will receive HIV, AIDS and HBV information.~~

~~This information will emphasize infection, how infection is spread, as well as how it is not spread.~~

~~Lane ESD will cooperate with the Oregon Department of Education and the Oregon Health Division in delivering HIV, AIDS and HBV education.~~

~~END OF POLICY~~

Legal Reference(s):

[OAR 437-002-0360](#)
[OAR 437-002-0377](#)

[OAR 581-022-0705](#)
[OAR 581-022-1440](#)

[OAR 581-024-0275](#)
[OAR 581-053-0517 \(13\)\(e\)\(e\)](#)

¹ HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

Lane Education Service District

Code: GBEBD/JHCCD
Adopted: 6/28/94
Revised/Readopted: 9/25/01
Orig. Code(s): GBEBD/JHCCD

~~HIV, AIDS and HBV Rumor Control – Employees~~

~~Lane ESD shall use a two-pronged approach for rumor control related to HIV, AIDS and HBV¹ before a rumor begins and during an “active” rumor.~~

~~In preparation for rumor control, the ESD shall annually notify employees, students, parents, media and the general public through handbooks and newspaper articles of confidentiality and individual rights requirements placed upon districts. The requirements are outlined in Oregon Revised Statutes and Oregon Administrative Rules. Individual rights include the right an employee or a student may have to continue working or attending school.~~

~~The ESD shall emphasize that if an employee or the student (parent/guardian) chooses not to divulge an HIV, AIDS or HBV condition, the ESD will have no information except to reiterate the requirements in the law regarding confidentiality and individual rights. This will be stated routinely and in cases of an “active” rumor.~~

~~If the employee or student (parent/guardian) wishes to divulge information and continues working or attending school, the ESD shall meet with the infected party or representative to develop a written procedure. This procedure will minimally outline what information will be given, who will give the information, when and where the information will be given, how the information will be given and who will receive the information. The procedures will be signed for approval by the infected party or representative.~~

~~The ESD shall appoint an ESD spokesperson who shall be responsible for responding to employees, students, parents, media and the general public.~~

~~Lane ESD staff working in component school districts, their parents, guardians or persons in parental relationship shall comply with component district policies and procedures.~~

~~END OF POLICY~~

Legal Reference(s):

[ORS 433.008](#)
[ORS 433.045](#)

[OAR 333-012-0270](#)
[OAR 333-018-0000](#)
[OAR 333-018-0005 \(1\)\(a\)](#)

-0030
[OAR 581-015-0005](#)

¹ HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus

Lane Education Service District

Code: GBEBE/JHCCE/KBCAA
Adopted: 6/28/94
Revised/Readopted: 9/25/01
Orig. Code(s): GBEBE/JHCCE/KBCAA

~~News/Media - HIV, AIDS or HBV~~

N/A

Lane ESD shall assign an ESD spokesperson who shall develop news releases or conduct news conferences regarding unreported or identified HIV, AIDS or HBV¹ cases.

The release/news conference shall stress:

- ~~1. ESD's and school districts are not informed of a person infected with HIV, AIDS or HBV unless the infected person or his/her parent or guardian releases the information;~~
- ~~2. ESD's and school districts, if informed, may not release the information unless the infected person or parent or guardian gives permission for such release;~~
- ~~3. ESD's and school districts may not prevent an employee from working if he/she is able to perform his/her job responsibilities. Students have a right to continue to attend school.~~

~~If a news conference is held, the ESD shall ask the local health department or other health authorities to assist the ESD spokesperson with the news conference.~~

~~END OF POLICY~~

~~Legal Reference(s):~~

~~[ORS 326.565](#)
[ORS 326.575](#)
[ORS 332.061](#)
[ORS 336.187](#)
[ORS 342.850 \(7\)](#)
[ORS 433.008](#)
[ORS 433.045](#)~~

~~[OAR 333-012-0270](#)
[OAR 333-018-0000](#)
[OAR 333-018-0005](#)
[OAR 333-018-0030](#)
[OAR 581-015-0005](#)
[OAR 581-022-1440](#)~~

¹HIV—Human Immunodeficiency Virus; AIDS—Acquired Immune Deficiency Syndrome; HBV—Hepatitis B Virus

Lane Education Service District

Code: GBEC
Adopted: 1/25/94
Readopted: 9/25/01
Orig. Code(s): GBEC

Drug-Free Workplace (Version 1)

~~†Lane ESD prohibits the manufacturing, distributing, dispensing, possessing and/or use of controlled substance or alcohol in the workplace. The term "controlled substance" shall mean illegal drugs and shall include any narcotic drug, hallucinogenic drug and amphetamine, barbiturate, marijuana or any other controlled substance. Workplace shall mean the site of the performance of work done for the ESD in the employee's course and scope of employment, including but not limited to work at any ESD building during the time of employment or within any ESD approved vehicle (including the employee's own vehicle) used to transport students to and from school, ESD program or ESD sponsored activities or during any other use for ESD purposes, as well as any non-ESD property during any ESD-sponsored event, function or activity, whether or not there are students present. This policy shall not apply to social functions where alcoholic beverages are served.~~

~~An individual is considered to be under the influence of alcohol, intoxicants and/or a controlled substance when, in the district's determination based upon testing conducted by and interpreted by trained medical personnel, the alcohol, intoxicant or controlled substance is at a level that it may impair the individual's ability to safely and/or efficiently perform assigned work OR prevent the employee from presenting a positive role model to students.~~

~~The superintendent or designee will provide for the removal of the employee from the workplace and provide for transportation to employee's home or other location as deemed appropriate.~~

~~Any employee who is under the treatment of a physician and who must bring prescription medicines (or those drugs that ordinarily require prescription in the United States, but may be purchased over the counter in some foreign countries) to the workplace shall have a dated copy of the physician's prescription available for immediate inspection. The district reserves the right to examine the contents of any medication in the hands of the employee that is required to be prescribed in the United States, for the sole purpose of verifying the identification of the drug in an approved testing laboratory.~~

~~†As a condition of employment, employees must abide by this policy and inform the district within five days of any criminal drug conviction that occurred as a result of activities in the workplace.~~

~~The ESD shall provide a drug-free awareness program during its annual in-service. The program shall include information about the dangers of drug abuse in the workplace, a copy of the district's policy and the availability of drug counseling, rehabilitation from outside sources and the ESD's employee assistance programs. The program shall also include the consequences of violating the ESD's policy.~~

~~†Districts directly receiving grants or contracts of \$25,000 or more from the federal government are required to meet this obligation.~~

The ESD shall make a good faith effort to continue to maintain a drug-free workplace.

¹Violation of this policy may result in discipline up to and including discharge or a requirement that the employee participate satisfactorily in a drug abuse assistance or rehabilitation program.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)
[ORS 342.721](#)
[ORS 342.723](#)

[ORS 342.726](#)
[ORS Chapter 475](#)
[ORS 657.176](#)

[ORS 659A.127](#)
[OAR 581-022-2210](#)

Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 701-707 (2012); General Principles Relating to Suspension and Debarment Actions, 34 C.F.R. §§ 85.600-85.645 (2016); Controlled Substances Act, 21 U.S.C. § 812 (2012); Schedules of Controlled Substances, 21 C.F.R. §§ 1308.1-1308.15 (2016); Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (2012).

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Lane Education Service District

Code: GBEC
Adopted:

Drug-Free Workplace *

The ESD shall provide a drug-free workplace. (Version 2)

The purpose of this policy is to promote safety, health and efficiency by prohibiting the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance or alcohol in the

This policy applies to all employees, including, but not limited to, those exempt, unclassified, management ~~secret~~ classified and temporary employees who are paid directly or indirectly from funds received under a federal grant or contract

The ESD shall provide to each employee a copy of this policy.

An employee shall not unlawfully manufacture, distribute, dispense, possess or use a controlled substance or alcohol in the workplace.

No ESD employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through grade 12 students with whom the employee has contact as part of employee's ESD duties; or knowingly endorse or suggest the use of such drugs.

An employee shall, as a condition of employment, abide by the provisions of this policy.¹

Definitions

1. "Controlled substance" shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other controlled substance.
2. "Alcohol" shall include any form of alcohol for consumption, including beer, wine, wine coolers or liquor.
3. "Conviction" means a finding of guilt (including a plea of no contest) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
4. "Criminal drug statute" means a Federal or State criminal statute involving the manufacture, distribution, dispensation, possession or use of any controlled substance[or alcohol].

¹ ESDs directly receiving grants or contracts from the federal government are required to meet this obligation.

5. “Drug-free workplace” means a site for the performance of work at which employees are prohibited from engaging in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance[or alcohol].

Sanctions and Remedies²

The ESD, upon determining that an employee has engaged in the unlawful manufacture, distribution, dispensation or possession of a controlled substance or alcohol, or upon having reasonable suspicion (under the section below), of an employee’s unlawful use of a controlled substance or alcohol in the workplace, shall, pending any criminal drug statute conviction for a violation occurring in the workplace, take appropriate action which may include transfer, granting of leave with or without pay or suspension with or without pay.

Within 30 calendar days of learning of an employee’s criminal drug statute conviction for a violation occurring in the workplace, the ESD shall:

1. Take appropriate action, which may include discipline up to and including termination; and/or
2. Require satisfactory participation by the employee in a drug-abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health, law enforcement or other appropriate agency.

Basis for Reasonable Suspicion of Employee Use of Controlled Substance/Alcohol

Reasonable suspicion of employee use of an unlawful controlled substance or alcohol shall be based upon any of the following:

1. Observed abnormal behavior or impairment in mental or physical performance (e.g., slurred speech, difficulty walking);
2. Direct observation of use in the workplace;
3. The opinion of a medical professional;
4. Reliable information concerning use in the workplace, the reliability of any such information shall be determined by the employer;
5. A work-related accident in conjunction with a basis for reasonable suspicion as listed above.

Employee Assistance Program

An employee having a drug or alcohol problem is encouraged to seek assistance, on a confidential basis, under the Employee Assistance Program if such program is provided by the employer.

The ESD shall, upon employee request, grant leave with or without pay to permit an employee to participate in a drug abuse assistance or rehabilitation program.

² Ibid. p. 1

Lane Education Service District

Code: GBEE
Adopted: 1/25/94
Readopted: 9/25/01
Orig. Code(s): GBEE

Wellness – PENDING: Reference Sec. E, may not be in CAB

(This does not rise to level of board policy. If keeping, update and move to staff handbook.)

The Board recognizes that the good health of its employees can provide tangible and intangible benefits to Lane ESD as well as to the individual employee and, therefore, believes that the ESD should stress the value of practicing wellness activities and healthy lifestyles and assist employees in achieving and maintaining good health.

The Board directs the superintendent to appoint a wellness advisory committee to serve as a central clearinghouse and planning group for wellness-related issues. Membership on the committee will be voluntary and will be as representative as possible of the employees.

The goals for the ESD wellness program are as follows:

1. To provide employees with knowledge, skills and a sense of the value of wellness practices;
2. To communicate regular and ongoing information about wellness and health activities such as sound nutritional practices, exercise and stress management.

END OF POLICY

Legal Reference(s):

[ORS 334.125](#)

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Lane Education Service District

Code: GBEE-AR(1)
Adopted: 2/11/94
Revised/Readopted: 9/25/01
Orig. Code(s): GBEE-AR(1)

Wellness Committee Composition - PENDING

(Staff handbook?)

The committee will be composed of volunteers broadly representative of ESD employees. The committee will strive to recruit new members each year in order that membership can be on a rotating basis whenever possible.

The committee will annually plan activities meant to increase awareness of wellness and health activities and enhance staff morale.

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Lane Education Service District

Code: GBEE-AR(2)
Adopted: 9/11/96
Revised/Readopted: 9/25/01
Orig. Code(s): GBEE-AR(2)

Lane ESD Sunshine Fund Guidelines

(Does not rise to level of board AR. Internal procedure. Save and make available internally? Staff handbook?)

1. The superintendent may assign responsibility for managing the Sunshine fund account to a member of the staff.
2. Funds for the Sunshine fund account come from sales commissions from staff-room vending machine receipts, commissions from paper recycling and other approved wellness committee fund raising.
3. Sunshine fund money can be used for "staff morale" gifts for individual staff members, of the type for which a collection from the staff might otherwise be made, and for wellness/social events that are planned to benefit the entire staff.

This is not meant to totally replace staff collections, usually by someone within the person's service area, for special gifts for such events as baby showers, retirement presentations or bridal showers.

~~4. The following guidelines are for expenditures for individual staff members:~~

~~a. Occasions upon which flowers or other gifts are sent:~~

~~Staff or Board member's extended illness or hospitalization (accident or surgery); birth or adoption; death in immediate family of staff or Board member.~~

~~b. Occasions upon which cards are sent:~~

~~Extended illness or hospitalization of immediate family of staff or Board member.~~

~~c. Occasions upon which refreshments (e.g., cake) are provided:~~

~~Going away parties (resignations/retirements)~~

~~Service area administrative assistants are responsible for notifying the Sunshine fund manager whenever an occasion for use of the fund arises within their division.~~

~~5.~~

Lane Education Service District

Code: GBHA
Adopted: 9/27/94
Readopted: 9/25/01
Orig. Code(s): GBHA

Parental/Family Relationship**

(See policy GBH/JECAC)

In determining whether a person is acting in a parental relationship to a student, Lane ESD shall examine the facts and circumstances of each case.

Characteristics that describe a parental relationship include:

- ~~1. Whether the person has physical custody and control of the student;~~
 - ~~2. Whether the person supplies the student with food, clothing, shelter or other incidental necessities;~~
 - ~~3. Whether the person provides the student with care, education and discipline;~~
 - ~~4. Whether the person may authorize ordinary medical, dental, psychiatric, psychological, hygienic or other remedial care and treatment for the student and, in an emergency where the student's safety appears to urgently require it, whether the person may authorize surgery or other extraordinary care.~~
- ~~END OF POLICY~~

Legal Reference(s):

~~ORS 329.145~~

~~ORS 339.15~~

~~ORS 419B.373~~

Lane Education Service District

Code: GBI
Adopted: 10/28/08
Orig. Code(s): GBI

Gifts and Solicitations

Students and their parents shall be discouraged from giving gifts to ESD employees. The Board welcomes, as appropriate, the writing of letters by students to staff members expressing gratitude and appreciation.

Individual employees ~~[will refrain from]~~ ~~[will limit]~~ giving gifts¹ to staff members who exercise any direct or indirect administrative or supervisory jurisdiction over them. Collecting money for group gifts is discouraged except in special circumstances such as bereavement, serious illness or ~~for~~ retirement gifts. Staff-initiated "sunshine funds" are exempt from this policy.

~~[No staff member may solicit funds in the name of the ESD [or school] through the use of, including but not limited to, internet-sourced crowdfunding or other similar types of fund raising[, without the approval of the {superintendent} {principal}.~~

Individual employees need to be accountable for maintaining integrity and avoid accepting anything of value offered by another for the purpose of influencing ~~their~~ ~~his/her~~ professional judgment.

All employees are prohibited from accepting items of material value from companies or organizations doing business with the ESD. ~~["Material value" is defined as \$50 from a single source in a single year.]~~

No organization may solicit funds from staff members within the schools, nor may anyone distribute flyers or other materials related to fund drives through the ESD without the superintendent's approval. Staff members may not be made responsible or assume responsibility for collecting money or distributing any fund-drive literature within the ESD without the superintendent's approval.

The soliciting of staff by sales people, other staff or agents during on-duty hours is prohibited. Any solicitation should be reported at once to the administrator or supervisor. Advertising is not allowed in the ESD without the superintendent's approval.

END OF POLICY

Legal Reference(s):

[ORS 244.010 to-244.400](#)
[ORS 339.880](#)

[OAR 199-005-0005 to-199-020-0020](#)
[OAR 584-020-0000 to-0045](#)

¹ "Gift" means something of economic value given to a public official or the public official's relative or household member without valuable consideration of equivalent value, including the full or partial forgiveness of indebtedness, which is not extended to others who are not public officials or the relatives or household members of public officials on the same terms and conditions; and something of economic value given to a public official or the public official's relative for valuable consideration less than that required from others who are not public officials. See ORS Chapter 244 for gift definition exceptions.

Lane Education Service District

Code: GBJ
Adopted: 12/11/01
Orig. Code(s): GBJ

Weapons - Staff

Lane ESD employees, ESD contractors and/or their employees and ESD volunteers shall not possess a dangerous or deadly weapon or firearm on ESD property or at ESD-sponsored events. This prohibition includes those who may otherwise be permitted by law to carry such weapons.

For purposes of this policy, and as defined by state and federal law, weapon includes:

1. "Dangerous weapon" - any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. "Deadly weapon" - any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. "Firearm" - any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm silencer or any other destructive device including any explosive, incendiary or poisonous gas.

Weapons under the control of law enforcement personnel are permitted.

The superintendent will ensure notice of this policy is provided.

Employees in violation of this policy will be subject to discipline up to and including dismissal. Individuals contracting with the ESD and volunteers will be subject to appropriate sanctions. A referral to law enforcement may be made.

END OF POLICY

Legal Reference(s):

[ORS 161.015](#) [ORS 166.210 to -166.370](#) [ORS 334.125](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (2012).
Doe v. Medford Sch. Dist. 549C, 232 Or. App. 38, 221 P3d 787 (2009).

Lane Education Service District

Code: GBK/KGC
Adopted: 6/14/11
Revised/Readopted: 2/05/19
Orig. Code(s): GBK/KGC

Prohibited Use, Distribution or Sale of Tobacco Products and Inhalant Delivery Systems**

The Board establishes a school and working environment that is free of smoke, aerosols and vapors containing inhalants.

The use, distribution or sale of tobacco products or inhalant delivery systems by staff on ESD property, including parking lots, at ESD-sponsored events, in ESD-owned, rented or leased vehicles or otherwise, while on duty on or off ESD premises is prohibited. Use, distribution or sale of tobacco products or inhalant delivery systems by all others on ESD property, in ESD vehicles or at ESD-sponsored events, on or off ESD premises, on all ESD grounds, including parking lots, is prohibited. Staff and/or all others authorized to use any private vehicle to transport ESD students to ESD-sponsored activities are prohibited from using tobacco products or inhalant delivery systems in those vehicles while students are under their care.

For the purpose of this policy, "tobacco products" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff, in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

For the purpose of this policy, "inhalant delivery system" means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device or a component of a device; or a substance in any form sold for the purpose of being vaporized or aerosolized by a device whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

Clothing, bags, hats and other personal items used by staff to display, promote or advertise tobacco products or inhalant delivery system are prohibited on all ESD grounds, including parking lots, at ESD-sponsored activities or in ESD vehicles. Advertising is prohibited in all ESD-sponsored publications in all ESD buildings, on ESD grounds, including parking lots and at all ESD-sponsored events. ESD acceptance of gifts or funds from the tobacco product or inhalant delivery system industries is similarly prohibited. The ESD will not contract with other public or private alternative schools that allow the use of tobacco products or inhalant delivery systems on campus.

Staff violations of this policy will lead to disciplinary action up to and including dismissal.

Violations by all others will result in appropriate sanctions as determined and imposed by the superintendent or Board.

Prohibited Use, Distribution or Sale of Tobacco Products
and Inhalant Delivery Systems** – GBK/KGC

Information about community resources and/or cessation programs to help staff ~~will~~ ~~may~~ be provided.

The superintendent shall consult with local officials to promote enforcement of law that prohibits the use or possession of tobacco products or inhalant delivery systems by persons under 21 years of age on or off ESD grounds or at ESD-sponsored activities.

This policy shall be enforced at all times. The superintendent will develop guidelines as necessary to implement this policy, including provisions for notification of the ESD's policy, through such means as staff handbooks, newsletters, inclusion on school event programs, signs at appropriate locations; disciplinary consequences; and procedures for filing and handling complaints about violations of the ESD's policy.

END OF POLICY

Legal Reference(s):

[ORS 334.125](#)

[ORS 336.227](#)

[ORS 339.883](#)

[ORS 431A.175](#)

[ORS 433.835 to -433.990](#)

[OAR 581-021-0110](#)

[OAR 581-053-0230\(9\)\(s\)](#)

[OAR 581-053-0330\(1\)\(m\)](#)

[OAR 581-053-0430\(12\)](#)

[OAR 581-053-0531\(11\)](#)

Pro-Children Act of 1994, 20 U.S.C. §§ 6081-6084 (2012).

Lane Education Service District

Code: GBN/JBA-AR(1)
Adopted: 3/12/96
Revised/Readopted: 9/25/01; 1/08/19; 8/04/20;
1/10/23
Orig. Code: GBN-AR

Sexual Harassment Complaint Procedure

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

Name	Position	Phone	Email
Morgan Christensen,	Human Resources Executive Director,	541-461-8232,	mchristensen@lesd.k12.or.us
Molly Gillett,	Special Education Executive Director,	541-461-8200,	mgillett@lesd.k12.or.us

The ESD official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1 The ESD official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent. Such appeal must be filed within 10 working days after receipt of the Step 1 decision. The superintendent will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within 5 working days of receipt of the appeal. The superintendent shall provide a written decision to the complainant within 10 working days.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10-working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's decision in Step 2 is final.

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against an administrator may start at Step 2 and may be filed with the superintendent or designee. The superintendent or designee will cause the required notices to be provided. The superintendent or designee will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the ESD office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.



LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North
Eugene, OR 97402

541.461.8200
541.461.8298 [Fax]

www.lesd.k12.or.us

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____



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WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Lane Education Service District

Code: JBA/GBN-AR(1)
Adopted: 7/10/01
Revised/Readopted: 1/08/19; 8/04/20; 1/10/23
Orig. Code(s): JBA/GBN-AR

Sexual Harassment Complaint Procedure

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

Name	Position	Phone	Email
Molly Gillett	Executive Director Special Education	541.461.8200	mgillett@lesd.k12.or.us
Morgan Christensen	Human Resources Executive Director	541.461.8231	mchristensen@lesd.k12.or.us

The ESD official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1 The ESD official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy GBN/JBA - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent. Such appeal must be filed within 10 working days after receipt of the Step 1 decision. The superintendent will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within 5 working days of receipt of the appeal. The superintendent shall provide a written decision to the complainant within 10 working days.

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Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

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WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

School Improvement Team | Board Report | 09-09-25

School Improvement Team Kick Off

The School Improvement Team held its kickoff meeting to welcome members back and outline our plan for the year. We will continue our commitment to shared learning this year by focusing on Engagement, Community Partnerships Systems & Accountability, Mental Health, Crisis Response & Student Support. These areas of focus were determined through an in-depth analysis of our [Student Voice Priorities](#) and our desire to measure the impact of our work through the experiences of students in Lane County. In addition, we will continue to invite other ESD departments to engage in collaborative conversations aimed at strengthening relationships and enhancing our collective impact.

Rural District PD Collaborative

On August 26th, the SI team led the Lane County Rural District Professional Development Collaborative. Blachly, Crow, Mapleton, Marcola & McKenzie aligned their Professional Development calendars to support collaborative professional learning for all their staff members.

Across all five participating districts, positive feedback highlighted collaboration, cross-district networking, and practical strategies. Teachers and educational assistants alike appreciated the opportunity to connect with peers in similar roles and engage in relevant, strategy-based learning. Standout components included sessions on inclusive practices, student panels, and frameworks such as Ghody Muhammad's approach to teaching ELA and social studies.



- [This is the 2025-2026 Rural PD plan](#)
- [Photos](#) from the morning that Cameron Yee took - they're amazing!
- [Newspaper Articles](#) from the activity Lane led - these are heartwarming!
- A [summary](#) of the feedback we received.

Special Education | Board Report | September 9, 2025

Life Skills

Our new classroom at SEHS with a medical/mobility focus is open!

We are welcoming 8 new teachers into our life skills classrooms this fall. Several are ESD employees transitioning into new roles and we are so excited to have such an amazing team supporting our students.

We will be continuing our new teacher mentor program this fall to support all of our new to the profession, new to life skills and new to the ESD teachers. This year we plan to include a part time New Teacher Mentor in addition to the regularly scheduled PD and training for new teachers.

We're continuing to focus on staffing classrooms. We had some last minute resignations right before school started and we're working to fill the vacancies. Classrooms are all staffed and we are focusing on At Large hires.

Lane School

Lane School started their first day of school on the 3rd. We continue to receive requests for additional seats and may be looking to open a 5th classroom in the next month.

JDEP

The new program ISPIRE is up and running with students and we've been collaborating with Lane County Youth Services and Juvenile Justice counselors to make this a smooth transition.

RIS

The RAC meeting is on Sept. 25th where we will review the service allocation adjustments due to budget constraints. We will also review the service area plan presented to ODE.



August 2025 Board Report

Staffing

- **Technology services department-** Desktop Support is currently unfilled and we have a robust applicant pool.

Classrooms

- **Lane School Smartboards-** Technology services has supported the SpEd department with the testing and evaluation of interactive white boards for classroom use. SpEd administration is currently testing the final model before moving forward with the purchase of 8 replacement smartboards at our Lane school site.
- **SpEd Chromebooks-** Finalizing the purchase of 100 additional Chromebooks and 25 Chromebook carts for our classrooms.
- **JDEP Pod 3 Launch-** Technology support for the opening of our new Pod 3 JDEP classroom site. The unique requirements of this site have provided SpEd and Technology Services with an opportunity to spend a great deal of time finding creative solutions in real time to ensure the successful opening of this classroom.
- **Walkthroughs-** Every summer as staff begin to return from summer break, Technology Services will walk through every classroom to check each piece of technology. This allow us to systematically check every classroom in support of the start of each school year.
- **Single Sign On-** Single Sign On (SSO) is a process that will allow our students alternatives to remembering and typing in long passwords for the applications they use every day. One alternative will allow students to flash a card or “badge” in front of the computer camera and get logged into all of the applications they will use with that one action. We hoped to have this in place for the start of the school year; however, our staffing shortage has required us to move this launch to the fall of 2026.

System Upgrades and Improvements

- **Ninja One-** Over the summer, Technology Services evaluated tools that would streamline the workload and regular maintenance of our systems. There are over 500 pieces of software, applications, and websites in use at this agency. In addition, there are over 2500 separate devices in use throughout this agency that require regular maintenance and upkeep. Our team works tirelessly to maintain these resources for our ESD. We identified NinjaOne as an application that will allow us to automate some of the regular patching and updating of our systems and resources allowing us to apply more resources to the classrooms.



- Securly- Securly, our content filter is used to protect our students while online. Securly filters out the inappropriate images and content from the internet allowing our students to browse the internet, without fear of falling prey to online traps and bad actors. This summer we expanded this system to include any student device that is logged into instead of only dedicated machines.
- Acceptable Use Process and Cybersecurity Handbook- We have created the acceptable use of technology as well as the creation of our Cybersecurity Handbook. These guidelines will provide staff with a clear understanding and correct steps for the safe use of technology. These guidelines coincide with the work in the Business and HR departments which define processes and procedures.

Regional Initiatives and Support

- Education Nexxus- Brandon Webb, will represent Lane ESD at the Ed-FI alliance this year as Education Nexxus' sitting president. Brandon will be presenting on the work that they have done supporting the development of an application that will allow us to transfer entire student cumulative records electronically to any SIS nationwide. Education NEXXUS's application "the Broker" is currently going through testing in 6 school districts across the state of Oregon and we hope to include Washington soon.

Report | Danna Brownell | Lane ESD | September 9th Regular Meeting

Rural District PD Collaboration at LCC with Blachly, Crow, Mapleton, Marcola and McKenzie for inservice week. Our superintendent reports: Overall, it was a great time connecting with other districts doing the same work with many of the same conditions we are working with.

Elementary and preschool teachers did literacy training with TNTP. Secondary teachers broke into content specific groups. For many of these teachers, this is the first time they have been able to work alongside other like-content teachers. Being a singleton teacher is tough without the benefit of department colleagues to bounce ideas off of and divide planning work with.

OSBA IN YOUR NEIGHBORHOOD



2025 OSBA
**FALL
REGIONAL**
Meetings

Look for OSBA's Fall Regional meeting near you

A new federal administration and a long session for the Oregon Legislature mean 2025 has brought some big changes to the public education landscape. OSBA's commitment to personally serving your district's needs hasn't changed though. That's why we come to you for our Fall Regional meetings, so we can tell you what it all means, answer your questions and listen to your concerns.

More information at bit.ly/4fmTvCM, and we look forward to seeing you.

