

Alsea School Board Meeting  
Monday, May 11, 2026  
6:00 PM  
Staff Room  
301 S 3rd St  
Alsea, OR 97324



Alsea School District 7J  
301 South 3<sup>rd</sup> Street  
Alsea, OR 97324  
541.487.4305

1. **Call to Order**
  - a. Flag Salute
  - b. Approval of Agenda
2. **Consent Agenda**
  - a. Approval of Minutes
    - i. 4.13.2026 School Board Meeting minutes



Board Members Present: Risteen Follett, Jamie Olsen, Russ Ceperich, George Laiblin, Soren Rounds

Board Members Absent: None

Staff Present: Stacy Knudson, Stephanie Lewis, Heather Shunk (attended online), Lora Nickle

Community Present: Kyle Laier from Inflexion, community and staff attended online

1. **Call to Order - 6:01 PM**

- a. Flag Salute
  - b. Approval of Agenda
- Agenda approved as presented

2. **Consent Agenda**

- a. Approval of Minutes - 3.9.2026
  - b. Month End Reconciliation & Financial Board Report
  - c. Hires:
    - Pat McKnight, Dean of Students
    - Amber Wolfe, Special Ed. Teacher
    - Talon Sims, Athletic Director
- Resignations:  
Jake Schlechter, MS/HS Math Teacher

Jamie Olsen moved to approve the Consent Agenda as presented. Russ Ceperich seconded the motion. Motion carried 5-0.

3. **Patron Comments – None**

4. **Reports**

- a. Inflexion Anchors Summary
- Kyle Laier let the Board know that he started work with the Alsea staff on the Inflexion report. This is to develop a process for how Alsea create systems reflecting our values, what we want for our students now and after graduation. He let the Board know that this is a long process that will take years to develop.

- b. K-5 LaHO Principal Report
  - i. Multilingual Learner/English Learner District Plan

Heather Shunk presented her reports to the Board. The documents are available online. The Board asked clarifying questions.

- c. Superintendent / K-12 Principal Reports
  - i. Enrollment Report
  - ii. Regular Attenders

Stacy Knudson presented her reports to the Board. The documents are available online. The Board discussed.

- d. Business Manager Report

Stephanie Lewis presented her reports to the Board. The documents are available online.

5. **New Business**

a. 6th grade - Middle School Planning

Stacy Knudson presented the survey summary to the Board. She did not receive any objections to moving forward with moving 6<sup>th</sup> grade to the Middle School.

Jamie Olsen motioned to adopt the Middle School change to include 6<sup>th</sup> grade starting the 2026-27 school year. Russ Ceperich seconded the motion. The Board discussed. Motion carried 5-0.

b. 25-27 HSS Eligibility Review

Stacy Knudson presented to the Board and let them know that the Oregon Board of Education is now requiring a review of how these funds will be used. There will be a follow up in the fall to ensure that systems are in place. Stacy let the Board know that we are in the process of rebuilding our analytics within Synergy to help track areas of concern more closely and effectively.

Russ Ceperich motioned to approve the 25-27 HSS Eligibility Review as presented. George Laiblin seconded the motion. The Board asked questions. Motion carried 5-0.

6. **Old Business**

7. **First Reading \*(Shaded words are new/strikethroughs are deleted)**

8. **Second Reading**

9. **Board Comments**

Jamie Olsen commented that there are a lot of Legislative changes that can affect Alsea. She noted to expect some policy changes.

10. **Future Agenda Items**

11. **Key Dates**

April 15 & 16, Parent-Teacher Conferences

April 16, Health and Wellness Fair

April 20 - 24, Outdoor School

April 21 – Budget Committee Meeting – 6:00 PM

April 22, Red Cross Blood Drive

April 23, Alsea School Board - Executive Session. 6:00 PM

April 28, Kindergarten Roundup event, 4:00 - 5:30 PM

April 30, Peaceful Luminaries

May 4 - 8, Staff Appreciation Week

May 6, 6th grade success & 9th grade on track event

May 8, Teacher Work Day, No School

May 9, Prom

May 11, School Board Meeting, 6:00 PM

May 27, Senior Banquet (Tentative)

12. **Adjournment – 7:14 PM**

b. Month End Reconciliation & Financial Board Report

c. Hires:

Katelyn Schmidt, CTE Teacher

Reagan Larson, MS/HS Math Teacher

Shane Mount-Rubenfeld, MS Teacher

Patrick McKnight, Boys B-Ball Head Coach

Shawn Webb, Boys B-Ball Assistant Coach

d. Resignations:

Ricki Hendrix, Teacher

Catherine Ellis, Teacher

3. **Patron Comments:**

The Alsea School Board of Directors values the opinions and input of students, staff, parents, and community members. Although board meetings are held in public, they are not meetings of the public. Please keep your comments to 3 minutes or less. If you intend to speak to the board this evening, you will need to fill out one of the blue comment cards and hand it to the Board Secretary, Lora Nickle. Public comments may also be made via Zoom. If you intend to speak via Zoom, please put your name in the comments so that the board chair can call on you. Before you begin your comments, please state your name and if you are speaking for an organization, please state that organization. For more information about public comments at a board meeting, please see Alsea School District Policy BDDH.

4. **Reports**

a. Superintendent / K-12 Principal Reports

Alsea School District  
May 2026 Board Meeting Board Report  
*Stacy Knudson, Superintendent/K-12 Principal,  
Food Service Director + Special Education Director  
SUB Athletic Director*

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**1. Facilities + Transportation**

- a. WLA contracts and Acquiring Kings Valley Charter Transportation contract - negotiations are underway. ODE adjustment discussion is in progress as well.

**2. Schedules, Systems and K-12 Programs**

- Collaboration with secondary staff to build the 2026-2027 master schedule.
- State testing for Math begins this week.
- Iready diagnostic for our third session is underway. June data will show year-long growth by grade and domain.
- Summer Learning Grant awarded - \$90,000/summer for Summer 2026
  - Grant agreement initiated and planning underway.
- Empathy interviews will follow, as Inflexion has completed its analysis of our student engagement and belonging survey data:



**What the student experience survey assesses**

- BELONGING** Students who feel a sense of belonging feel respected, accepted, and supported by teachers and peers.
- CONNECTION** Students who are connected believe adults and peers in the school care about their learning as well as them as individuals.
- ENGAGEMENT** Students who are engaged clearly demonstrate levels of interest, enthusiasm, and involvement they have for their learning.

## Belonging

### Belonging Questions

I feel accepted at this school for who I am.

+

88%

-

8%

I get what I need to be successful.

+

71%

✓

17%

-

8%

What I am learning is relevant to who I am.

21%

38%

38%

I feel accepted for who I am.

63%

25%

8%

I am cared for and treated with kindness.

71%

25%

0%

**56%**

**26%**

**14%**

## Connection

### Connection Questions

I have the power to make a difference in my school.

+

79%

-

17%

I care about other students at my school.

92%

4%

I have at least one adult in this school I can go to for help.

83%

13%

When I need help, I ask for it.

+

42%

✓

38%

-

17%

My teachers have high expectations for me.

58%

29%

8%

**50%**

**33%**

**13%**

## Engagement

### Engagement Questions

I feel confident I can complete difficult school work if I don't give up.

+

79%

-

17%

I enjoy learning new things.

+

38%

✓

25%

-

33%

I have regular opportunities to choose topics that interest me.

25%

29%

42%

I express my opinions/preferences in...

46%

17%

33%

**36%**

**24%**

**36%**

## Exploring the Data

inflexion

Now that you have data, the real work begins. Consider how you can focus on leading indicators and prioritize student voice in change efforts. Remember, 100 little things will move a mountain.

- Exciting and promising interviews are underway with several new hires in preparation for 2026-2027.
  - K=12 Special Education teacher
  - MS/HS and AP Math teacher
  - MS/HS English teacher

### 3. Fiscal

- We have placed a freeze on spending in order to accurately estimate and plan our EFB and 2026-27. Requisitions have been issued to encumber funds through June. Student body funds may be spent through early June.
- Declining enrollment has resulted in a slight reduction across grants from ODE as well. Budget work has accounted for this decrease.

### 4. Discipline Data (March 1 - 31)

28 Tracker incidents Mid-April v. 22- Tracker incidents last period

Inappropriate language	Defiance	Disruption	PhysicalAggression/ Unsafe Behaviors
7% v 7%	50% v. 32%	39% v 50%	0% v 4%

#### Minors - March

GRADE	K	1	2	3	4	5	6
Defiance	2	0		1	1	3	1
Disruption	2	0	1	0	0	4	1
Language		0		0	0	0	0
Physical	2	0	1	0	0	0	1

K-5 Total	6	0	3	1	1	7	3
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GRADE	7	8	9	10	11	12	Total
Defiance/Disrespect	1	0	0	1	2	0	4
Disruption		2	0	0	0	0	2
Inappropriate behavior	1	3	0	1	0	0	5
Language		1	0	0	0	0	1
Physical	1		0	0	0	0	1
<b>7-12 Total</b>	<b>3</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>2</b>	<b>0</b>	

**Majors - March to April**

1 - ISS Secondary (JFCF or repeated tracker patterns - incidents)

1 - OSS (JFCF policy violations and JFCG policy violations)

**5. Attendance Data**

**Summary  
Student Population = 220**

Grade	100%	90-99%	80-89%	70-79%	60-69%	50-59%	Less than 49%
KG	3	6	3	0	2	1	0
1st	4	1	2	0	1	0	0
2nd	3	5	3	0	0	0	0
3rd	6	12	5	2	1	0	0
4th	9	9	5	4	1	1	0
5th	10	3	4	3	1	2	1
6th	11	14	1	1	0	0	0
7th	4	2	4	2	1	0	1
8th	5	4	3	0	0	0	0
9th	4	5	3	1	2	0	0
10th	4	4	2	0	1	0	1
11th	4	5	6	0	0	0	2
12th	1	4	3	0	0	1	1
	<b>68</b>	<b>74</b>	<b>44</b>	<b>13</b>	<b>10</b>	<b>5</b>	<b>6</b>

Summary - Building Student Population = 153							
Grade	100%	90-99%	80-89%	70-79%	60-69%	50-59%	Less than 49%
KG	2	3	2	0	0	0	0
1st	1	1	1	0	0	0	0
2nd	2	3	3	0	0	0	0
3rd	3	4	3	1	0	0	0
4th	6	4	1	0	0	0	0
5th	5	3	2	2	0	1	0
6th	8	11	1	0	0	0	0
7th	4	2	4	2	1	0	1
8th	5	4	3	0	0	0	0
9th	4	5	3	1	2	0	0
10th	4	4	2	0	1	0	1
11th	4	5	6	0	0	0	2
12th	1	4	3	0	0	1	1
	<b>49</b>	<b>53</b>	<b>34</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>5</b>

Summary - LaHO Student Population = 67							
Grade	100%	90-99%	80-89%	70-79%	60-69%	50-59%	Less than 49%
KG	1	3	1	0	2	1	0
1st	3	0	1	0	1	0	0
2nd	1	2	0	0	0	0	0
3rd	3	8	2	1	1	0	0
4th	3	5	4	4	1	1	0
5th	5	0	2	1	1	1	1
6th	3	3	0	1	0	0	0
	<b>19</b>	<b>21</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>3</b>	<b>1</b>

## 6. Professional Development

- Summer/Fall 2026 Solution Tree - PLC sessions
- Mountain West Joint PD session - Proactive Coaching + Leadership
- Kagan Conference (Instructional Excellence) - FL July 2026 (Chelsey + Brittini + Amber) Teaching workshops to our district staff in August during Inservice.
- Athletic Director and basketball coaching clinic - Nike UNLV, May Clinic
- August Synergy training scheduled for all staff.

## Alesea Wolverines' Athletic Dept.

- We are in the final stages of coaching staff interviews for our 2026-27 seasons.
- Currently working with coaches and the league as well as AD's across Oregon to develop competitive schedules for next year. Final scheduling of non-league games are underway.
  - All commissioners have been notified of league schedules for next year by our new AD!
- Eddyville has generously offered our VB coaching staff to attend GMS in August for the coaches clinic. A few athletes have also signed up.

## 7. Community Engagement

1. We are in the final stages of our rebuild of the website, school district app (Apptegy) and social media
3. We held our Kindergarten Roundup last week and have scheduled our MS success orientation and 9th grade on track orientation for May 20. The Mercantile and The Plaza have both made generous donations for prizes as well. Thank you!
4. Our family liaison is planning our first Board Game event this month. Flyers and messaging are being sent out this week and posted all around the school.
5. International Travel club family information night is scheduled for May 13, 2026 at 6:00pm. The first trip will take place in June 2027, which tours Rome, Florence, Paris and London across 8 days.

i. Enrollment Report





ii. Regular Attenders

## Regular Attenders

>90% Positive

Grade Level	Oct 1 Enrolled	Average %	Nov 1 Enrolled	Average %	Dec 1 Enrolled	Average %	Jan 1 Enrolled	Average %	Feb 1 Enrolled	Average %	Mar 1 Enrolled	Average %	April 1 Enrolled
KG	12	83.33%	13	77.00%	14	50.00%	14	50.00%	14	50.00%	14	50.00%	15
1st	9	78.00%	9	56.00%	8	62.50%	8	87.50%	8	62.50%	8	62.50%	8
2nd	10	80.00%	9	67.00%	10	50.00%	10	50.00%	10	50.00%	10	40.00%	11
3rd	26	54.62%	26	73.00%	26	76.92%	26	76.92%	26	73.08%	26	73.33%	26
4th	32	78.13%	31	87.00%	30	73.33%	31	77.42%	30	83.33%	30	83.33%	30
5th	24	87.50%	24	71.00%	25	64.00%	25	56.00%	23	60.87%	23	56.52%	24
6th	25	72.00%	25	84.00%	25	68.00%	25	72.00%	25	68.00%	25	68.00%	25
7th	14	86.00%	14	79.00%	15	60.00%	15	60.00%	15	40.00%	14	42.86%	14
8th	13	84.61%	13	77.00%	13	76.92%	13	84.62%	13	76.92%	13	69.23%	12
9th	15	93.00%	15	93.00%	15	86.67%	15	80.00%	15	73.33%	15	60.00%	15
10th	13	92.31%	12	50.00%	12	50.00%	12	50.00%	12	58.33%	12	58.33%	12
11th	18	66.67%	17	65.00%	17	58.82%	17	58.82%	17	70.59%	17	64.71%	17
12th	11	36.36%	10	40.00%	10	40.00%	10	30.00%	10	40.00%	10	30.00%	10
	<b>222</b>	<b>76.35%</b>	<b>218</b>	<b>70.69%</b>	<b>220</b>	<b>62.86%</b>	<b>221</b>	<b>64.10%</b>	<b>218</b>	<b>62.07%</b>	<b>217</b>	<b>58.37%</b>	<b>219</b>

## 2024-25

Grade Level	Oct 1 Enrolled	Average %	Nov 1 Enrolled	Average %	Dec 1 Enrolled	Average %	Jan 1 Enrolled	Average %	Feb 1 Enrolled	Average %	Mar 1 Enrolled	Average %	April 1 Enrolled
KG	14	64.29%	12	83.33%	13	61.53%	13	61.53%	14	64.28%	13	53.84%	14
1st	13	92.31%	13	61.53%	12	50.00%	12	41.66%	13	38.46%	12	41.67%	12
2nd	33	78.78%	33	78.78%	33	69.69%	33	69.69%	32	75.00%	30	83.33%	30
3rd	32	81.25%	31	80.64%	31	74.19%	31	74.19%	31	70.97%	31	74.19%	31
4th	24	62.50%	22	63.63%	23	60.86%	22	50.00%	23	69.57%	24	58.33%	25
5th	26	73.07%	26	80.76%	28	67.85%	27	62.96%	30	60.00%	29	51.72%	28
6th	17	70.59%	17	58.82%	16	43.75%	16	37.50%	17	35.29%	17	41.18%	18
7th	17	82.35%	17	76.47%	17	70.58%	17	64.71%	16	62.50%	16	62.50%	16
8th	15	80.00%	15	80.00%	15	80.00%	16	62.50%	16	81.25%	16	68.75%	15
9th	11	54.54%	10	50.00%	10	50.00%	10	50.00%	10	60.00%	10	50.00%	9
10th	16	93.75%	16	81.25%	16	81.25%	16	75.00%	16	68.75%	16	68.75%	17
11th	10	70.00%	10	70.00%	10	60.00%	10	60.00%	10	60.00%	10	60.00%	10
12th	11	36.36%	11	45.45%	11	36.69%	11	36.36%	11	36.36%	11	45.45%	11
	<b>239</b>	<b>72.29%</b>	<b>233</b>	<b>70.05%</b>	<b>235</b>	<b>62.03%</b>	<b>234</b>	<b>57.39%</b>	<b>239</b>	<b>60.19%</b>	<b>235</b>	<b>58.44%</b>	<b>236</b>

## ve Attendance

Average %	May 1 Enrolled	Average %	June 1 Enrolled	Average %
53.34%	15	46.67%		
50.00%	8	50.00%		
54.55%	11	45.45%		
65.39%	26	73.08%		
70.00%	29	79.31%		
50.00%	27	51.85%		
72.00%	24	79.17%		
42.86%	14	35.71%		
41.67%	12	83.33%		
66.67%	15	60.00%		
66.67%	12	58.33%		
47.06%	17	64.70%		
30.00%	10	40.00%		
<b>54.63%</b>	<b>220</b>	<b>59.05%</b>		

Average %	May 1 Enrolled	Average %	June 1 Enrolled	Average %
50.00%	14	50.00%	14	57.14%
41.67%	12	41.67%	12	41.67%
70.00%	31	70.97%	31	70.97%
77.42%	31	77.42%	30	83.33%
60.00%	27	59.26%	26	61.54%
57.14%	28	64.29%	28	75.00%
44.44%	17	47.06%	16	43.75%
62.50%	16	68.75%	16	68.75%
80.00%	15	80.00%	15	80.00%
55.55%	9	55.56%	9	44.44%
70.59%	17	76.47%	17	70.59%
50.00%	10	50.00%	10	50.00%
36.36%	11	36.36%	11	36.36%
<b>58.13%</b>	<b>238</b>	<b>59.83%</b>	<b>235</b>	<b>60.27%</b>

b. K-5 LaHO Principal Report

# ALSEA SCHOOL DISTRICT BOARD REPORT

**Name:** Heather Shunk **Position:** Principal

**BOARD MEETING DATE:** May 2026

[Link for April 2026 Assembly Slides](#)

[Link for May School-Wide Newsletter](#)

**April Assembly** - Celebrations for birthdays, 90% or better attendance, Student of the Month, Tree House t-shirt designs, welcoming new students, all the great learning happening in classes, students of the month, and sharing what we learned about being “**Imaginative**”. Character trait for May: **Generous**. Families shared pictures of Spring fun.

**Tree House Collaboration** - Tree House t-shirts are at the printer and will be mailed out soon. Students are loving the Tree House meetings and the greatfeeling about being on a team within a school-wide team.

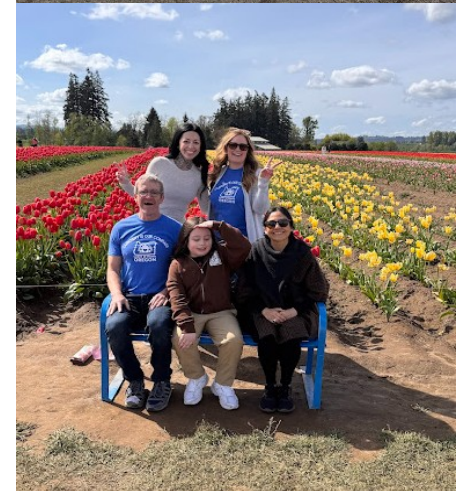
**District and State Testing -OSAS Testing (Grades 3–6)** - Students in grades 3–6 will be participating in the **Math portion of the OSAS assessment**, which includes a Computer Adaptive Test (CAT) and a Performance Task (PT) focused on problem-solving and explaining mathematical thinking. **Diagnostic 3 in Iready** will be completed during the month of May. We are proud of the focus and perseverance students are demonstrating during testing, and the valuable insight this provides into their learning.

**Instructional Model Update for 2026-2027** - LaHO is planning a shift in instructional delivery for the upcoming school year to strengthen academic outcomes for students. Teachers in grades 2–7 will focus on a specific content area, rather than teaching multiple subjects throughout the day. Likely Ms. Dapkus - ELA, Mrs. Bauer - Social Studies, Science, and Health, Mr. Sederlin - Math. This structure is designed to allow for deeper instruction, stronger content expertise, and a clearer understanding of individual student progress within each subject. By allowing teachers to go deeper into their specific subject area, this model will better support students in building strong foundational skills and preparing for the next grade level. K/1 will continue to be wonderfully supported by Mrs. Waverek.

**Community Engagement** - In April, Learn at Home Oregon is organizing an informal family meet-up at the Wooden Shoe Tulip Festival in Woodburn. This optional gathering provides an opportunity for students and families to connect in person, build relationships, and strengthen our school community. Opportunities like this support a sense of belonging and connection beyond the virtual classroom, which continues to be an important part of our program.

**Building Internal Capacity with Parent Support** - We are excited to share that two LaHO parents have completed the necessary steps to become trained substitute teachers. This not only supports our staffing needs but also strengthens our community by involving parents directly in the instructional environment. Their familiarity with the program and commitment to students is a valuable asset as we continue to build sustainable systems of support.

**Teacher and Staff Appreciation** - During Teacher and Staff Appreciation Week, our community came together to recognize the dedication and impact of our educators. Students and families submitted messages of appreciation, which were shared with staff. These messages highlighted the strong relationships teachers build and the meaningful learning experiences they create each day. Staff expressed how valued and encouraged they felt through this recognition. [Appreciation Album 2025-2026](#)



thank you so much ms.  
waverek for teaching me so  
much art and showing us in  
our tree house we can all  
count on each other thank you  
so so much ♥



From. Emberlie



Mr. Sederlin you make  
every thing fun and I  
used to hate school but  
now thanks to you I love  
school.



From. Skyler



This is for Mrs. Waverek!!! Mrs.  
Waverek I love your drawing  
skills and how you don't rush us  
to do the same things you make  
or anything I LOVE YOU SO



MUCH!!!! <3

Love. Navroop



Mrs. Shunk, thank you for being my  
principal. I think you are the best principal  
in the world. (I really don't know all the  
principals in the world, but if I did, I still  
think you'd be the best one) And thanks  
for always being there when I need help.



From. Easton



Thank you for all that you do! You don't  
just teach lessons, you build confidence,  
comfort big emotions, and help students  
believe in themselves! You are appreciated  
deeply today and every day!  
Happy Teacher Appreciation Day!



Layne Milligan



Mrs. Bauer,  
Thank you for being my teacher, you  
teach me things in a fun way that I  
understand. I like that you're funny  
and always help us with assignments.



From. Easton



Mr. Sederlin, thanks!  
You are smart, and  
funny. I wish you were  
my teacher every year.



From. Tiko



Ms. Dapkus, thank you  
for your consistent  
support throughout  
this school year, we  
really appreciate you!



From. Taylor McDonald



Thank you Mrs.  
Bauer for teaching  
us typing things  
that was so fun!



Love. Graham



- c. Business Manager Report
- d. Safety Committee Report

April 17, 2026



Stacy Knudson  
301 3<sup>rd</sup> Street  
Alsea, OR 97324

Subject: Loss Control Recommendations: **Alsea School District**

Dear Stacy:

Safety related surveys were conducted on April 14, 2026 at the District. Attached are recommendations developed as a result of those surveys. These suggestions have been prioritized using the following guidelines:

**Major:** Imminent danger or potential for serious injury or extensive property damage.

**Moderate:** Could result in moderate injury or property damage.

**Minor:** Low probability of injury or property damage.

In certain cases, prior year's inspections may have been followed up on to check completion status of recommendations.

If you have any questions please don't hesitate to call us at 800-852-6140.

Sincerely,

Nathan Cortez, CISR, CSRM, CPD  
Risk Management Consultant

Office: 2930 Chad Drive, Eugene, OR 97408  
800-852-6140 or 541-342-4441 \* Fax: 541-484-5434  
whainsurance.com




Photo	Recommendations	Action
	<p>Security Gate:</p> <p>(MAJOR) – Open security gates pose a significant risk to the safety of students and faculty. Gates/exterior doors should be inspected frequently to ensure that they are locked and secure during school hours.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>
	<p>Staff Rm:</p> <p>(MAJOR) - Sex abuse prevention posters should be reviewed and updated to ensure all required fields are completed with current administration contacts and local law enforcement contact information. Maintaining accurate information on these posters help ensure staff can access appropriate reporting resources when needed.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>
	<p>Staff Rm:</p> <p>(MAJOR) – Required sex abuse prevention poster, “We Got This”, was missing. The absence of the sex abuse postings may limit staff access to critical reporting information, including current administration and local law enforcement contacts. Post required sex abuse prevention materials in appropriate locations and ensure all fields are completed with current administration and local law enforcement contact information.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>




Photo	Recommendations	Action
	<p>Health Rm:</p> <p>(MAJOR) – Unsecured doors create an increased risk of unauthorized student access when teachers are not present. Securing doors and maintaining appropriate supervision are key to preventing SAM exposures, theft, injury, bullying, mischief, and similar incidents.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>
	<p>Stage:</p> <p>(Minor) - Fire extinguishers must be visually inspected monthly. OR-OSHA 437-007-0410(6)</p> <p>The pressure gauge, hose and pin should be visually inspected to verify that the fire extinguisher is in good condition and is readily available. The inspection tag should be signed off on monthly to show completion of the inspection.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>
	<p>Stage:</p> <p>(Moderate) – Appliances such as refrigerators, microwaves, toaster ovens, and personal heaters should not be used with a power strip due to fire risk. Power strips should only be used in accordance with manufacturer specs. Additionally, power strips are not a substitute for permanent wiring. Rearrange the appliances to allow them to be plugged directly into the wall outlets.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>


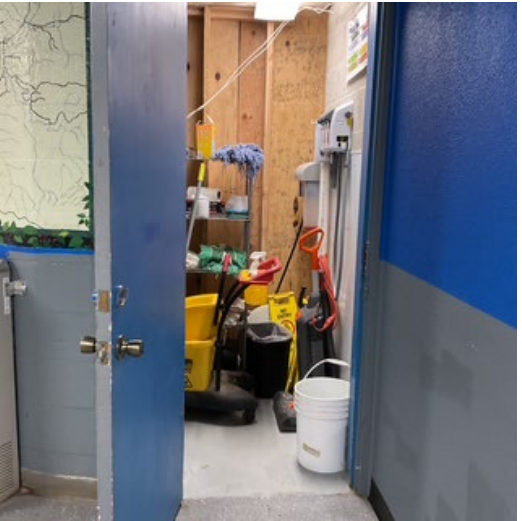

Photo	Recommendations	Action
	<p>Stage:</p> <p>(Minor) – Improperly stored food can attract pests and undermine the Integrated Pest Management program. Food stored in paper boxes or plastic bags should be transferred to sealed, pest-resistant containers to help prevent access by mice, insects, and other pests. Containers should be labeled with contents and, if applicable, cooking instructions.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>
	<p>Custodial Rm:</p> <p>(MAJOR) - Custodial doors should remain secured and locked to prevent student and unauthorized access to chemicals, tools, equipment, etc. Keeping these areas locked helps reduce the risk of accidental exposure, misuse, and potential injury.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>
	<p>Hallway:</p> <p>(Moderate) - Properly installed ceiling systems allow smoke detectors, heat detectors, and fire sprinklers to operate correctly in the event of a fire. Missing ceiling tiles enables hot gases and smoke from a fire to rise and accumulate above detectors and sprinklers delaying suppression systems and/or alarms.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>




Photo	Recommendations	Action
	<p>Stage:</p> <p>(Moderate) – Appliances such as refrigerators, microwaves, toaster ovens, and personal heaters should not be used with a power strip due to fire risk. Power strips should only be used in accordance with manufacturer specs. Additionally, power strips are not a substitute for permanent wiring. Appliances should be plugged directly into a wall outlet.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>
	<p>Kitchen:</p> <p>(Minor) – Extinguisher needs to be mounted on the wall or in a fire cabinet. Location of the extinguisher needs to be visible and clearly identified.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>
	<p>Science:</p> <p>(Minor) – Fume hoods should be tested per manufacturer specifications or annually. Tests should include airflow, monitoring/alarms, exhaust, and review maintenance.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>




Photo	Recommendations	Action
	<p>Science:</p> <p>(Moderate) – Food items were observed in the science prep room. The presence of food can contribute to IPM concerns and creates potential for cross-contamination with science-related chemicals. Remove food items from science prep rooms and limit food storage and consumption to designated areas to reduce pest activity and eliminate potential contamination risks.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>
	<p>Science:</p> <p>(Minor) – Shelving should be attached to the wall to prevent from tipping over injuring employees and/or blocking egress routes.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>
	<p>Science:</p> <p>(Moderate)- Highly combustible liquids such as fuel, aerosols, and solvents pose a significant fire hazard. Combustible liquids should be stored inside of a flammable liquid storage cabinet.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>




Photo	Recommendations	Action
	<p>Science:</p> <p>(Minor) – Improve housekeeping within science storage rooms to reduce potential hazards. Excessive or disorganized storage of chemicals, lab equipment, and instructional materials on work surfaces, can increase the risk of spills, chemical incompatibility, increased fire load, and damage to equipment or materials. Science storage areas should be routinely inspected, chemicals properly labeled and segregated, and equipment stored in designated cabinets/shelving to keep countertops and walkways clear and ensure safe access and use.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>
	<p>Science:</p> <p>(Moderate) - Eyewash/shower station should be inspected per manufacturer guidelines and flushed weekly. OR-OSHA 437-004-1305</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>
	<p>Science:</p> <p>(Moderate) – Chemical cabinets were found unlocked and open. Leaving cabinets open can allow vapors to accumulate, increasing the risk of inhalation exposure. Cabinets should be kept closed and locked to reduce the risk of unauthorized access and exposure.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>__/__/__</p>





Photo	Recommendations	Action
	<p>Science:</p> <p>(Moderate) – Chemical inventory should be conducted at least once a year. The inventory should record the date of the inventory, chemical name and formula, specify the amount of the chemical, indicate the hazard from SDS and shelf life/age should be noted. Expired chemicals should be properly disposed of and replaced if needed.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>
	<p>CTE Shop:</p> <p>(MAJOR) - Gas cylinders need to be secured to prevent them from falling over. Cylinders should be securely fastened in an upright position with a strap, and/or stored in a customized rack or in a cage that does not allow for tipping, falling or being knocked over.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>
	<p>CTE Shop:</p> <p>(Moderate) – Dust control should be improved. An accumulation of dust can create slip hazards, can have an adverse allergic and non-allergic respiratory response, and excess accumulation can create additional fire hazard.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>

Photo	Recommendations	Action
<p>No Picture</p>	<p>CTE Shop:</p> <p>(MAJOR) – A student was observed working in the CTE shop unsupervised. Students should not be allowed in shop environments without direct staff supervision to reduce the risk of injury, equipment misuse, theft, and other unsafe behaviors. When staff are not present, access to the shop should be secured to prevent unauthorized entry.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>
	<p>6<sup>th</sup> Grade Rm:</p> <p>(MAJOR) – Unsecured doors create an increased risk of unauthorized student access when teachers are not present. Securing doors and maintaining appropriate supervision are key to preventing SAM exposures, theft, injury, bullying, mischief, and similar incidents.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>
<p>No Picture</p>	<p>Track:</p> <p>(MAJOR) – Multiple students were observed on the grandstands and track without supervision. Students should not be allowed in these areas without direct staff supervision. When staff are not present, these areas should remain secured to prevent unauthorized student access. Maintaining appropriate supervision and securing facilities are critical to reducing the risk of injury, falls, bullying, mischief, abuse, and other inappropriate or unsafe activity.</p>	<p><b>Completed</b></p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><b>Completed Date</b></p> <p>___/___/___</p>

5. **New Business**

- a. 2026-27 Proposed Budget Approval
- b. Superintendent Evaluation Summary

**Superintendent Evaluation Summary Report**  
**Stacy Knudson**  
**May 11, 2026**

The Alsea School Board of Directors finds that superintendent, Stacy Knudson, has received strong overall ratings across all eight professional standards, reflecting significant progress and effective leadership throughout the evaluation period.

The board recognizes the superintendent as “*a strong visionary leader*” who provides clear direction aligned with district priorities and is actively working to rebuild and strengthen the district. She was commended for her ethical leadership, transparency, and professionalism, consistently modeling high expectations while supporting staff and student growth.

It is noted that Ms. Knudson is strengthening an inclusive district culture by elevating student voice and implementing supportive systems, with the board acknowledging that this work is progressing but still developing. Instructional leadership efforts were also highlighted, particularly initiatives promoting culturally responsive practices and peer-to-peer evaluations. While implementation varies across classrooms, the board expressed confidence in the direction and continued progress.

Communication and community relations receive a high rating of approval, with the board recognizing strong accessibility, transparency, and presence at school and community events, while also noting opportunities for continued growth. Organizational management was rated highly, with the superintendent demonstrating adaptability, strong operational leadership, and a focus on student needs and district stability.

Financial management also received a strong rating, reflecting meaningful improvements in budgeting, alignment of resources, and pursuit of grants, while acknowledging that the superintendent inherited a budget created prior to her arrival. Policy and governance work was rated highly, with the board noting strengthened policy maintenance, transparency, and strong working relationships.

Progress toward district goals was also noted. For Goal 1, the superintendent has made “*strong progress on the engagement plan*,” including district events, community sessions, and quarterly surveys, contributing to improved visibility and trust-building. For Goal 2, the board recognized significant advancement in implementing a district-wide RTI framework, including tiered systems, daily interventions, and embedded PLC collaboration, with the framework viewed as established or nearing full implementation.

Overall, the evaluation reflects strong leadership, meaningful progress, and continued momentum toward district improvement and long-term system development.

Alsea School Board of Directors

- c. Alsea Charter Renewal
- d. Kings Valley Bussing Contract
- e. International Travel Co-Op



# WE'RE GOING TO London, Paris, Florence & Rome

Summer 2027

Dear parents & guardians,

There's an incredible educational travel opportunity available for your student. From big adventures to small moments along the way, travel expands your student's knowledge of the world around them and helps them discover more about themselves. Come to the information session to meet with me and learn more about this tour, including:

- **What we'll see and do**
- **Travel logistics**
- **Earning high school or college credit**
- **Affordable payment options**
- **How to enroll on this trip—before it fills up**

I look forward to seeing you there!

Stacy Knudson  
Group Leader

For more information contact me  
[stacy.knudson@alsea.k12.or.us](mailto:stacy.knudson@alsea.k12.or.us)



Scan to RSVP



[rsvp.eftours.com/8a2z24t](https://rsvp.eftours.com/8a2z24t)

Can't make the meeting?  
Opt to get info when you RSVP!

f. LBLESD Service Contract 2025-27, Fall 2025 Revision



# LBL

LINN BENTON LINCOLN  
EDUCATION SERVICE DISTRICT

**2025-2027**

Fall 2025 Revision



## LOCAL SERVICE PLAN

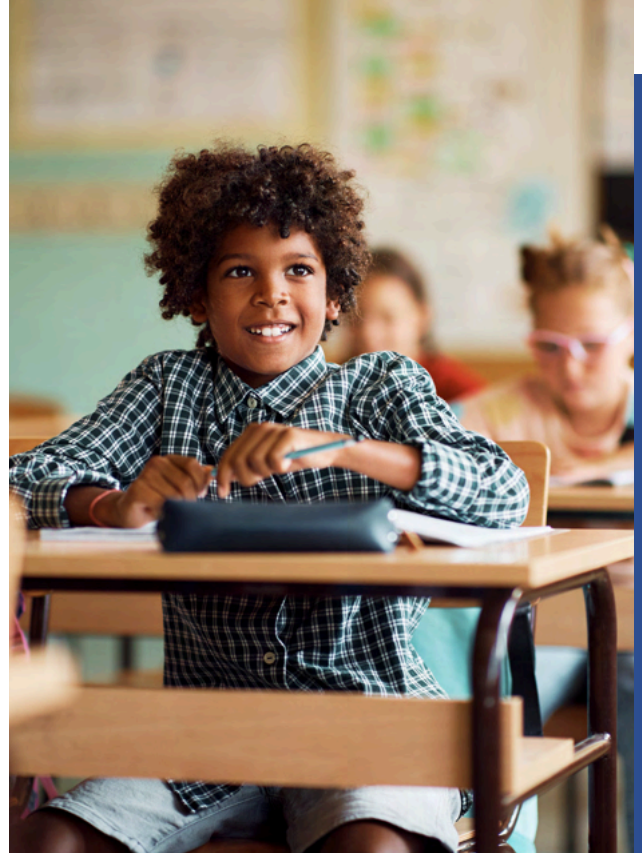
# Table of Contents

**03** About the ESD

**06** Equity Lens

**07** Board of Directors

**09** Meet the Team



**12** Component Districts

**14** Calendar

**16** Tier 1 Services

**33** Tier 2 Services

**53** Grants and Contracts

**63** District Summary



# Serving the Counties of Linn, Benton, Lincoln, and Beyond!

Linn Benton Lincoln Education Service District (LBL) serves educational agencies, districts, and schools across the state with high-quality services and programs that are practical, reliable, and economical. LBL has a distinguished reputation for supporting educational excellence and equity, working cooperatively with educators and educational agencies, and effecting productive solutions that help schools, teachers, students, and families meet Oregon's educational goals.

LBL is one of 19 Education Service Districts in Oregon that serve all 36 counties. The purpose of Oregon's Education Service Districts is defined in Oregon Revised Statute (ORS) 334.005. Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing equitable education opportunities for all of Oregon's public school students.



LBL comprises 12 component districts and 96 schools with approximately 34,512 students in Linn, Benton, and Lincoln counties. LBL also serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board.

## Education Service Districts and Oregon Revised Statutes

Education Service Districts (ESDs) originated in Oregon's first laws establishing a general system of common schools. Through the history of Oregon's regional services system, local governances and state statutes concerning the mission of ESDs has remained somewhat constant: "Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing excellent and equitable educational opportunities for all Oregon public school students."

ORS 334.005 defines the mission, purpose, and accountability of an ESD. The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high quality, cost-effective, and locally responsive educational services at a regional level.

### **An education service district plays a key role in:**

- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21st Century;
- Fostering the attainment of high standards of performance by all students in Oregon's public schools;
- Facilitating interorganizational coordination and cooperation among education, social service, health care, and employment training agencies.



**Per ORS 334.175, Education Service Districts must provide regionalized core services in the following areas:**

- Programs for children with special needs, including but not limited to special education services and services for at-risk students.
- Technology support for component school districts and the individual technology plans for those districts, including but not limited to technology infrastructure services, data services, instructional technology services, and distance learning.
- School improvement services for component school districts, including but not limited to:
  - 1.** Services designed to support component school districts in meeting the requirements of state and federal law;
  - 2.** Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;
  - 3.** Services designed to support and facilitate continuous school improvement planning;
  - 4.** Services designed to address schoolwide behavior and climate issues;
  - 5.** Services designed to support career and technical education.
- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts, and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

An education service district may provide entrepreneurial services to public and private entities and to school districts that are not component school districts of the education service district with the approval of the constituent districts through their approval of the Local Service Plan.

# Equity Lens

We believe that every student, staff and community partner should be treated equitably. Our focus is to eliminate disparities among all groups.

## Equity:

Just and fair inclusion. An equitable society is one in which all can participate and prosper to allow all to reach their full potential.



## Purpose:

Provide a common vocabulary and protocol to produce and evaluate policies, practices, processes, programs, services or decisions that result in more equitable outcomes.



## Procedure:

Consider the following four questions for any policy, practice, process, program, service or decision:

**1**

### Who Does It Impact?

Who are the groups affected?  
What are the potential impacts on these groups?

**2**

### Who Has the Opportunities and is Included and Who is Not?

Are existing disparities ignored or worsened?  
Are there unintended consequences?

**3**

### Whose Voices Are at the Table?

Have we intentionally involved our partners?

**4**

### Can We Do About It?

How will we mitigate the negative impacts and address the barriers identified above?

Non-Discrimination: LBL ESD prohibits discrimination and harassment on any basis protected by law, including but not limited to an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability, veterans status, or the protected status of any other person with whom the individual associates

# Meet our **BOARD OF DIRECTORS**



**Bill Hays**  
Zone 1  
Term Expires 6.30.28



**Lori Greenfield**  
Zone 2  
Term Expires 6.30.28



**Michael Thomson**  
Zone 3  
Term Expires 6.30.28



**Denise Hughes-Tafen**  
Zone 4  
Term Expires 6.30.28



**Amy Vctor**  
Zone 5  
Term Expires 6.30.27



**Miriam Cummins**  
Zone 6  
Term Expires 6.30.27



**Eddie Symington**  
Zone 7  
Term Expires 6.30.27

## **GOALS & BOARD OBJECTIVES**

### **Board Performance Objective 1**

Pursue innovation through service delivery, equitable resource allocation, evaluation and improvement, staff development, and use of technology.

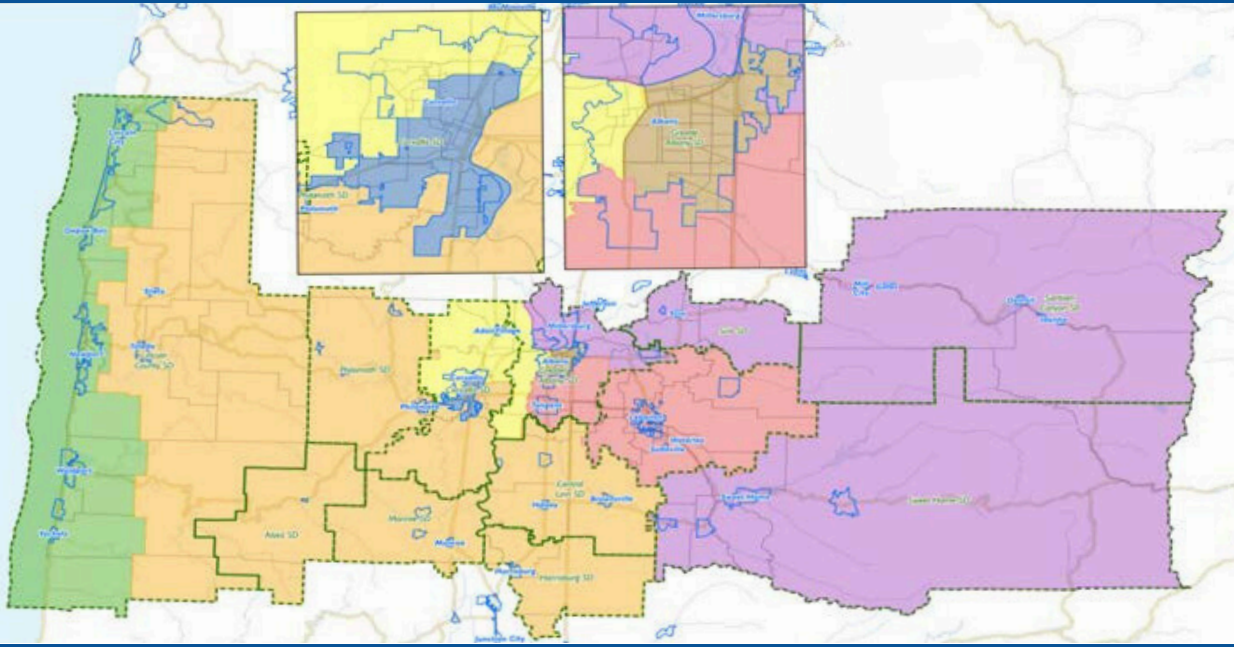
### **Board Performance Objective 2**

Continue to enhance collaborative relationships and effective communication with LBLES D employees, school districts, and communities.

### **Board Performance Objective 3**

Prudently and sustainably manage fiscal resources. Maintain a forward looking financial plan and anticipate and accommodate economic changes.

# Board Zones



**Board Zones**

- 1
- 2
- 3
- 4
- 5
- 6
- 7

**Zone 1**

Greater Albany (part), Sweet Home, Scio, Santiam Canyon

**Zone 2**

Central Linn, Harrisburg, Monroe, Alsea, Philomath, Lincoln Co. Schools (part)

**Zone 3**

Corvallis (North) Greater Albany (part)

**Zone 4**

Corvallis (part)

**Zone 5**

Lebanon Greater Albany (part)

**Zone 6**

Greater Albany (part)

**Zone 7**

Lincoln County (part)

# Budget Committee

Jim Gourley  
Zone 1 Term Expires:  
6/30/27

Sarah Finger McDonald  
Zone 4 Term Expires:  
6/30/2027

Vacant  
Zone 7 Term Expires:  
6/30/2025

Risteen Follett  
Zone 2 Term Expires:  
6/30/2029

Nichole Piland  
Zone 5 Term Expires:  
6/30/2027

Jean Wooten  
At Large Term Expires:  
6/30/2029

Todd Noble  
Zone 3 Term Expires:  
6/30/2029

Ryan Mattingly  
Zone 6 Term Expires:  
6/30/2027

# Meet our **EXECUTIVE TEAM**



**Jason Hay**  
Superintendent



**Nancy Griffith**  
Assistant Superintendent



**Rocco Luiere**  
Executive Financial Officer



**Kristina Wonderly**  
Executive Director  
Human Resources



**Tim Jones**  
Executive IT Officer



**Autumn Belloni**  
Executive Director of  
Early Intervention and SpEd



## Mission

Through services and collaboration with community schools and families, we empower every child with the skills and resources needed for success, fostering innovation and responsiveness in education.

## Vision

Enhancing education through collaboration.

## Values/Voice Personality

- Children and families first
- Equity, inclusivity, & Honoring differences
- Competency and Expertise
- Kindness, Caring, & Humility
- Trust & Connection
- Teamwork & Collaborative leadership
- Health & balance
- Sustainability

# Education LEADERSHIP TEAM



**Catie Dalton**  
Early Intervention/Early  
Childhood Special Ed.



**Alex Nalivaiko**  
Long Term Care  
and Treatment



**Sonya Hart**  
Special Education and  
Evaluation Services



**Steve Martinelli**  
Cascade Regional  
Inclusive Services



**Tina Linn**  
Early Intervention/Early  
Childhood Special Ed.



**Liz Wallace**  
Strategic Partnerships  
for Student Success



**Kimberly McCutcheon Gross**  
Early Intervention/Early  
Childhood Special Ed.

The Education Leadership Council is composed of leaders supporting direct student service providers. Along with the Cabinet, it includes the Directors and Coordinators of Cascade Regional Inclusive Services (CRIS), Early Intervention/Early Childhood Special Education (EI/ECSE), Long Term Care and Treatment (LTCT), Special Education and Evaluation Services (SEES), and Strategic Partnerships for Student Success (SPSS).

# Enterprise **LEADERSHIP TEAM**



**September Johnson**  
Human Resources



**Jennifer Kessel**  
Technology and  
Information Services



**Katie Davis**  
Technology and  
Information Services



**Kayla Stuck**  
E-rate Services



**Lisa Schoen**  
Administrative  
Services



**Nathan Rouzard**  
Marketing and  
Business Development



**Richard Thomas**  
Technology and  
Information Services



**Sean Yoder**  
Business Services



**Lisa McConnell**  
Facilities  
Coordinator

The Enterprise Services Leadership Council is composed of those leaders that are not supporting direct service providers. Along with the Cabinet, it will include the leaders of Administrative Services, Business Services, E-rate Services, Facilities, Human Resources, Marketing and Branding, and Technology and Information Services.

# LBL Component School Districts



## Alsea 7J

P.O. Box B 301 South 3rd  
Street Alsea, OR 97324

Superintendent: Stacy Knudson

<http://alsea.k12.or.us/>

541-487-4305



## Central Linn 552C

P.O. Box 200 32433 Highway  
228 Halsey, OR 97348

Superintendent: Dr. Robert Hess

<http://centrallinn.k12.or.us/>

541-369-2813



## Corvallis 509J

1555 SW 35th Street  
Corvallis, OR 97333

Superintendent: Dr. Ryan Noss

<https://www.csd509j.net/>

541-757-5841



## Greater Albany 8J

718 Seventh Avenue SW  
Albany, OR 97321

Superintendent: Andy Gardner

<https://albany.k12.or.us/>

541-967-4511



## Harrisburg #7

P.O. Box 208 865 LaSalle Street  
Harrisburg, OR 97446

Superintendent: Steve Woods

<https://www.harrisburg.k12.or.us/>

541-995-6626



## Lebanon Community #9

485 S Fifth Street  
Lebanon, OR 97355

Superintendent: Jennifer Meckley

<http://lebanon.k12.or.us/>

541-451-8511

# LBL Component School Districts



**Lincoln County 1212**  
NE Fogarty Street  
Newport, OR 97365

Superintendent: Dr. Majalise Tolan  
<https://lincoln.k12.or.us/>  
541-265-9211



**Monroe 1J**  
365 N 5th Street  
Monroe, OR 97456

Superintendent: Bill Crowson  
<https://monroe.k12.or.us/>  
541-847-6292



**Philomath 17J**  
1620 Applegate Street  
Philomath, OR 97370

Superintendent: Susan Halliday  
<https://www.philomathsd.net/>  
541-929-3169



**Santiam Canyon 129J**  
P.O. Box 197 150  
SW Evergreen Street  
Mill City, OR 97360

Superintendent: Krista Nieraeth  
<http://santiam.k12.or.us/>  
503-897-2321



**Scio 95**  
38875 NW First Avenue  
Scio, OR 97374

Superintendent: Kim Roth  
<https://scio.k12.or.us/>  
503-394-3261



**Sweet Home 55**  
1920 Long Street  
Sweet Home, OR 97386

Superintendent: Terry Martin  
<http://sweethome.k12.or.us/>  
541-367-7637

# LBL Planning Calendar for Developing & Approving Resolution Services



## September/October

Visit and interview districts to discuss service level satisfaction, LBL performance measures, and emerging needs. Survey electronically as needed.

## October/November

Present VCSA draft resolution Local Service Plan for the next biennium. Review/revise the Local Service Plan as described under ORS 334.175(1) with input from Superintendents.

## November

VCSA Superintendents finalize the Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to the LBL Board of Directors and component school districts.

## January

The recommended LBL Local Service Plan will be provided to the LBL Board of Directors for adoption for the biennium. By statute, the Local Service Plan must be approved by districts each year.

## February

After being adopted by the LBL Board of Directors, the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts representing more than 50% of the students in the LBL region. Adoption by component district boards shall occur before March 1.

## March

Notify LBL staff of changes in service requirements as established in the Local Service Plan.

## April/May

LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.

# Resolution Services

## Enrollment for Year 1 of the 2024-2026 Biennium

Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw.

ADMw from the previous three years will be used. This information is provided below.

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY25/26

District	2021-2022 ADMw	2022-2023 ADMw	2023-2024 ADMw	3 Year Average	% of Allocation
Alsea	1,120	613	399	711	1.7%
Central Linn	724	715	705	715	1.7%
Corvallis	7,439	7,407	7,243	7,363	17.4%
Greater Albany	10,622	10,596	10,519	10,579	25%
Harrisburg	942	972	1,034	983	2.3%
Lebanon	4,657	4,707	4,678	4,681	11.1%
Lincoln County	6,549	6,489	6,328	6,456	15.2%
Monroe	513	539	539	531	1.3%
Philomath	1,847	1,896	1,981	1,908	4.5%
Santiam Canyon	3,831	3,344	3,502	3,559	8.4%
Scio	2,313	2,025	2,139	2,159	5.1%
Sweet Home	2,603	2,738	2,688	2,676	6.3%
<b>Total</b>	<b>43,161</b>	<b>42,043</b>	<b>41,754</b>	<b>42,319</b>	<b>100%</b>

The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts to stay within the constraints of the agreement, yet provide flexibility in the use of funds.



# Resolution Service Funding and Allocation

Funding for LBLESD is governed by ORS 344.177, which mandates that at least 90% of resolution funds be spent directly on services or programs for component school districts. The allocation of these funds follows a two-tier system:

## Tier 1 Budget

The LBLESD superintendent proposes the annual budget to cover the Tier 1 Services listed in the Local Service Plan. The proposed budget is discussed with the VCSA superintendents, who may request changes to the proposed amounts with the understanding that certain funding decisions may impact service levels. VCSA superintendents ratify total Tier 1 budgetary expenditures with approval requiring a two-thirds vote from districts representing over 50% of the students final ADMr based on the most recently published fiscal year as provided by the Oregon Department of Education. In the absence of a ratified budget, the Tier 1 budget will roll forward from the prior school year, adjusted for inflation. Payroll, software, and travel (mileage) expenses will reflect direct inflationary factors, while all other budgeted expenditures will include a 4.00% inflation adjustment. Any unused Tier 1 funds roll over into Tier 2 for the next school year.

## Tier 2 Distributions

Remaining funds are distributed to districts based on their proportionate share of a trailing 3-year ADMr, with a minimum distribution of 1%. This distribution includes unutilized Tier 1 funds from the prior school year. Districts can carry forward unused Tier 2 funds indefinitely.

Estimates of available resolution funding will be provided in April. All funding and distributions are approved and governed by the LBLESD Board of Directors and must be appropriated before spending.

## Tier 1 Resolutions Services

Tier 1 includes services that are essential to all districts, ensure equitable access, and/or benefit from economies of scale. The ESD is responsible for managing the service distribution of each program to ensure all 12 districts receive equitable access. Approval to add or remove a Tier 1 service requires a two-thirds majority vote from the districts, representing over 50% of the students, based on the final ADMr from the most recent fiscal year as reported by the Oregon Department of Education.

Tier 1 services are intended as long-term commitments to students and staff in all Component Districts, providing the ESD stable funding and operational consistency, allowing for the most efficient and effective delivery of services. While services can be reviewed annually, they are generally approved on a biennial basis. If a service is canceled, any existing long-term contracts or commitments made by the ESD to support that service will be covered by the Tier 1 budget until the ESD can legally and ethically exit those agreements.

Additions to Tier 1 services may be subject to the approval of the LBLESD Board of Directors.

# CORE SERVICES

ORS.334.175



**Special Education Services**



**School Improvement Services**



**Technology Support Services**



**Administrative Services**



**LBI**

SPECIAL  
EDUCATION  
SERVICES

**TIER 1**

# Special Education Services



## Audiology Screening

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Mass hearing screenings are provided to all kindergarten, 1st, and 2nd grade students who attend public schools in the LBL ESD region through Tier 1 services. In addition, a school team may screen students at any point throughout their education, with input and discussion from both parents and the team.

If a student fails two hearing screenings, the school team may refer the student to an audiologist for further audiology testing. The testing may include otoscopy, acoustic immittance testing, standard air and bone conduction testing, speech audiometry, and otoacoustic emissions.

Audiology booth appointments are available in Albany or Newport for these evaluations.

### Enhancing education through collaboration



## Augmentative and Alternative Communication (AAC)

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Students who demonstrate significant difficulty in communication and require a specialized system to support their education may be referred to the ESD's Augmentative and Alternative Communication (AAC) Specialists. The goal of these specialized Speech-Language Pathologists (SLPs) is to support school staff in creating communication opportunities for the student throughout the school day.

AAC Specialists are responsible for identifying and trialing various communication platforms from LBL ESD's lending library to help teams determine which system would be most appropriate for the student. Once the district procures the appropriate platform, the AAC specialist will continue to support school-based teams through monthly regional training and coaching.

Services provided by Tier 1 AAC Specialists to eligible students can be billed to Medicaid, provided that a cost-sharing agreement is in place between the district and the ESD.

# Special Education Services

FUNDING  
**TIER 1**  
SERVICES



## Early Childhood Special Education Evaluation

PROGRAM

**Early Intervention/Early Childhood Special Education**

CONTACT

**Tina Linn, Catie Dalton  
and Kimberly  
McCutcheon-Gross**

PROGRAM  
INFORMATION

Early Intervention-Early childhood Special Education (EI/ECSE) specialists provide evaluations for students from birth to age five who are suspected of having a developmental delay or disability, including challenges in how they see, hear, talk, think, or move.

Evaluators include developmental specialists, speech-language pathologists, autism specialists and other specialists from the Cascade Regional Inclusive Services program. Families, child care providers, preschool providers, physicians, and community agencies can all refer children to the program for evaluation.

Evaluations for children under the age of three must be completed within 45 calendar days from referral, whereas evaluations for children ages three to entrance to kindergarten must be completed within 60 school days.

Children who are found to be at risk for or have a developmental delay, or are experiencing a disability under a categorical eligibility are provided an Individualized Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and includes the child's abilities and needs, services for the child and family, family outcomes related to the child's needs, and goals and objectives reflecting both the child's developmental and special education needs. The services provided to children following eligibility are provided through federal and state grant funds.



# Special Education Services



## Mild/Moderate Occupational Therapy (OT)

PROGRAM  
**Cascade Regional Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Occupational therapy services in the educational setting focus on adaptations and functional skills a child needs to safely access the educational environment and make progress in their areas of specially designed instruction.

Therapists provide evaluation in the area of occupational therapy and support students with mild or moderate OT needs by consulting and collaborating with the student's educational team.

Services provided by the school-based OT are driven by the student's Individual Family Service Plan (IFSP) or Individual Education Program (IEP) and can include a variety of activities and interventions, including direct consultation, coaching, modeling, making adaptations to the environment or tasks, and providing in-service training to staff. Consultation also occurs through attendance at IFSP or IEP team meetings, the implementation of accommodations and providing support for any specialized equipment that the student may need.

Services provided by Tier 1 Occupational Therapists to eligible students are able to be billed to Medicaid if a cost-sharing agreement is in place between the district and the ESD.



# Special Education Services



## Mild/Moderate Physical Therapy (PT)

PROGRAM  
**Cascade Regional Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Physical therapy services in the education setting focus on ensuring safety and accessibility across school environments so students with gross motor challenges can thrive and learn while at school.

Therapists provide evaluation in the area of physical therapy and support students with mild or moderate PT needs by consulting and collaborating with the student’s educational team, developing classroom protocols and promoting student self-care.

Services provided by the school-based PT are driven by the student’s Individual Family Service Plan (IFSP) or Individual Education Program (IEP) and can include a variety of activities and interventions, including direct consultation, coaching, modeling, making adaptations to the environment or tasks, and providing in-service training to staff. Consultation also occurs through attendance at IFSP or IEP team meetings, the implementation of accommodations and providing support for any specialized equipment that the student may need. Equipment available for short-term loan includes positioning equipment, recreational equipment, and mobility aids.

Services provided by Tier 1 Physical Therapists to eligible students are able to be billed to Medicaid if a cost-sharing agreement is in place between the district and the ESD.



# Special Education Services



## Severe Disability Services

PROGRAM  
**Special Education and  
Evaluation Services**

CONTACT  
**Sonya Hart**

PROGRAM  
INFORMATION

The Severe Disability program provides support to districts through financial compensation, staff development, consultation, and access to materials for students who are experiencing a significant impact from intellectual disabilities. Services are delivered by a program consultant and include several key resources.

These resources include the coordination of lending library purchases and the distribution of a list of available materials. The program also offers technical assistance and materials to support annual district goals for services to students with severe disabilities. Additionally, the consultant conducts monthly district visits to observe programs and provide consultation.

Severe Disabilities consultant staff serve as regional Qualified Trainers for Extended Assessment, offering training and assistance to district Extended Assessment evaluators. Consultants can also provide support on instructional programming for students with moderate to severe intellectual disabilities. This includes access to an extensive lending library that targets the educational needs of these students.

(Additional document linked here will provide further explanation of how LBL transits funds for this service.)



# Special Education Services



The Special Education and Evaluation Services (SEES) program offers a broad range of support to students and districts. These services include system development for general education interventions in academics and behavior, evaluations for Special Education identification, Multi-Tiered Systems of Support (MTSS) consultation and training, and professional development on research-based initiatives. The program also provides guidance on special education law and current practices in evaluation.

In addition to these core services, districts receive support and technical assistance with programming for students with severe disabilities, as well as transition services.

The SEES team is composed of school psychologists, speech-language pathologists/assistants, educational consultants, and Spanish interpreters/translators, all working together to provide comprehensive support to districts and students.

## Special Education Services

PROGRAM  
**Special Education and  
Evaluation Services**

CONTACT  
**Sonya Hart**

PROGRAM  
INFORMATION



# Special Education Services



Since Section 504 is not funded through special education funding streams, any special education services needed for students on 504 plans will need to be purchased through Tier 2. Similarly, students who attend private schools are not automatically eligible for services from the local ESD. School districts may purchase special education services from the ESD for private school students in their boundaries through Tier 2 if desired.

## 504 Plans and Students in Private Schools

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Autumn Belloni**

PROGRAM  
INFORMATION





**LBI**

**SCHOOL  
IMPROVEMENT  
SERVICES**

**TIER 1**

# School Improvement Services

FUNDING  
**TIER 1**  
SERVICES



## CPI Training

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

Crisis Prevention Institute is one of the five ODE approved programs designed to support students with challenging behavior. CPI's evidence-based training incorporates person-centered and trauma-informed approaches, helping to create an effective impact across the school environment.

CPI includes multiple levels of prevention and intervention strategies for managing escalated behaviors. LBL ESD is providing a region-wide CPI training network, along with implementation coaching support from certified CPI trainers. This network includes training both in districts and at the ESD.

ESD staff manage all aspects of preparation and logistical support for this training network. Districts are responsible for covering the cost of training materials, while the scheduling, coordination, trainer certification, training delivery, and ongoing implementation support for this network are funded through the SEIA grant.

\*Pending continued grant fund.



# School Improvement Services

FUNDING  
**TIER 1**  
SERVICES



LBL home school registrar monitors and maintains records of enrollment for home school students and their parents residing in Linn, Benton, and Lincoln counties. LBL serves as a home school information resource for parents, students, schools, and districts. When a student is being homeschooled, parents must notify LBL of their intention to home school. Home school is education provided in the home by the parent or guardian. Home school parents have the full responsibility for their student's education, including all curriculum choices, record keeping, and testing compliance.

## Home School Registration and Enrollment Management

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

Enhancing education through collaboration



This service provides oversight and coordination of student and family support services including behavior consultants, family support liaisons, and home school. Additional services include MAC Survey, crisis response, grant exploration and coordination, and collaboration with youth serving agencies specifically addressing health and social services.

## SPSS/Student and Family Support Administration

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION



**LBI**

**TECHNOLOGY  
SUPPORT  
SERVICES**

**TIER 1**

# Technology Support Services

FUNDING  
**TIER 1**  
SERVICES



## Business Information System Services Support & Ivisions

PROGRAM  
**Business Services**

CONTACT  
**Rocco Luiere**

PROGRAM  
INFORMATION

LBLESD offers comprehensive support services for [Tyler Technology's Infinite Visions Business Information System](#), including Level 1 help desk assistance, acting as a liaison between Tyler Technologies and districts, hosting, system maintenance and configurations. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and Governmental Account Standards Board (GASB) compliant, offering full Microsoft Office integration, drill-down capabilities, expert state reporting, customizable data sorting, and comprehensive reporting. Our staff ensures access to vital business information while managing system updates and troubleshooting issues. The Ivision modules covered by Tier 1 consist of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications.



# Technology Support Services

FUNDING  
**TIER 1**  
SERVICES



## Cyber Safety Service

PROGRAM  
**Technology and  
Information Services**

CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

LBLESD's comprehensive Cyber Safety services are designed to protect district assets and enhance security. We offer Security Studio risk assessments to evaluate vulnerabilities and create targeted mitigation roadmaps, along with Virtual and Regional CISO services that provide strategic guidance and localized support on threat mitigation and policy. Our proactive approach includes internal and external vulnerability scanning to identify potential threats, while key employee training programs empower staff to recognize and respond effectively to Cyber Safety risks. Additionally, we provide incident response planning and coordination to ensure a swift and effective reaction to any incidents that may arise.

## Enhancing education through collaboration



## Desktop Support for Tier 1 LBL Staff

PROGRAM  
**Technology and  
Information Services**

CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

Computer support technicians (desktop support) offer support to LBL Tier 1 Staff who are experiencing problems with their individual desktop computers or software. Assistance is provided to LBL Tier 1 Staff by answering questions and resolving technical problems related to computer equipment and software. They may install or update required hardware and software, and recommend computer products or equipment to improve Tier 1 support productivity.

# Technology Support Services



LBLESD manages network services, including overseeing internet access, firewall management, server infrastructure, and web access for Tier One services. By maintaining critical network infrastructure and providing device support, LBLESD ensures reliable and secure technology operations for Tier One services.

## Network Management

PROGRAM  
**Technology and Information Services**

CONTACT  
**Tim Jones**



Enhancing education through collaboration



## Student Information System (SIS) Synergy

PROGRAM  
**Technology and Information Services**

CONTACT  
**Jennifer Kessel**



LBL provides comprehensive support for the Synergy Student Information System, offering services such as help desk assistance, training, hosting, and system maintenance. LBL handles system updates, troubleshooting, and customizations like creating new reports or modifying screens.

While LBL manages these higher-level functions, districts retain significant responsibilities for day-to-day operations. These include managing user accounts and permissions, deciding how to utilize software features, maintaining accurate and timely data entry, providing basic IT support to end users, and training staff on internal processes. This division of responsibilities ensures that districts have control over their data and operational decisions, while benefiting from LBL's technical expertise and system-wide support. The collaboration between LBLESD and districts aims to maximize the effectiveness of the Synergy system in meeting educational and administrative needs.



**LBI**

**ADMINISTRATIVE  
SERVICES**

**TIER 1**

# Administrative Services



LBL provides courier service for component districts for delivery of materials and correspondence throughout the region. This service is provided for each component district twice weekly during the school year and once weekly during summer breaks.

## Courier Services

PROGRAM  
**Facilities Services**  
CONTACT  
**Lisa McConnell**

PROGRAM  
INFORMATION



# Tier 2 Resolutions Services

Tier 2 services are designed to meet the specific needs of individual districts. While they aim to achieve economies of scale where possible, these services may also be unique to a particular district. Tier 2 services are selected by district superintendents and approved by the ESD superintendent.

Service selections and quantities should be made by May 1 where possible. Once the ESD commits to a district's approved Tier 2 service, that service cannot be canceled prior to the end of the following school year unless the ESD can exit all associated cost obligations. If the total cost of a district's Tier 2 service selections exceeds their funding allocation, the ESD will bill the district for the excess.

Prices for Tier 2 services are standardized where possible, though specific pricing may be necessary based on the nature of the service.

Districts may choose to allocate up to 50% of their annual Tier 2 funds, including carryforward balances, for services not provided by the ESD. These transits are only allowed for services not currently offered by the ESD. The LBLESD Superintendent may grant limited exceptions to allow transits involving ESD services where the ESD encounters barriers to providing that service but cannot exceed the total limitation on transit amounts.





**LBI**

SPECIAL  
EDUCATION  
SERVICES

**TIER 2**

# Special Education Services



## Augmentative and Alternative Communication Support (AAC)

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Purchasing additional AAC time allows districts to utilize AAC Specialists to provide direct instruction to students beyond the Tier 1 evaluation and systems support. It may also provide support to districts with needs larger than their Tier 1 allocation. Districts may also use Tier 2 or fee-for-service AAC Specialists to write funding reports to assist districts/families in obtaining insurance funding for AAC systems (e.g. eye gaze, limited mobility systems, mounting systems, etc.)

Since billing Medicaid for SLP services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by an AAC specialist or Assistant who is employed by the ESD, a cost-sharing agreement must be put in place through Tier 2.

### Enhancing education through collaboration



## Autism Consultation

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

The focus of Autism services provided through the Regional Inclusive Services (RIS) grant is on providing trainings and professional development to build capacity in school-based staff so they can better support students with autism. In addition, the RIS grant includes a limited number of hours that can be used for on-site coaching, attending specific IEP meetings and/or addressing individual students' needs related to autism.

If a district's need for autism support reaches beyond what is provided through the RIS grant, additional Autism Consultant time is available for purchase through this Tier 2 service. Ideas for utilizing Tier 2 Autism Consultant time include providing direct or indirect services to students with autism, on-site partnering with district staff on a more regular basis, training staff to work with individual students in their daily settings, developing and implementing individual data collection systems, classroom diagnostics, restructuring and resetting and/or providing support for students who demonstrate complex behavior needs.

# Special Education Services



Learning Consultants are licensed special education teachers available to provide technical assistance, coaching and support to districts in all areas of special education teaching and case management. Learning Consultants are available to coach and mentor newly or restricted licensed special education teachers, and can help with IEP development, creating manageable classroom systems, designing interventions, and collecting and reviewing data.

## Learning Consultants

PROGRAM  
**Special Education and Evaluation Services**

PROGRAM  
INFORMATION

CONTACT  
**Sonya Hart**

## Enhancing education through collaboration



Tier 1 OT services are based on a consultation service delivery model and are allocated according to the proportionate size of each district when compared to other component districts. Purchasing additional Occupational Therapy time allows districts to utilize OT support for students beyond the consultation services allotted through Tier 1.

## Occupational Therapy (OT)

PROGRAM  
**Cascade Regional Inclusive Services**

PROGRAM  
INFORMATION

CONTACT  
**Steve Martinelli**

This could include direct or indirect OT services to students who require this level of support in order to access their education. It could also provide OT consultation beyond the district's proportionate share of Tier 1 if the district's OT caseload is larger than its Tier 1 allocation.

Since billing Medicaid for OT services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by an OT or OT Assistant who is employed by the ESD, a cost-sharing agreement must be put in place through Tier 2.

# Special Education Services



## Physical Therapy (PT)

PROGRAM  
**Cascade Regional  
Inclusive Services**

CONTACT  
**Steve Martinelli**

PROGRAM  
INFORMATION

Tier 1 PT services are based on a consultation service delivery model and are allocated according to the proportionate size of each district when compared to other component districts. Purchasing additional Physical Therapy time allows districts to utilize PT support for students beyond the consultation services allotted through Tier 1.

This could include direct or indirect PT services to students who require this level of support in order to access their education. It could also provide PT consultation beyond the district's proportionate share of Tier 1 if the district's PT caseload is larger than its Tier 1 allocation.

Since billing Medicaid for PT services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by a PT or PT Assistant who is employed by the ESD, a cost-sharing agreement must be put in place through Tier 2.

### Enhancing education through collaboration



## School Psychologists

PROGRAM  
**Special Education and  
Evaluation Services**

CONTACT  
**Sonya Hart**

PROGRAM  
INFORMATION

School psychologists provide evaluation and consultation services to component districts. Typically, they support district staff by assisting with special education evaluations, participating with Multi-Tiered Systems of Support (MTSS) and student assistance teams, and offering consultation in areas such as systems development, academic interventions, and behavioral support for both general education and special education students.

School psychologists bring expertise in student learning development, as well as intervention and support for all learners. They are valuable resources for teams, offering problem-solving assistance and helping to develop behavior plans for students who require additional support.

# Special Education Services



Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings related to special education are offered through Tier 1 services.

For school-related activities, meetings, and conferences unrelated to Special Education, districts can purchase additional Interpreter/Translation time. Districts can expect an exact translation of school-related materials for handout or publishing. Interpreters are available for in-person, virtual, or phone conversations and can assist with scheduling and events. They can provide side-by-side as well as simultaneous interpreting.

## Spanish Interpreter and Translation

PROGRAM  
**Special Education and Evaluation Services**

PROGRAM  
INFORMATION

CONTACT  
**Sonya Hart**



# Special Education Services



## Speech Language Pathologists (SLP)

PROGRAM  
**Special Education and Evaluation Services**

PROGRAM INFORMATION

CONTACT  
**Sonya Hart**

Speech Language Pathologists (SLPs) provide speech and language services through Tier 2 as a direct service for districts to address students with a speech/language need. Services include improving communication skills for students coping with difficulties in learning to listen, speak, read and/or write.

SLPs may case manage students who are identified as eligible for Speech-Language Impairment (SLI) and serve on intervention teams to help determine appropriate next steps for students who may have speech and/or language difficulties. SLPs may work with students under all disability categories and provide services such as specially designed instruction, related services, and/or consultation. These services may include articulation, receptive language, expressive language, social language, fluency, and voice.

With a cost-sharing agreement in place between the District and LBL ESD, a Tier 2 SLP may be eligible to bill for Medicaid reimbursement.

### Enhancing education through collaboration



## Speech Language Pathologist Assistants (SLPA)

PROGRAM  
**Special Education and Evaluation Services**

PROGRAM INFORMATION

CONTACT  
**Sonya Hart**

Speech-Language Pathology Assistants (SLPAs) provide speech and language services through Tier 2 as a direct service to address the needs of students with a speech/language disability. The SLPA, working under the direct supervision of a qualified LBL or District supervising SLP, can serve students in all disability categories. This team may provide services under specially designed instruction (SDI), related services, and/or consultation.

With an agreement between the District and LBL ESD, a Tier 2 SLPA may be eligible to bill for Medicaid reimbursement.



**LBI**

**SCHOOL  
IMPROVEMENT  
SERVICES**

**TIER 2**

# School Improvement Services



## Behavior Consultation Services

PROGRAM  
**Strategic Partnerships for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

Behavior consultants work closely with teachers and administrators to provide behavioral intervention for students in the classroom. Behavior consultants collaborate with educators to complete Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs). They provide specific student strategies to help students learn new behavior skills and coaching for staff on classroom structures and systems to support students in using prosocial behavior and emotional regulation. Behavior consultants can provide support for level 1 and level 2 student behavioral safety assessments and sexual incident response advisory teams. They also provide nonviolent crisis intervention training to teach educators best practices for managing difficult situations involving unsafe behavior. [LBL ESD Behavior Consultation Services Overview.](#)

### Enhancing education through collaboration



## Family Support Services

PROGRAM  
**Strategic Partnerships for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

Family Support Liaisons partner with students, families and school staff to provide support for accessing health and social services, navigating social service systems, and eliminating barriers. Family support liaisons offer a range of services that include, but are not limited to, accessing physical and mental health resources, case coordination, positive youth development opportunities, and education engagement. They also actively collaborate with local and regional youth serving agencies to coordinate an array of support services for the student and their family. [LBL ESD Family Support Services Overview.](#)



**LBI**

TECHNOLOGY  
SUPPORT  
SERVICES

**TIER 2**

# Technology Support Services

FUNDING  
**TIER 2**  
SERVICES



## Additional SIS Synergy Modules

PROGRAM  
**Technology and Information Services**

CONTACT  
**Jennifer Kessel**

PROGRAM  
INFORMATION



At LBLED, we offer a range of additional Synergy modules available for purchase, designed to elevate the educational experience and streamline district operations. Our dedicated team provides end-to-end implementation, configuration, support, and training for each module, ensuring that you maximize the potential of your investment.

Explore our diverse offerings, including:

- **Assessment:** Streamline student assessments with powerful tools that simplify data collection and analysis.
- **Athletics:** Manage athletic programs efficiently, from scheduling to tracking student participation.
- **GradeCam:** Enhance grading processes with intuitive scanning and grading solutions.
- **INSPECT+ Test Item Bank:** Access a comprehensive library of test items for effective assessment design.
- **Learning Management System (LMS):** Foster engaging online learning experiences for students and teachers.
- **Mastery Test Item Banks:** Choose from specialized banks for Math, ELA, Science, and Social Studies, ensuring comprehensive coverage of core subjects.
- **Video Conferencing:** Facilitate real-time communication and collaboration among educators and students.

With LBLED's expertise in implementation and ongoing support, your district can seamlessly integrate these modules into your existing Synergy platform, enhancing functionality and improving educational outcomes. Let us help you take your district's capabilities to the next level.



# Technology Support Services



## Data Integrations

PROGRAM  
**Technology and  
Information Services**

CONTACT  
**Jennifer Kessel**

PROGRAM  
INFORMATION

At LBLED, our Data Integration Services empower districts to seamlessly connect LBLED-hosted applications with a wide array of third-party vendors, transforming how they manage and utilize information. Our dedicated team provides end-to-end support, guiding you through every step of the integration process—from initial configuration and implementation to ongoing monitoring of data transmissions for utmost accuracy and reliability.

By choosing our services, districts can significantly enhance operational efficiency, ensuring that all systems work together in perfect harmony. This streamlined integration not only saves valuable time but also delivers timely access to crucial information, enabling informed decision-making and improved outcomes. Experience the difference with LBLED's Data Integration Services and watch your data work harder for you.



# Technology Support Services



## Engineering Support

PROGRAM  
**Technology and  
Information Services**

CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

Our Engineering Support Services provide comprehensive assistance for your district's local and wide area networks, focusing on robust system maintenance, implementation, and server infrastructure management. Our team of skilled technicians and engineers collaborates closely to troubleshoot issues, patch systems, and perform critical updates, ensuring that your technology remains secure and up to date.

We excel in configuring network devices and optimizing server infrastructure to enhance performance and reliability. Our expertise extends to maintaining and consulting on essential network equipment—including switches, routers, firewalls, and access points—while implementing best practices for application delivery and data storage.

In addition to our core services, we offer application and website hosting, data backups, and data center design and implementation, providing a holistic approach to your district's IT needs. Our commitment to systems updates and proactive configurations ensures that your technology environment is not only secure but also adaptable to evolving educational demands.

With a strong focus on security, service reliability, and long-term sustainability, LBL empowers districts to effectively navigate the complexities of modern technology. Let our Engineering Support Services be your trusted partner in optimizing infrastructure and supporting end users for a brighter, more connected educational future.



# Technology Support Services

FUNDING  
**TIER 2**  
SERVICES



The Ivision modules covered by Tier 1 consist of integrated financial, human resources, payroll, purchasing, warehouse, and fixed asset applications. Districts can purchase any other IV modules through Tier 2

## Infinite Visions Add Ons

PROGRAM  
**Business Services**  
CONTACT  
**Rocco Luiere**

PROGRAM  
INFORMATION

## Enhancing education through collaboration



Our Internet Access (ISP) Service provides districts with dependable, high-speed internet connectivity, ensuring uninterrupted access to vital online resources. Safeguarded by a state-of-the-art, high-availability firewall pair, our service prioritizes security without compromising performance.

All necessary network devices and infrastructure are securely housed and meticulously maintained within the LBL data center facility, equipped with cutting-edge cooling systems and emergency power capabilities. This unwavering commitment to security and reliability means that districts can confidently depend on consistent internet access to support their educational initiatives and enhance learning experiences. Elevate your district's connectivity and unlock limitless potential with LBLED's Internet Access Service.

## Internet Access

PROGRAM  
**Technology and Information Services**  
CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

# Technology Support Services



## Power School Sped Records Management

PROGRAM  
**Technology and Information Services**

CONTACT  
**Jennifer Kessel**

PROGRAM  
INFORMATION

LBL proudly offers a powerful, web-based Special Education Management System designed to empower educators in efficiently documenting every aspect of the special education process. Our system encompasses the entire journey—from pre-referral and referral to eligibility determination, Individual Education Program (IEP) development, progress reporting for parents, and IEP revisions.

In addition, it features essential tools such as private school Individualized Service Plan (ISP) forms and data tracking sheets, ensuring that all necessary documentation is easily accessible. With PowerSchool's extensive suite of reports, districts can effortlessly manage administrative and state reporting requirements, streamlining the process and saving valuable time.

Our system seamlessly integrates with your district's existing student information system, enabling specified data to flow smoothly between both platforms. Experience enhanced collaboration and improved outcomes for students with our Special Education Management System—your partner in fostering educational success.

### Enhancing education through collaboration



## Web Design and Maintenance

PROGRAM  
**Technology and Information Services**

CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

LBL provides innovative website development, hosting, and management solutions tailored to meet all of your district's web-related needs. Our websites feature responsive design, ensuring that content is optimized for any device, from desktops to smartphones. We prioritize accessibility, crafting websites and content that reach the widest audience while fully complying with state and federal web accessibility requirements.

With LBL's social media integration, districts can effortlessly share content across multiple platforms, including Facebook and Twitter, maximizing reach while saving valuable time. Additionally, we offer a user-friendly mobile app that allows parents, students, and staff to quickly access important website information, news, and resources. The app also enables push notifications, facilitating instant communication from school district officials—available for both Android and Apple devices.

Transform your district's online engagement and communication with LBL's web solutions, designed to enhance connectivity and keep your community informed.



**LBI**

ADMINISTRATIVE  
SERVICES

**TIER 2**

# Administrative Services



The business office serves component and non-component districts by offering services to support the many business functions of a district. Services included payroll, accounts payable, grants, and general transactional and state reporting support.

## Business Administration Services

PROGRAM  
**Business Services**

CONTACT  
**Rocco Luiere**

PROGRAM  
INFORMATION

### Enhancing education through collaboration



At LBL, we provide dedicated support for districts navigating the complexities of the E-rate Program, ensuring a seamless application process and full compliance with all program regulations. Our comprehensive services cover the entire lifecycle of the E-rate application—from the initial submission to meticulous funding tracking—designed to help you secure the maximum funding possible.

With our in-depth expertise, we empower schools and libraries to obtain vital funding for high-speed internet and telecommunications. We also keep you informed about the latest updates and changes to program rules, ensuring that you never miss an opportunity for financial support. Partner with LBL and unlock the funding potential your district needs to enhance connectivity and enrich educational experiences.

## E-rate Services

PROGRAM  
**Technology and Information Services**

CONTACT  
**Tim Jones**

PROGRAM  
INFORMATION

# Administrative Services



## Creative Services

PROGRAM  
**Business Services**

CONTACT  
**Nathan Rouzaud**

PROGRAM  
INFORMATION

LBL Creative Services provides innovative design, branding, and fundraising solutions that help districts, schools, and ESD programs communicate their stories, strengthen their identities, and generate meaningful community support.

Through this integrated service, LBLESD offers professional print and digital design, brand development, and fundraising campaign creation, all tailored to the unique needs of educational organizations.

Beyond creative design, LBL Creative Services leads mission-driven fundraising initiatives such as school spirit merchandise, community campaigns, and educational themed products.

By combining creativity, strategy, and purpose, LBL Creative Services helps schools and communities build pride, raise funds, and share their stories through high-quality, meaningful design.

## Enhancing education through collaboration



## Special Education Administration Services

PROGRAM  
**Special Education and Evaluation Services**

CONTACT  
**Autumn Belloni**

PROGRAM  
INFORMATION

This service is available to districts who require a licensed special education administrator to support their district. Services may include administrative functions of planning and managing special education programs, staffing and budgeting, supervision of staff, compliance review, professional development, state reporting, and consultation.



**LBI**

**OTHER GRANTS  
& CONTRACTS**

**GRANTS**



### EI/ECSE Grant

PROGRAM

**Early Intervention/Early  
Childhood Special Education**

CONTACT

**Autumn Belloni**

PROGRAM  
INFORMATION

Early Intervention/Early Childhood Special Education (EI/ECSE) services are provided through a grant awarded by the Oregon Department of Education to support eligible children, birth to five years old. These services are delivered by a team of professionals, including developmental specialists, speech-language pathologists, inclusion specialists, instructional assistants, and regional staff.

EI/ECSE staff work closely with families and young children who have developmental delays or disabilities, offering consultation and instruction in a variety of settings through an Individualized Family Service Plan (IFSP). The primary focus of Oregon's EI program is to build the family's capacity to support the special needs of their young child.

EI services are available for children from birth to three years who have developmental delays in areas such as cognitive, physical, communication, self-help, or social skills. Services are also provided to children with medically diagnosed conditions that are likely to result in developmental delays later in life. Most EI interventions are offered within the child's natural environment—integrating into everyday routines, activities, and places.

For children aged three to kindergarten entry, ECSE services are available for those who qualify due to a developmental delay or categorical disability. Children in ECSE typically have disabilities that significantly affect their developmental progress and their ability to access education. These services are provided in community preschools, childcare facilities, and structured classrooms, and are tailored to each child's unique special education needs.

The focus of the ECSE program is to teach the child the necessary skills to address developmental delays, prepare them for school, and incorporate intervention strategies into their daily routines.



### Regional Inclusive Services Grant

#### Cascade Regional Inclusive Services

CONTACT  
**Autumn Belloni**

PROGRAM  
INFORMATION

Regional Inclusive Services are funded through a grant awarded by the Oregon Department of Education. This grant enables LBL ESD to collaborate with local school districts, Early Intervention, Early Childhood Special Education (EI/ECSE) programs, families, and community agencies to provide specialized educational support for children with low-incidence disabilities.

These disabilities include autism, deaf/hard of hearing, deafness, blindness/visual impairment, orthopedic impairment, and traumatic brain injury. These conditions occur at such a low rate in the general population that it would be challenging for individual districts to provide the full range of services these students require.

While the primary responsibility for each child always remains with the local school district, Regional Inclusive Services offer a range of support for students who meet eligibility criteria. The specific services provided by Regional Inclusive Services staff vary depending on the disability category and are governed by the terms of the grant itself.

Services provided may include Specially Designed Instruction, Related Services, Supports to School Personnel, and/or Accommodations/Modifications. These services are implemented for each individual child or student in various settings through an Individualized Family Service Plan (IFSP) for children ages birth through 5, or an Individualized Education Program (IEP) for students in Kindergarten through age 21.





### Long Term Care and Treatment Grant

PROGRAM

**Long Term Care and Treatment**

CONTACT

**Nancy Griffith**

PROGRAM INFORMATION

The Long Term Care and Treatment (LTCT) contract from the Oregon Department of Education (ODE) funds educational services for children and youth in residential and day treatment facilities across several specialized schools. These programs serve students with significant emotional and behavioral needs in collaboration with mental health providers.

#### Farm Home School

Located at the Trillium Family Services Corvallis Campus, this school serves middle to high school students in both residential and day treatment, focusing on mental health services provided by Trillium Family Services.

#### Wake Robin School

This program operates on the same campus as the The Farm Home School, offering transitional educational services through ODE. It serves K-12 students, with Trillium providing mental health care and LBL ESD delivering educational support.

#### Old Mill Center Classroom

Based at the Old Mill Center for Children and Families in Corvallis, this day treatment program offers education primarily to younger students (K-2), with mental health services from Old Mill.

Each program aims to support students academically while addressing complex emotional and behavioral challenges through specialized education and treatment partnerships.





These support services are coordinated through the Strategic Partnerships for Student Success Program. Our team of implementation coaches focus on building capacity with districts for equitable systems to better meet the instructional and social, emotional and behavioral (SEB) health needs of their students, staff and families. We collaborate with educators to build their instructional and SEB practices and systems through the use of data and strategies integral to improvement science. We also coach educators to transform instructional and SEB knowledge into practices to implement with students, staff and families.

## Capacity Building Implementation Support Services

PROGRAM

**Strategic Partnerships for Student Success**

CONTACT

**Nancy Griffith**

PROGRAM INFORMATION

### Our Capacity Building Implementation Support Services include:

- Facilitating needs assessment focusing on implementation readiness, progress monitoring and program evaluation for existing and/or new instructional or SEB systems and practices.
- Leveraging partnerships with local, regional, state and national organizations to communicate the latest information in regard to instructional and SEB curriculum, initiatives and grants, and professional development.
- Sharing critical information updates on the latest research and trends related to evidence-based or field-tested practices and programs for instructional and SEB systems including easy-to-implement strategies to share with school leaders and staff.
- Convening collaboration and learning opportunities for school and district staff to support the ongoing implementation of instructional and SEB systems.
- Training and coaching district and school leaders through professional learning opportunities with customized follow-up support to guide the implementation process of instructional and SEB systems.
- Providing implementation technical assistance for existing and/or new instructional and SEB systems in schools and districts as well as supporting adaptations to these systems to implement in a variety of learning environments.

Each biennium the SPSS Program and ESD leadership will collaborate with district Superintendents to complete a needs assessment process that is informed by regional district data related to their SIA/Integrated Program Plans. This process includes convening an advisory workgroup of Superintendents and SPSS coaching staff to review regional data, assess current needs, prioritize focus areas, and recommend an array of best-practice strategies that can be used to support the implementation of instructional or SEB systems and practices. This information will inform the ESD's Statewide Education Initiatives Account Grant (SEIA) application along with the sourcing of other regional or state opportunities to help fund and/or deliver these capacity building implementation support services. **Link to current SEIA Grant Plan.**

# Grants and Contracts



## The Statewide Education Initiatives Account Grant (SEIA) from ODE

PROGRAM

**Strategic Partnerships for Student Success**

CONTACT

**Nancy Griffith**

PROGRAM  
INFORMATION

The Statewide Education Initiatives Account Grant (SEIA) provides support to districts in the implementation of their Student Investment Account (SIA)-Integrated Program plans. Our Student Success Integration Liaisons work directly with districts to assist in the development and implementation of these plans. They also collaborate closely with the Oregon Department of Education (ODE) to ensure districts have the necessary information and support to complete the required reporting for their plans.

In addition, the Improvement & Engagement Liaisons support district and school teams with the implementation of the High School Success and Every Day Matters initiative requirements. These liaisons play a key role in guiding districts and schools to meet the goals of these initiatives.

All of the liaisons provide coaching and technical assistance to district and school leaders, focusing on best practices for data-driven decision-making and continuous improvement processes.

### Enhancing education through collaboration



## School Safety and Prevention Systems Grant (SSPS) from ODE

PROGRAM

**Strategic Partnerships for Student Success**

CONTACT

**Nancy Griffith**

PROGRAM  
INFORMATION

The Strategic Partnerships for Student Success Program is creating a coordinated regional Behavioral Safety Framework. This framework focuses on the development of services and support for safety assessment processes (BSTAT/SIRC), suicide prevention, intervention, and postvention plans (Adi's Act), bullying and harassment prevention, and crisis response protocols within districts.

This work is funded by the School Safety and Prevention Systems Grant from the Oregon Department of Education (ODE). It includes expanded opportunities for training, technical assistance, and coaching provided by Education Service District (ESD) staff and regional/state partners in these critical areas of behavioral safety.

# Grants and Contracts



## Grow Your Own Grant (GYO) from the EAC

PROGRAM

**Strategic Partnerships for Student Success**

CONTACT

**Nancy Griffith**

PROGRAM  
INFORMATION

The LBL ESD Grow Your Own (GYO) Grant is funded by the Educator Advancement Council (EAC) and coordinated through the Strategic Partnerships for Student Success Program. This grant supports both new and existing GYO initiatives within our twelve districts.

The vision for this project is to combine direct support for educator recruitment with the creation of a regional collaborative structure. This two-pronged approach includes a Regional GYO Navigator and the Regional GYO Work Group.

Funding will be provided to support educators in high-need areas, as identified through the work group's data-driven process. The Regional GYO Work Group has developed and is now implementing a plan to distribute scholarships and reduce barriers to obtaining licensure for educators.

### Enhancing education through collaboration



## Instructional Mentor Program Collaboration with WREN

PROGRAM

**Strategic Partnerships for Student Success**

CONTACT

**Nancy Griffith**

PROGRAM  
INFORMATION

The Instructional Mentor Program Collaboration is funded through a combination of funds from the ESD's SEIA Grant and WREN (Western Regional Educators Network), and it is coordinated through the Strategic Partnerships for Student Success Program.

The goal of the Instructional Mentor Program is to provide the tools, resources, and training necessary to support mentors at the highest level, ensuring they are equipped to help their mentees successfully launch their careers. The collaborative nature of this program allows mentors to gain professional knowledge not only through training and resources but also through the expertise of other mentors in the region. A key focus of the program is supporting the social and emotional well-being of educators at its core.

In response to feedback from both mentors and new teachers, and with the goal of helping novice educators grow in their professional practices, this program also offers ongoing professional development. This includes training on behavior management, as well as strategies for creating a positive classroom climate, establishing routines, and implementing effective structures.

# Grants and Contracts



## Family Support Fund Grants

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

The Family Support Fund Grants are coordinated through the Strategic Partnerships for Student Success Program. Over the years, LBL ESD has partnered with local, regional, and state organizations to secure funding resources that meet the needs of the students and families they serve.

The urgent needs of these students and families require access to an agile and flexible funding source, providing ESD-based staff members with an efficient and effective way to address those needs in a timely manner. Each support person works diligently to explore other funding options before utilizing these ESD-specific resources.

These funding streams are not intended to replace or supplant funds traditionally provided through other sources. However, when needs are inadequately funded or when the timing is urgent, these funds may be used to address gaps in support.

### Enhancing education through collaboration



## IHN-CCO Agile Fund Grant

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

This grant flows through the IHN-CCO System of Care from the Oregon Health Authority. It is delivered through a partnership with LBL ESD and the regional System of Care Executive Council. These funds are designed to meet immediate and urgent needs of the students and family supported through our local system of care. Students and families actively engaged with ESD-delivered Family or Behavioral Supports in a school district can be eligible to receive these funds.

# Grants and Contracts



## Integrated Community Partner Grant

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

The Integrated Community Partner grant funding is managed by Jackson Street Youth Services. This grant provides an annual discount on the cost of contracting Family Support Services through the ESD for school districts with an emphasis on small rural districts. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.

Enhancing education through collaboration



## Juvenile Crime Prevention Grant

PROGRAM  
**Strategic Partnerships  
for Student Success**

CONTACT  
**Nancy Griffith**

PROGRAM  
INFORMATION

The Juvenile Crime Prevention (JCP) grant funding is managed by the Linn County Juvenile Department. This grant provides an annual discount on the cost of contracting Family Support Services through the ESD for Linn County school districts. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.



The MAC-Medicaid Support Services are coordinated through the Strategic Partnerships for Student Success Program. With support from the Oregon Health Authority (OHA), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with OHA to generate cost pools, process match payments and resolve questions. LBL staff also participate in the Medicaid Administrative Claiming process. Funds generated are used to support the Medicaid-MAC Specialist that delivers this support service to districts.

### Medicaid Billing Support Services

PROGRAM  
**Strategic Partnerships for Student Success**

PROGRAM  
INFORMATION

CONTACT  
**Nancy Griffith**  
**Liz Wallace**





**LBI**



# DISTRICT SUMMARY

# Our 12 Districts



Alesia School District



Central Linn School District



Corvallis School District



Greater Albany Public Schools



Harrisburg School District



Lebanon Community School District



Lincoln County School District



Monroe School District



Philomath School District



Santiam Canyon School District



Scio School District



Sweet Home School District



# LBL

LINN BENTON LINCOLN  
EDUCATION SERVICE DISTRICT  
905 SE 4th Ave. Albany, Oregon  
541-812-2600 [www.lblesd.k12.or.us](http://www.lblesd.k12.or.us)

6. **Old Business**
7. **First Reading \*(Shaded words are new/strikethroughs are deleted)**
  - a. BBAA - Board Member's Authority and Responsibilities

# OSBA Model Sample Policy

Code: BBAA  
Adopted:

## Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in a meeting which is being held in accordance with Oregon's Public Meetings Law. A Board member has the authority to act in the name of the Board only when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business.

When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

Board members may speak on behalf of the Board or district only when specifically authorized to do so. Any other statements do not represent the position of the Board or district. When expressing personal opinions in public, Board members are encouraged to clearly identify the opinions as their own.

All Board members shall maintain awareness of relevant district information and participate in Board functions and professional Board development activities.

All members of the Board will adhere to the following in carrying out the responsibilities of membership:

1. Request for Records

Any individual Board member who desires a copy of an existing record may make such a request to the superintendent. Requests involving confidential records or significant staff time will be referred to the Board for approval.

2. Requests for Legal Opinions<sup>{1}</sup>

Requests for legal advice or opinions by a Board member that will incur a cost for the district must be approved by a majority vote of the Board before the request is made to legal counsel. The Board chair is authorized to obtain legal advice or opinions if advantageous to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval. Legal counsel is responsible to the Board.

3. Action on Complaints or Requests Made to a Board Member

When a Board member receives complaints or requests for action from staff, students or members of the public, the Board member will direct the staff, students, members of the public to the public

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<sup>1</sup> {Consider how board members obtain legal advice and whether a cost is associated with that. Does the Board want individual board members to be able to contact attorneys at PACE or OSBA (no bill accrued) on their own, or does the Board want them to get Board approval first? Do you want individual Board members to be able to contact attorneys that will bill the district on their own, or do you want them to get board approval first?}

complaint policy Board policy KL – Public Complaints. Such information will be conveyed to the superintendent. An individual Board member is not authorized to independently act on complaints.

4. Board Member’s Communication with Administration

No individual Board member may direct the superintendent or other staff to action without Board authorization. No Board member will intervene in the administration of the district or its schools.

5. Contracts or Agreements

All district contracts must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

6. Visits to Schools

A Board members may visit schools in accordance with Board policy BG – Board–Staff Communications.

7. Public Meetings Law

All Board members will comply with Public Meetings Law[, including participating in an approved<sup>2</sup> training at least once during each term of office<sup>{3}</sup>].

8. Mandatory Reporting

A Board member having reasonable cause to believe that any child with whom the Board member comes in contact has suffered abuse or that any person with whom the Board member comes in contact has abused a child shall immediately make an oral report or cause an oral report be made to Department of Human Services<sup>4</sup> or local law enforcement.

9. Oregon Ethics Laws

All Board members will adhere to Oregon Government Ethics laws, including filing the statement of economic interest as required by Oregon Revised Statute (ORS) 244.

10. Confidential Information

All Board members will not disclose confidential information received as part of Board service.

11. Other Laws, Policies, Agreements and Procedures

All Board members will follow all laws, Board policies, working agreements, and any other procedures established by the district.

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<sup>2</sup> Approved by the Oregon Government Ethics Commission.

<sup>3</sup> {Training is only required for districts with annual fiscal expenditures of \$1M or more. See ORS 192.700.}

<sup>4</sup> (855) 503-SAFE (7233)

END OF POLICY

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**Legal Reference(s):**

[ORS 192.311 – 192.478](#)  
[ORS 192.610 – 192.705](#)  
[ORS Chapter 244](#)

[ORS 332.045](#)  
[ORS 332.055](#)  
[ORS 332.057](#)

[ORS 332.075](#)  
[ORS 332.107](#)  
[ORS 419B.010](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass'n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

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b. BBAA - Individual Board Member's Authority and Responsibilities - DELETE

# OSBA Model Sample Policy

Code: BBAA  
Adopted:



## Individual Board Member's Authority and Responsibilities

An individual Board member exercises the authority and responsibility of their position when the Board is in legal session only.

A Board member has the authority to act in the name of the Board when authorized by a specific Board motion. The affirmative vote of the majority of members of the Board is required to transact any business. When authorized to act as the district's designated representative in collective bargaining, a Board member may make and accept proposals in bargaining subject to subsequent approval by the Board.

When expressing personal opinions in public, the Board member should clearly identify the opinions as their own.

Members will be knowledgeable of information requested through Board action, supplied by the superintendent, gained through attendance at district activities and through professional Board activities.

Members of the Board will adhere to the following in carrying out the responsibilities of membership:

### 1. Request for Information

Any individual Board member who desires a copy of an existing written report or survey prepared by the administrative staff will make such a request to the superintendent. A copy of the material may be made available to each member of the Board. Requests for the generation of reports or information, which require additional expense to the district, must be submitted to the Board for consideration.

### 2. Requests for Legal Opinions

Requests for legal [advice or] opinions by a Board member [that will incur a cost for the district] must be approved by a majority vote of the Board before the request is made to legal counsel. [The Board chair is authorized to obtain legal advice or opinions if [advantageous] to do so prior to the next meeting (e.g., advice regarding an executive session or a decision to invite district legal counsel) without a need for Board approval.] Legal counsel is responsible to the Board.

### 3. Action on Complaints or Requests Made to Board Members

When Board members receive complaints or requests for action from staff, students or members of the public, the Board members will direct the staff, students, members of the public to the appropriate complaint policy [Board policy KL – Public Complaints]. Such information will be conveyed to the superintendent.

4. Board Member’s Relationship to Administration

Individual Board members will be informed about the district’s educational program, may visit schools or other facilities to gain information, and may request information from the superintendent. No individual Board member may direct the superintendent to action without Board authorization. Board members will not intervene in the administration of the district or its schools.

5. Contracts or Agreements

All contracts of the district must be approved by the Board, unless otherwise delegated by the Board to the superintendent or designee for approval, before an order can be drawn for payment. If a contract is made without authority of the Board, the individual making such contract shall be personally liable.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.045](#)  
[ORS 332.055](#)

[ORS 332.057](#)  
[ORS 332.075](#)

38 OR. ATTY. GEN. OP. 1995 (1978)

S. Benton Educ. Ass’n v. Monroe Union High Sch. Dist., 83 Or. App. 425 (1987).

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c. BBE - Vacancies on the Board, DELETE

# OSBA Model Sample Policy

Code: BBE  
Adopted:

D

## Vacancies on the Board

Vacancies will be filled through Board appointment. The Board appointee must be a legally registered voter and a resident within the district for one year immediately preceding the appointment [and a resident of the zone from which the vacancy has occurred. If the vacancy occurs in a zone, the Board shall advertise for a 20-day period to find an eligible resident from the same zone. If an eligible zone resident cannot be found, the Board shall appoint one of the eligible residents from the district].

[In the event of multiple vacancies, the position vacated first will be filled first.]

Upon appointment by the Board, the newly appointed Board member(s) will be sworn and seated immediately.

If the offices of a majority of Board members are vacant at the same time, the directors of the [ ] Education Service District shall appoint persons to fill the vacancies from qualified district voters.

Board elections are held every odd-numbered year, which for the purposes of this policy, are termed “election” years.

The appointee will:

1. Serve until June 30 following the next election, at which time the individual elected in May of that year will fill the remaining portion of an unexpired term or serve a full four-year term; or
2. Serve until June 30 of a subsequent election year if the vacancy occurs after the filing date in an election year.

A Board member so elected as a replacement will serve the remaining year(s) of the term of office of the Board member being replaced.

END OF POLICY

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### Legal Reference(s):

[ORS 249.865 to -249.877](#)  
[ORS 255.245](#)

[ORS 255.335](#)  
[ORS 332.030](#)

[ORS 332.122](#)  
[ORS 332.124](#)

d. BBE - Vacancies on the Board

# OSBA Model Sample Policy

Code:  
Adopted:

BBE

## Vacancies on the Board

Vacancies on the Board will be filled through the following procedures:

1. At a Board meeting, the Board will declare the vacancy<sup>1</sup>;
2. The Board or designee will establish an application period of at least 20 days. Applicants will be required to submit an application to the district office by the designated date. Deadlines and instructions will be posted on the district website. The Board can vote to extend or re-open the application period at any time;
3. After the application period has ended, the superintendent or designee will verify applicant eligibility. Applicants must:
  - a. Be an elector of the district.<sup>2</sup> This requires being registered to vote within the district;
  - b. Have resided in the district for a period of one year immediately preceding the appointment;
  - c. [Be a resident of the zone of the vacant position, if the position is zoned;]
  - d. Not be an employee of the district or a charter school located within the district<sup>{3}</sup>, except as a substitute bus driver in accordance with ORS 332.016].
4. The Board will review applicant materials in an open Board meeting;
5. The Board may select applicants to interview. Any interview will be held in an open Board meeting;
6. During an open Board meeting, the Board will vote to appoint one of the applicants. In the event that no applicant receives a majority of votes<sup>4</sup>, the Board may re-vote or vote to re-open the application period;

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<sup>1</sup> In accordance with ORS 332.030, the Board shall declare a vacancy upon any of the following:

1. The death or resignation of any Board member;
2. When a Board member is removed from office or the election of the Board member has been declared void by the judgment of any court;
3. When a Board member ceases to be a resident of district [or zone from which nominated (see exception for board members who move out of the zone, but remain residents of the district in ORS 332.030(2) - (3))];
4. When a Board member ceases to discharge the duties of office for two consecutive months unless prevented by sickness or other unavoidable cause;
5. When a Board member ceases to discharge the duties of office for four consecutive months for any reason; or
6. When a Board member is recalled.

<sup>2</sup> ORS 254.005(4) provides “‘Elector’ means an individual qualified to vote under section 2, Article II, Oregon Constitution.” District staff may verify this with local elections officials.

<sup>3</sup> {Include this bracketed language only if the district has an ADM or 50 or fewer.}

<sup>4</sup> ORS 332.055 requires the affirmative vote of a majority of Board members to transact any business. Consequently [three] votes are necessary to appoint a board member, regardless of how many vacancies exist.

7. The newly appointed Board member(s) will take an oath of office before assuming the duties of office and will be seated immediately thereafter.

[If the vacancy occurs in a zone and an eligible zone resident cannot be found, the Board shall appoint one of the eligible residents from the district to serve in accordance with ORS 332.124.]

The appointee will serve until June 30 following the next election. At that election, either the remainder of the term for the position, or a full term for the position will be on the ballot.

If the offices of a majority of Board members are vacant at the same time, the directors of the [ ] Education Service District shall appoint persons to fill the vacancies from qualified individuals.

END OF POLICY

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**Legal Reference(s):**

[ORS 249.865 - 249.877](#)  
[ORS 254.005](#)  
[ORS 255.245](#)

[ORS 255.335](#)  
[ORS 332.030](#)  
[ORS 332.122](#)

[ORS 332.124](#)

e. BCE - Board Committees - DELETE

# OSBA Model Sample Policy

Code: BCE  
Adopted:

D

## Board Committees

The Board [may] [will not] [does] have standing committees. Special committees may be appointed by the Board for specific purposes to serve until their assignment is completed. The entire Board may meet as a committee-of-the-whole.

The function of special committees will be fact-finding, deliberative and advisory, rather than legislative or administrative. The committee will make recommendations directly to the Board as a whole, which alone may take action. Committee meetings may be called by the Board chair, the committee chair or any committee member.

Committee-of-the-whole meetings, called “work sessions,” may be held. Committee-of-the-whole meetings may be called by the Board chair or any [two] Board members.

All meetings of special committees and of committees-of-the-whole will follow the Public Meetings Law. The Board or its committees may sit in an executive session to discuss matters when such session is required or permitted by law.

All matters referred to a committee will be thoroughly investigated. A committee will not have the power to act for the Board except as the Board has specifically authorized, but will make recommendations to the Board. Committee recommendations and reports will become an official part of Board minutes.

A Board committee may appoint advisory members from the staff, student body or community with approval of the Board. Advisory members will be instructed in the committee’s functions and their status. Advisory members may not be included in considering whether a quorum of the committee is present, nor may they vote on recommendations to be made to the Board. Either an advisory member or an ex-officio member may present a written minority report to the Board.

END OF POLICY

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### Legal Reference(s):

[ORS 192.610 to -192.690](#)

[ORS 332.045](#)

[ORS 332.105](#)

E

f. BCE - Board Committees

# OSBA Model Sample Policy

Code: BCE  
Adopted:

## Board Committees

The Board may establish committees. A Board committee is a group of Board members, staff, students and/or community members tasked by the Board to make a decision on behalf of the Board or make a recommendation to the Board on policy or administration. The district may have additional administrative committees.

Board committees may be classified into two general types based on membership:

1. Board subcommittees are primarily made up of Board members, e.g., superintendent evaluation committee, long-range planning committee, policy committee;
2. Advisory committees are primarily made up of non-Board members, e.g., bond steering committee.

Regardless of classification, the Board can include Board members and non-Board members on committees.

Board committees will not have the power to act for the Board except as the Board has specifically authorized. Committee meetings may be called by the committee in accordance with any direction from the Board and committee procedures. Committee recommendations and reports will be provided to the Board.

All meetings of Board committees will follow the Public Meetings Law<sup>1</sup>, including the requirement to record the meetings or take meeting minutes. A committee may sit in an executive session when such meeting is in accordance with the committee's assigned purpose and when such session is permitted by law. Administrative committees, including superintendent committees, are generally not subject to Public Meetings Law.<sup>2</sup>

When establishing a Board committee, the Board will determine:

1. Committee membership and appointment process;
2. The task of the committee;
3. What resources are needed and will be provided to the committee;

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<sup>1</sup> OAR 199-050-0010(1)(b) provides that Public Meetings Law apply to bodies "with authority to make recommendations to a public body on policy or administration."

<sup>2</sup> OAR 199-050-0010(2)(b) provides that Public Meetings Law does not apply to "bodies appointed by an individual public official with authority to make recommendations only that individual public official who has the authority to act on the body's recommendation and is not required to pass the recommendations on unchanged to a public body."

4. The length of time the committee will exist<sup>3</sup>;
5. Expectations regarding any actions or recommendations of the committee.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.610 - 192.705](#)  
[ORS 332.045](#)  
[ORS 332.105](#)

[OAR 199-040](#)  
[OAR 199-050](#)

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<sup>3</sup> The Board can establish a standing committee, which has a continuing existence or a special committee, which goes out of existence as soon as the committee has completed a specified task.

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g. BCF - Advisory Committees to the Board - DELETE

# OSBA Model Sample Policy

Code: BCF  
Adopted:

D

## Advisory Committees to the Board

In an ongoing effort to increase communication with the public and to provide for community involvement, the Board may appoint advisory committees which include community members to consider matters of districtwide importance.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall follow the Public Meetings Law. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee chair.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. When requested and approved by the Board, appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

1. The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
2. The resources the Board will provide;
3. The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive the committee report(s).

Except as specifically provided by the Board, advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the chair, but normally such Board members will function as ex-officio members of the committees.

END OF POLICY

**Legal Reference(s):**

[ORS 192.610](#)

[ORS 294.414](#)

[ORS 332.107](#)

[ORS 192.630](#)

[ORS 329.704](#)

OR. DEP'T OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL.

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h. BD - Board Meetings, Notices and Communications

# OSBA Model Sample Policy

Code: BD  
Adopted:

## Board Meetings, Notices and Communications

### Definitions

“Communication” means the expression or transmission of information from one person to another through verbal, non-verbal, written, or electronic means. Non-verbal means include gestures, such as thumbs-up and thumbs-down, as well as sign language.

“Convening” means gathering in a physical location, using electronic, video or telephonic technology to be able to communicate contemporaneously among participants, using serial electronic written communication among participants, or using an intermediary to communicate among participants.

“Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of the Board<sup>1</sup> is required, at any meeting at which a quorum is present.

“Decision-making process” means the process the Board engages in to make a decision, such as: (a) identifying or selecting the nature of the decision to be made; (b) gathering information related to the decision to be made; (c) identifying and assessing alternatives; (d) weighing information; and (e) making a decision.

“Deliberation” means discussion or communication that is part of a decision-making process.

“Executive session” means any meeting or part of a meeting of the Board that is closed to certain persons for deliberation on certain matters.

“Intermediary” means a person who is used to facilitate communications among members of the Board about a matter subject to deliberation or decision by the Board, by sharing information received from a member of the Board with other members of the Board. The term “intermediary” can include a member of the Board.

“Meeting” means the convening of the Board for which a quorum is required in order to make a decision or to deliberate toward a decision on any matter. Meeting does not include any on-site inspection of any project or program or the attendance of members of the Board at any national, regional or state association to which the Board or the members belong.

“Public Meetings Law” means Oregon Revised Statutes (ORS) 192.610 – 192.705 and Oregon Administrative Rules (OAR) 199-040 and 199-050.

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<sup>1</sup> This policy is written to apply to the Board. Other bodies, including Board committees, may be subject to public meeting laws. This policy may help other bodies understand what is required, but is intended as direction for the Board.

“Quorum” means the minimum number of members of the Board required to legally transact business. For the Board, a quorum is [three<sup>{2}</sup>] Board members.

“Work session” or “workshop” means meetings held for the purpose of either presenting information to the Board to prepare for a regular or special meeting, or to allow the Board to engage in preliminary discussions or deliberations.

### **Board Authority at Meetings**

The Board has the authority to act only when a quorum is present at a properly noticed regular, special or emergency meeting. The affirmative vote of [three<sup>{3}</sup>] members of the Board is required to transact any business.

### **Types of Meetings**

The Public Meetings Law applies to all regular, special, emergency, executive session and work session meetings of the Board.

#### **1. Regular Meetings**

The regular meeting schedule will be established at the annual organizational meeting each year and may be changed by the Board with public notice. The purpose of each regular meeting will be to conduct the regular Board business.

#### **2. Special Meetings**

A special meeting may be scheduled when less than a quorum is present at a regular meeting and therefore no business may be conducted, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district, or other reasons. Special meetings may be convened by the Board chair, upon request of three Board members, or by common consent of the Board.

#### **3. Emergency Meetings**

Emergency meetings may be called in the case of an actual emergency upon appropriate notice under the circumstances. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

#### **4. Work Sessions**

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will

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<sup>2</sup> {ORS 332.055 establishes the quorum as a majority. If the Board has five members, three constitute a quorum. If the Board has seven members, four constitute a quorum. If the Board has nine members, five constitute a quorum.}

<sup>3</sup> {ORS 332.055 provides “the affirmative vote of the majority of members of the board is required to transact any business.” If the Board has five members, three votes are required. If the Board has seven members, four votes. If the Board has nine members, five votes.}

be conducted in accordance with Public Meetings Law. The Board may make official decisions during a work session.

## 5. Executive Sessions

Executive sessions may be held during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC – Executive Sessions).

### **Communications Outside of a Board Meeting (Serial Meetings Prohibited)**

Private meetings where a quorum of the Board engages in discussions or communications that are part of the Board’s decision-making process on matters within the authority of the Board violate Public Meetings Law, except as part of an executive session.

A quorum of Board members shall not, outside of a meeting conducted in compliance with Public Meetings Laws, use a series of communications of any kind, directly or through intermediates, for the purpose of deliberating or deciding on any matter that is within the jurisdiction of the Board. This prohibition applies to using any one or a combination of the following methods of communication:

1. In-person;
2. Telephone calls;
3. Videos, videoconferencing, or electronic video applications;
4. Written communication, including electronic written communications, such as email, texts, and other electronic applications;
5. Use of one or more intermediaries to convey information among members; and
6. Any other means of conveying information.

Communications outside of a Board meeting may contain communications between or among members of the Board, including a quorum, that are:

1. Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board;
2. Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
3. Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters.

E-mails sent to other Board members are encouraged to have the following notice:

*Important: Please do not reply or forward this communication if this communication could constitute a decision or deliberation toward a decision between and among members of the district board. Board member electronic communications on district business are subject to Public Meetings and Public Records Law.*

A quorum of Board members may attend social meetings or gatherings so long as no discussions or deliberations are had.

## **Meeting Location, Public Accommodations and Logistical Requirements**

All meetings will be open to the public except as provided by law.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law<sup>4</sup>. The Board may attend training sessions outside the district boundaries but may not deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced. Meeting locations shall be accessible to persons with disabilities.

Any Board meeting may be held in person, through the use of electronic or telephonic means, or in some combination of in-person, electronic or telephonic means.

Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. For Board meetings (excluding executive session) held by telephone or other electronic means of communication, the district shall make available a place or an electronic means by which the public can listen to or view the meetings in real time. The place provided may be a place where no Board member is present.

For executive sessions where the media are statutorily authorized to be present, if any person, including any Board member, is attending the executive session by telephone, video, or other electronic means, the district shall provide members of the media the same attendance option. The district may establish reasonable security measures to ensure the media's attendance by telephone, video, or other electronic means is conducted through a secure connection or method.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for persons who are deaf or hard of hearing. The request should include the name of the requester, sign language preference and any other relevant information requested. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate aids and services may be provided upon request and appropriate advance notice.

[If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services. <sup>{5}</sup>]

Recordings or minutes will be kept for all meetings in accordance with state law and Board policy BDDG – Recordings or Minutes of Board Meetings.

All meetings shall comply with applicable provisions of the Oregon Indoor Clean Air Act.

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<sup>4</sup> ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

<sup>5</sup> {Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.}

[The possession of a firearm, deadly weapon or any other instrument used as a dangerous weapon is prohibited at Board meetings, except as authorized by law. {<sup>6</sup>}]

## Public Notice Requirements

The district posts public notice {<sup>7</sup>} of its meetings on the district’s website or on a publicly accessible website hosted by a third-party that is linked to the district’s website.

The public notice shall identify the following:

1. The time, date, location of the meeting, and, to the extent reasonably possible, will include the electronic link or telephone access information to allow members of the public to attend the meeting by telephone or electronic means;
2. The agenda or list of the principal subjects anticipated to be considered at the meeting and will be specific enough to permit the public to recognize matters in which they are interested. The Board may amend the agenda or may add or remove items from the list of principal subjects prior to or during a meeting. See Board policy BDDC – Board Meeting Agenda for additional meeting agenda information; and
3. The name, telephone number, and email address of a person at the district office to contact to request an interpreter or other communication aids or a statement that the district will provide a sign language interpreter or other communication aids at the meeting.

The district will provide notice to interested persons and news representatives who have requested notice through means reasonably calculated to provide actual notice to interested persons known to the Board.

For all regular meetings, the meeting notice shall be provided with as much advance notice as reasonably possible, but no less than 48 hours’ advance notice.

For all special meetings, the meeting notice shall be provided with no less than 24 hours’ advance notice.

For an emergency meeting, public notice shall be provided with as much advance notice as reasonably possible given the emergency circumstances. The district shall attempt to contact the media and other interested persons to inform them of the emergency meeting by telephone, email, social media, or other method reasonably calculated to provide actual notice. If reasonably possible under the emergency circumstances, the emergency meeting notice shall be conspicuously displayed on the district’s website or on a publicly accessible website hosted by a third-party hosted and linked to the district’s website.

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<sup>6</sup> {ORS 166.670(1)(a) prohibits the possession of firearms or “any other instrument used as a dangerous weapon” on school grounds and in facilities occupied by the district, unless an exception applies. ORS 166.370(3)(g) provides an exception for persons “licensed under ORS 166.291 and 166.292 to carry a concealed handgun.” ORS 166.377 allows districts to adopt a policy stating that this defense (the exception in ORS 166.670(3)(g)) does not apply “on the grounds of the schools controlled by the board.” Some districts have adopted policy KGBB to do so.}

<sup>7</sup> {The public notice must be displayed conspicuously on the district’s website. If the district does not maintain a publicly accessible website, the district shall satisfy the public notice requirements through other means such as posting on the Oregon Transparency Website, community postings, bulletin boards, newspaper notice, or any other means reasonably calculated to provide actual notice to the general public. Modify this sentence to communicate how the district publishes its public notices.}

If a meeting will include an executive session, the notice shall comply with the above notice requirements and the notice shall also identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. Example:

“The Board will meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent.”

If an executive session is to be part of an open regular, special, or emergency meeting, the notice shall comply with the above notice requirements and prior to entering the executive session, the Board chair shall make a public announcement and identify in open session the specific statutory provision and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization (See Board policy BDC – Executive Sessions for additional information on executive sessions.)

### **Complaints**

Complaints regarding Public Meetings Laws can be filed in accordance with Public Meetings Law complaint procedures outlined in Board policy KL – Public Complaints. Complaints must be filed within 30 days of the alleged violation.

### **[<sup>8</sup>]Mandatory Training**

Every member of the Board shall attend or view a training on Public Meetings Law as required by ORS 192.700 and Board policy BBAA – Board Member’s Authority and Responsibilities.]

END OF POLICY

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#### **Legal Reference(s):**

[ORS Chapter 192](#)

[ORS 332.040 - 332.061](#)

[ORS 332.107](#)

[ORS 433.835 - 433.875](#)

[OAR 199-050-0005 – 199-050-0085](#)

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<sup>8</sup> {Training is only required for districts with annual fiscal expenditures of \$1M or more. See ORS 192.700.}

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i. BD/BDA - Board Meetings - DELETE

# OSBA Model Sample Policy

Code: BD/BDA  
Adopted: **D**

## Board Meetings

{School boards must follow public meeting law regardless of whether the board adopts this policy. This policy reflects public meeting law as amended by House Bill 2805 (2023).}

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening<sup>1</sup> of a quorum of the Board as the district’s governing body to make a decision<sup>2</sup> or to deliberate<sup>3</sup> toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program or the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. [For information how to give or submit public comment [it is outlined in Board policy BDDH - Public Comment at Board Meetings<sup>4</sup>] [and/or] [posted on the district’s website].]

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law<sup>5</sup>. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination

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<sup>1</sup> “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

<sup>2</sup> “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

<sup>3</sup> “Deliberation” means discussion or communication that is part of a decision-making process.

[<sup>4</sup> When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting[, at the designated portion of the agenda,] by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.]

<sup>5</sup> ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they are not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

[<sup>6</sup>If requested to do so at least [72] hours before a meeting held in public, the Board will make a reasonable effort to provide translation services.]

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

[The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.]

#### 1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. [A special meeting may be scheduled if less than a quorum is present at a meeting, additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons.] At least 24 hours' notice must be provided to all Board members, the news media which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

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<sup>6</sup> {Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.}

## 2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Communications outside of a Board meeting may contain:

- a. Communications to, between or among members of a governing body that are:
  - (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
  - (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
  - (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or
- b. Individual responses to questions posed by community members, subject to other limitations in Board policy.

[E-mails sent to other Board members will have the following notice:

*Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law.]*

## 3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

## 4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. [The Board [may make] [is discouraged from making] official decisions during a work session.] [Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.]

## 5. Executive Sessions

Executive sessions may be held [as an agenda item] during regular, special or emergency meetings for a reason permitted by law. [(See Board policy BDC - Executive Sessions)]

Complaints regarding public meetings laws can be filed with the Board in accordance with Board policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.<sup>7</sup>

**[<sup>8</sup>] Mandatory Training**

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGEC) at least once during the Board member’s term of office and shall verify attendance in accordance with OGEC procedures.]

END OF POLICY

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**Legal Reference(s):**

[ORS Chapter 192](#)

[ORS 255.335](#)

[ORS 332.040 - 332.061](#)

[ORS 433.835 - 433.875](#)

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<sup>7</sup> See House Bill 2805 (2023) Section 5(2) for requirements of the response.

<sup>8</sup> {This is required for Board members in districts with total expenditures for a fiscal year of \$1 million or more. This number will be reviewed by OGEC at least once every five years. If the district has total expenditures of less than \$1 million, this language can be kept, but “shall” should be replaced with “is encouraged to.”}

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).  
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).  
OR. ATTY. GEN. Public Records and Meetings Manual.

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j. BDC - Executive Sessions

# OSBA Model Sample Policy

Code:  
Adopted:

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## Executive Sessions

The Board may meet in executive session to discuss subjects allowed by statute under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 but may not take final action in executive session except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student in accordance with ORS 332.061.

An executive session may be included as an agenda item of a meeting open to the public in accordance with Board policy BDDC - Board Meeting Agenda or held as its own meeting. Public notice is required as outlined in Board policy BD – Board Meetings, Notices and Communications.

If an executive session is held as part of a meeting open to the public, the Board chair will announce the executive session in compliance with Board policy BD – Board Meetings, Notices and Communications and include and identify the appropriate statutory citation, appropriate subsection and the paragraph authorizing the session under ORS 192.660 or ORS 332.061 for holding such session and by noting the general subject of the executive session.

Example:

“The Board will now meet in executive session under ORS 192.660(2)(a) to consider the employment of a public officer, employee, staff member or individual agent.”

Prior to or at the beginning of the executive session, the Board chair may read the following<sup>1</sup>:

“Representatives of the news media and designated staff shall be allowed to attend the executive session. All other members of the audience are asked to leave the room. Representatives of the news media are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced. No decision may be made in executive session. At the end of the executive session, we will return to open session and welcome the audience back into the room.”

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent; may not include a discussion or negotiation of compensation (including salaries and benefits).<sup>2</sup>

<sup>1</sup> This statement should be amended if ORS 192.660 does not require that representatives of the news media be allowed to attend, ORS 332.061 allows the Board to vote in executive session, or the Board will not be returning to open session following the executive session. This statement can also be included on the agenda.

<sup>2</sup> This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. It also does not apply to the employment of the chief executive officer, other public officers, employees and staff members of the district unless:

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and

(ORS 192.660(2)(a))

2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer<sup>3</sup>, employee, staff member or individual agent who does not request an open hearing<sup>4</sup>; may not include a discussion or negotiation of compensation (including salaries and benefits). (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection.<sup>5</sup> (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed.<sup>6</sup> (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing<sup>7</sup>; may not include a discussion or negotiation of compensation (including salaries and benefits or a general

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d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

<sup>3</sup> To determine whether the individual involved is considered a public officer, consult with legal counsel.

<sup>4</sup> Notice must be provided to the public officer, employee, staff member or individual agent in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the governing body before which the matter will be considered (the Board);
- b. The time, date and location of the meeting;
- c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
- d. Information on how the public official may make a request for an open hearing.

<sup>5</sup> Consider including a reference to the law that exempts the information or records from public inspection in the notice.

<sup>6</sup> Legal counsel must be present in the executive session, either in-person or via electronic or telephonic communications.

<sup>7</sup> Notice must be provided to the chief executive officer, public officer, employee or staff member in accordance with OAR 199-0040-0030. The public official must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the governing body before which the matter will be considered (the Board);
- b. The time, date and location of the meeting;
- c. The purpose for which the governing body proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the governing body will be considering the dismissal or disciplining of, hearing complaints or charges against, or reviewing and evaluating the performance of the public official receiving the notice; and
- d. Information on how the public official may make a request for an open hearing.

evaluation of an agency, goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

(ORS 192.660(2)(i))

8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Recordings or minutes shall be kept for all executive sessions in accordance with state law and Board policy – BDDG – Recordings and Minutes of Board Meetings.

Content discussed in executive sessions and recordings or minutes for executive sessions are confidential except as provided by law. Board members, district employees and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required or allowed by law.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.660](#)  
[ORS 192.685](#)  
[ORS 192.705](#)  
[ORS 332.045](#)

[ORS 332.061](#)  
[OAR 199-040-0015 - 0060](#)  
[OAR 199-050-0015](#)  
[OAR 199-050-0040](#)

[OAR 199-050-0050](#)  
[OAR 199-050-0060](#)

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k. BDC - Executive Sessions - DELETE

# OSBA Model Sample Policy

Code: BDC  
Adopted:

## Executive Sessions

{Optional policy. School boards can only meet in executive session when statute allows. This policy can be a helpful resource for Board members in determining whether executive session can be used.}

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student.

An executive session may be included as an agenda item of an existing meeting [in accordance with Board policy BDDC - Board Meeting Agenda] or held as its own meeting. Proper notice is required.

If open session is held prior to the executive session, the presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.<sup>1</sup> (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer<sup>2</sup>, employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

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<sup>1</sup> This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
- d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

<sup>2</sup> To determine whether the individual involved is considered a public officer, consult with legal counsel.

6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student’s confidential records; the discussion; and each Board member’s vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.

END OF POLICY

**Legal Reference(s):**

[ORS 192.660](#)

[ORS 332.045](#)

[ORS 332.061](#)

OR. ATTY. GEN. Public Records and Meetings Manual.

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I. BDD- Board Meeting Procedures - DELETE

# OSBA Model Sample Policy

Code: BDD  
Adopted:

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## Board Meeting Procedures

### 1. Quorum

A quorum will consist of the majority of the Board members.

### 2. Vote Needed for Exercise of Powers

The affirmative vote of a majority of Board members will be necessary for exercising any of the Board's powers.

### 3. Board Member Voting

Each member's vote on all motions will be recorded in the minutes.

### 4. Abstaining from Vote

If a Board member chooses to abstain from voting, and the abstention is due to a conflict of interest, the Board member will state the reason for the abstention and such abstention will be recorded.

### 5. Parliamentary Procedure

Official Board business will be transacted by motion or resolution at duly called regular or special meetings.

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in *Robert's Rules of Order Newly Revised*, "Procedure in Small Boards" as modified by the Board will govern the Board in its deliberation. Modifications will include the following: Motions will all be seconded prior to consideration for discussion by the Board and motions to close or limit debate will be acceptable.

The Board chair will decide all questions relative to points of order, subject to an appeal to the Board.

END OF POLICY

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#### Legal Reference(s):

[ORS 192.650](#)  
[ORS 244.120\(2\)](#)

[ORS 332.045](#)  
[ORS 332.055](#)

[ORS 332.057](#)  
[ORS 332.107](#)

38 OR. ATTY. GEN. OP. 1995 (1978)  
41 OR. ATTY. GEN. OP. 28 (1980)

m. BDD - Board Meeting Procedures

# OSBA Model Sample Policy

Code:  
Adopted:

BDD

## Board Meeting Procedures

### 1. Quorum

A quorum of the Board is [three<sup>{1}</sup>] Board members.

### 2. Vote Needed for Exercise of Powers

The affirmative vote of [three<sup>{2}</sup>] Board members will be necessary for exercising any of the Board's powers. All votes of the Board shall be taken by public vote, except when authorized in executive session under Oregon Revised Statute (ORS) 332.061.

### 3. Board Member Voting

The results of all votes shall be recorded, including the vote of each member's vote by name, on all votes taken by the Board. A written ballot, if used, shall identify the individual Board member by name and their vote, and shall be announced during the meeting at which the vote occurred. Secret ballots are prohibited.

### 4. Abstaining from Vote

Any conflicts of interest will be handled in accordance with ORS 244.120 and Board policy BBFA – Board Member Ethics and Conflicts of Interest. Board member abstentions will be documented in the meeting minutes or recording.

### 5. Parliamentary Procedure

Official Board business will be transacted by motion or resolution at properly noticed<sup>3</sup> meetings.

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in *Robert's Rules of Order Newly Revised*, "Procedure in Small Boards"<sup>4</sup> as modified by the Board will govern the Board in its deliberation. Modifications include the following: Motions

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<sup>1</sup> {ORS 332.055 establishes the quorum as a majority. If the Board has five members, three constitute a quorum. If the Board has seven members, four constitute a quorum. If the Board has nine members, five constitute a quorum.}

<sup>2</sup> {ORS 332.055 provides "the affirmative vote of the majority of members of the board is required to transact any business." If the Board has five members, three votes are required. If the Board has seven members, four votes. If the Board has nine members, five votes.}

<sup>3</sup> See ORS 192.640, OAR 199-050-0040 and Board policy BD/BDA – Board Meetings for notice requirements. {In the June 2026 policy update, OSBA will be recommending policy BD/BDA be recoded and renamed: BD – Board Meetings, Notices and Communications.}

<sup>4</sup> See *Robert's Rules of Order*, 12<sup>th</sup> Edition, § 49:21.

will all be seconded prior to consideration for discussion by the Board and motions to close or limit debate will be acceptable.

**P** The Board chair will decide all questions relative to points of order, subject to an appeal to the Board.

Failure to follow *Robert's Rules of Order* will not invalidate a lawful Board decision.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.650](#)  
[ORS 244.120\(2\)](#)  
[ORS 332.045](#)

[ORS 332.055](#)  
[ORS 332.057](#)  
[ORS 332.107](#)

[OAR 199-050-0005 \(9\)](#)  
[OAR 199-050-0055](#)

38 OR. ATTY. GEN. OP. 1995 (1978)  
41 OR. ATTY. GEN. OP. 28 (1980)

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n. BDDC - Board Meeting Agenda - DELETE

# OSBA Model Sample Policy

Code: BDDC  
Adopted:

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## Board Meeting Agenda

The Board chair, with the assistance of the superintendent, will prepare an agenda for all regular meetings of the Board. Items of business may be suggested by any Board member, staff member, student or patron of the district by notifying the [superintendent] [Board chair] at least [three] working days prior to the meeting.

[A consent agenda may be used by the Board for noncontroversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A Board member may ask that any item be removed from the consent agenda. The removed item will then be placed on the regular agenda.]

The agenda will follow a general order established by the Board. Opportunities for the audience to be heard may be included on the agenda. The Board will follow the order of business set up by the agenda unless the order is altered by a consensus of the Board.

Items of business not on the agenda may be discussed and acted upon if the majority of the Board agrees to consider them.

The agenda, together with supporting materials, will be distributed by the district office or superintendent to Board members at least [three] full working days prior to the meeting. The agenda will be available to the press and to interested patrons through the superintendent's office at the same time it is available to the Board members. Copies of the agenda for the press and public will not contain any confidential information included in the Board members' packets.

A copy of the agenda will be posted [on the district website] [in each district facility] on the day of the meeting. [Members of the public may request a copy of the agenda through the superintendent's office.]

The district will ensure equally effective communications are provided to qualified persons with disabilities, upon request, as required by the Americans with Disabilities Act.

Appropriate auxiliary aids and services may include, but are not limited to, qualified interpreters, assistive listening systems, note takers, large print, Braille materials, audio recordings and readers. Primary consideration will be given to the request of the person with a disability in the selection of the appropriate auxiliary aid and/or service. Should the Board demonstrate such a request would result in a fundamental alteration in the service, program or activity or an undue financial and administrative burden, an alternate, equally effective communication will be used.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual.

END OF POLICY

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### Legal Reference(s):

10/08/15 | PH

Board Meeting Agenda – BDDC

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[ORS 192.630](#)

[ORS 192.640](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2015); 28 C.F.R. Part 35 (2015).  
Americans with Disabilities Act Amendments Act of 2008.

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- o. BDDC - Board Meeting Agenda

# OSBA Model Sample Policy

Code:  
Adopted:

BDDC

## Board Meeting Agenda

{<sup>1</sup>} The Board chair will direct the preparation of an agenda for all meetings of the Board. The Board chair may seek assistance from the superintendent or another Board member. Items of business may be suggested by any Board member, staff member, student or patron of the district by notifying the Board chair or superintendent at least [five] working days prior to the meeting. The agenda will include the principal subjects anticipated to be considered at the meeting and be specific enough to permit the public to recognize the matters in which they are interested. When the agenda includes an executive session, the agenda shall identify the specific statutory citation and appropriate subsection and paragraph authorizing the executive session, as well as a general description of the statutory authorization. (See Board policy BDC – Executive Sessions for additional information.)

The Board chair may direct an amendment to the agenda until it is posted, including adding or removing items. The Board may also amend the agenda during a meeting by a majority vote of the Board. This includes adding items to the agenda during the meeting.

A consent agenda may be used by the Board. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be voted on and approved at the same time. An item on the consent agenda will be removed from the consent agenda upon request of a Board member prior to the consent agenda's consideration. The item removed from the consent agenda will then be placed on the regular agenda.

The agenda, together with supporting materials, will be distributed to Board members at least [three] full working days prior to the meeting. A copy of the agenda will be posted on the district website at least 48 hours prior to any regular meeting and 24 hours prior to any special meeting.

Copies of the agenda for the press and public will not contain any confidential information included in Board member packets.

END OF POLICY

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### Legal Reference(s):

[ORS 192.630](#)  
[ORS 192.640](#)  
[OAR 199-050-0040](#)

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<sup>1</sup> {The Board is encouraged to review current practices for agenda preparation and Public Meetings Law.}

Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

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p. BDDG - Minutes of Board Meetings - DELETE

# OSBA Model Sample Policy

Code: BDDG  
Adopted:

D

## Minutes of Board Meetings

The Board secretary will take written minutes of all Board meetings. The written minutes will be a true reflection of the matters discussed at the meeting and the views of the participants. The minutes will include, but not be limited to, the following information:

1. All members of the Board who were present;
2. All motions, proposals, resolutions, orders and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name;
4. The substance of any discussion on any matter;
5. Any other information required by law.

All minutes shall be available to the public within a reasonable time. The public and patrons of the district may receive, upon request, copies of minutes from the [administration office]. A copy of the minutes of each regular and special Board meeting as they are drafted for approval will be distributed after such meeting to each Board member and administrator.

The district will maintain a hard copy<sup>1</sup> of the meeting minutes and make them available to staff and other interested patrons.

Minutes of executive sessions will be kept in accordance with the requirements of Oregon's Public Meetings Law with essentially the same level of detail as for public sessions. If disclosure of material in the executive session minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including a student's confidential records; the discussion; and each Board member's vote on the issue.

END OF POLICY

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### Legal Reference(s):

[ORS 192.610 - 192.710](#)  
[ORS 332.061](#)

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<sup>1</sup> Oregon Administrative Rule 166-400-0010(9)

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q. BDDG - Recordings and Minutes of Board Meetings

# OSBA Model Sample Policy

Code:  
Adopted:

BDDG

## Recordings and Minutes of Board Meetings

[<sup>{1}</sup>The Board will ensure a [<sup>{2}</sup>video] recording is made of all of its meetings and portions of meetings that are not held in executive session. These recordings will be posted on the district’s website or social media site within seven days following the meeting.]

A video or audio recording of a meeting can be kept as the official record as long as all required content is included and it is kept in an allowable format<sup>3</sup>. Alternatively, the district may create written minutes. Written minutes do not need to be a verbatim transcript and can be kept in hard copy or electronic form<sup>4</sup>.

The official record must give a true reflection of the matters discussed at the meeting and the views of the participants, and must include the following information:

1. All members of the Board present;
2. All motions, proposals, resolutions, orders, ordinances and measures proposed and their disposition;
3. The results of all votes and the vote of each member by name for all actions taken<sup>5</sup>;
4. The substance of any discussion on any matter; and
5. A reference to any document discussed at the meeting.

If written minutes are created for meetings which do not take place in executive session, those minutes shall be available to the public within a reasonable time<sup>{6}</sup> after the meeting. These minutes [will be published to the district website and] may be requested from the district office.

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<sup>1</sup> {ORS 192.655 requires districts with an ADMr of 50 or more to record board meetings, and post the recording within seven days. Districts with fewer than 50 ADMr are exempt from this requirement and do not need to adopt this language.}

<sup>2</sup> {If the district lacks broadband internet, an audio recording is sufficient. See ORS 192.655.}

<sup>3</sup> Oregon Administrator Rule (OAR) 166-017-0045(4) requires moving images or audio recordings be kept in MP2, MP3, MP4, or WAVE formats.

<sup>4</sup> Oregon Administrator Rule (OAR) 166-017-0045(4) requires textual data or still images be kept in XML, ODT, TXT, PDF, RTF, PREG, JFIF, PNG, or TIFF formats.

<sup>5</sup> If minutes are kept in a recorded form, all voting will use a roll call vote and if minutes are kept in written form the minutes will identify the vote of each member by name under each board action.

<sup>6</sup> {The Oregon Attorney General’s *Public Records and Meetings Manual* says, “three weeks arguably is within the reasonable time allowed by statute.”}

Recordings or minutes<sup>7</sup> of executive sessions will be kept in the same manner as other meetings of the Board. If disclosure of material from executive session recordings or minutes would be inconsistent with the purpose for which executive session was held under Oregon Revised Statute (ORS) 192.660, the material may be withheld from disclosure. Executive session minutes of a hearing held under ORS 332.061 shall contain only material not excluded under ORS 332.061(2) and information<sup>8</sup> will not be disclosed in accordance with ORS 332.061.

Either the recording or minutes of Board meetings will be kept permanently. If written minutes are created for any meetings of the Board, any recordings will be kept for at least one year after the minutes are created.

END OF POLICY

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**Legal Reference(s):**

[ORS 192.610 - 192.705](#)

[ORS 332.061](#)

[OAR 166-017-0005 - 0095](#)

[OAR 166-400-0010\(9\)](#)

[OAR 199-050-0060](#)

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<sup>7</sup> “...a record of any executive session may be kept in the form of a sound or video tape or digital recording, which need not be transcribed unless otherwise provided by law.” ORS 192.650(2)

<sup>8</sup>ORS 332.061 prohibits the disclosure of:

1. The name of the minor student;
2. The issue, including a student’s confidential records;
3. The discussion; and
4. The school board member’s vote on the issue.

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r. CBG - Evaluation of the Superintendent

# OSBA Model Sample Policy

Code: CBG  
Adopted:

## Evaluation of the Superintendent

{Required policy. OAR 581-022-2405 requires districts to “adopt and implement personnel policies which address...evaluation procedures.” Review the superintendent contract before adopting 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 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 performance will be conducted in an executive session, unless the superintendent requests a session open to the public.<sup>1</sup> Such an executive session will not include a general evaluation of any district goal, objective or operation or of any directive to personnel concerning district goals, objectives, operations or programs. Results of the 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

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### Legal Reference(s):

[ORS 192.660\(2\)\(i\), \(8\)](#)  
[ORS 332.107](#)  
[ORS 332.505](#)

[OAR 199-040-0027](#)  
[OAR 199-040-0030](#)  
[OAR 581-022-2405](#)

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<sup>1</sup> Notice must be provided to the superintendent in accordance with OAR 199-0040-0030. The superintendent must receive written notice of the meeting no less than one business day or 24 hours, whichever is greater, in advance of the meeting. The notice must include:

- a. Identification of the Board;
- b. The time, date and location of the meeting;
- c. The purpose for which the Board proposes to convene the executive session, including the citation to the applicable section of ORS 192.660 and the fact that the Board will be reviewing and evaluating the performance of the superintendent; and
- d. Information on how the superintendent may make a request for an open hearing.

Hanson v. Culver Sch. Dist. (FDAB 1975).

s. EBB - Integrated Pest Management

# OSBA Model Sample Policy

Code: EBB  
Adopted:

## Integrated Pest Management

{ORS 634.740 requires boards to adopt policies regarding pest management.}

To ensure the health and safety concerns of student, staff and community members, the ~~district~~Board shall adopt an integrated pest management plan (IPM)<sup>{1}</sup> which emphasizes the least possible risk to students, staff and community members and shall adopt a list<sup>2</sup> of low-impact pesticides for use with the IPM plan. The IPM plan and list shall be available to the public through the district's website<sup>3</sup>.

The IPM plan is a proactive strategy that:

1. Focuses on the long-term prevention or suppression of pest problems through economically sound measures that:
  - a. Protect the health and safety of students and staff;
  - b. Protect the integrity of district buildings and grounds;
  - c. Maintain a productive learning environment; and
  - d. Protect local ecosystem health.
2. Focuses on the prevention of pest problems by working to reduce or eliminate conditions of property construction, operation and maintenance that promote or allow for the establishment, feeding, breeding and proliferation of pest populations or other conditions that are conducive to pests or that create harborage for pests;
3. Incorporates the use of sanitation, structural remediation or habitat manipulation or of mechanical, biological and chemical pest control measures that present a reduced risk or have a low-impact and, for the purpose of mitigating a declared pest emergency, the application of pesticides that are not low-impact pesticides;
4. Includes regular monitoring and inspections to detect pests, pest damage and unsanctioned pesticide usage;
5. Evaluates the need for pest control by identifying acceptable pest population density levels;
6. Monitors and evaluates the effectiveness of pest control measures;

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<sup>1</sup> {See Integrated Pest Management Program for Oregon Schools at <http://blogs.oregonstate.edu/schoolipm/>. The program includes access to Resources & Forms including Model plans for large school districts and small school districts.}

<sup>2</sup> See ORS 634.705(5).

<sup>3</sup> Inclusion of the list and IPM in the district's Healthy and Safe Schools Plan satisfies this requirement as long as it is posted on the district's website.

7. Excludes the application of pesticides on a routine schedule for purely preventive purposes, other than applications of pesticides designed to attract or be consumed by pests;
8. Excludes the application of pesticides for purely aesthetic purposes;
9. Includes school staff education about sanitation, monitoring, inspection and pest control measures;
10. Gives preference to the use of nonchemical pest control measures;
11. Allows the use of low-impact pesticides if nonchemical pest control measures are ineffective; and
12. Allows the application of a pesticide that is not a low-impact pesticide only to mitigate a declared pest emergency or if the application is by, or at the direction or order of, a public health official.

The ~~district shall designate the~~ [insert position title] is designated as the Integrated Pest Management Plan Coordinator(s) ~~give them~~ and has the authority for overall implementation and evaluation of the IPM plan.

### **Integrated Pest Management Plan Coordinator**

The IPM Plan Coordinator(s) shall:

1. Attend not less than six hours of IPM training each year. The training shall include at least a general review of integrated pest management principles and the requirements of IPM as required by Oregon statute;
2. Ensure appropriate prior notices are given and posted warnings have been placed when pesticide applications are scheduled;
3. Oversee pest prevention efforts;
4. Ensure identification and evaluation of pest situation;
5. Determine the means of appropriately managing pest damage that will cause the least possible hazard to people, property and the environment;
6. Ensure the proper use and application of pesticide applications when non-pesticide controls have been unsuccessful;
7. Evaluate pest management results; ~~and~~
8. Keep for at least four years following the application date, records of applied pesticides that include:
  - a. A copy of the label;
  - b. A copy of the Safety Data Sheet (SDS);
  - c. The brand name and U.S. Environmental Protection Agency (USEPA) registration number of the product;
  - d. The pest condition that prompted the application;
  - e. The approximate amount and concentration of pesticide applied;
  - f. The location and description of the area where the pesticide was applied;
  - g. The type of application and whether the application was effective;
  - h. The name(s) of the person(s) applying the pesticide;

- i. The pesticide applicator’s license numbers and pesticide trainee or certificate numbers of the person applying the pesticide;
  - j. The dates and times for the placement and removal of warning signs; and
  - k. Copies of all required notices given, including the dates the IPM Coordinator(s) gave the notices.
9. Respond to inquiries about the IPM plan and refer complainants to Board policy KL - Public Complaints; and
  10. Conduct outreach to district staff about the district’s IPM plan.

At least once every five years, the Board shall review the IPM plan, make any necessary updates and readopt the IPM plan.<sup>4</sup> The final IPM plan shall include the day, month and year the Board adopted or readopted the plan.

END OF POLICY

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**Legal Reference(s):**

[ORS 634.116](#)  
[ORS 634.700 - 634.750](#)

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<sup>4</sup> For IPMs adopted prior to January 1, 2026, the Board shall review, update and readopt the IPM no later than January 1, 2027, or five years from the date of the most recent approval of the plan, whichever is later.



t. GAA - Personnel Definitions - DELETE

# OSBA Model Sample Policy

Code: GAA  
Adopted:

D

## Personnel: Definitions \*

“Licensed employees” are those holding a position that requires a license issued by the state Teacher Standards and Practices Commission (TSPC).

1. A “teacher” is an employee who holds a teacher’s license or is registered to teach by TSPC.
2. A “contract teacher” is any teacher who has been regularly employed by a district for a probationary period of not more than three successive school years and who has been retained for the next succeeding school year.
3. A “probationary teacher” is one who is not a contract teacher and who is employed for at least 135 consecutive days in any school year as a teacher in the district. At least 30 consecutive days of employment in the district in a successive year shall be sufficient to keep the service intact, and the teacher shall not lose credit for previous probationary years served.
4. A “temporary teacher” is any teacher employed to fill a position designated as temporary or experimental or to fill a vacancy that occurs after the opening of school because of unanticipated enrollment or the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher.
5. A “substitute teacher” is any teacher employed to take the place of a probationary or contract teacher who is temporarily absent. A substitute teacher is employed on a day-to-day basis, without contract, and does the work of the regularly assigned teacher during the latter’s absence from duty. [Substitutes will not be eligible for fringe benefits and will be paid at a rate established annually by the Board in accordance with the provisions of Oregon law.]
6. An “intern teacher” is a regularly enrolled candidate of an approved educator preparation provider, who teaches under the supervision of the staff of the provider and of the employing district, in order to acquire practical experience in teaching. The intern teacher receives both academic credit from the provider and financial compensation from the district or education service district.
7. An “administrator” is an employee who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license. An administrator includes, but is not limited to, all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts, who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services with public funds.
8. A “specialist” is an employee who has a teaching license or a letter of authorization from the Oregon Department of Education and who is employed half-time or more.

“Classified personnel” are those employees in positions for which no teaching or administrative licenses are required by law.

1. “Regular classified employees” are those employed in positions established by the Board requiring [20 or more hours per week for at least a full school year].
2. “Part-time regular classified employees” are those employed in positions established by the Board requiring [less than 20 hours per week for at least a full school year].
3. “Temporary/Substitute classified employees” are those employed [on an as-needed basis. The Board shall determine if these employees are eligible for benefits].

“Supervisory employees” are those individuals having authority to hire, transfer, suspend, lay off, recall, promote, discharge, assign, reward or discipline other employees, or responsibly to direct them, or to adjust their grievances or effectively to recommend such action if the exercise of such authority is not of a merely routine or clerical nature but requires the use of independent judgment.

“Confidential employees” are designated in accordance with Oregon law (ORS 243.650(6)). Such employees will be excluded from any bargaining unit. Salaries and benefits for confidential employees will be established by the Board.

“Administrative employee” means an employee of the district who possesses authority to formulate and carry out administrative and/or program decisions, or who represents administration’s interest by taking or effectively recommending discretionary actions that control or implement district policy, and who has discretion in the performance of these administrative and/or program responsibilities beyond the routine discharge of duties. An administrative employee need not act in a supervisory capacity in relation to other employees.

END OF POLICY

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**Legal Reference(s):**

[ORS 243.650\(6\), \(23\)](#)  
[ORS 332.505](#)  
[ORS 332.554\(3\)](#)  
[ORS 342.120](#)  
[ORS 342.125](#)

[ORS 342.420](#)  
[ORS 342.610](#)  
[ORS 342.815](#)  
[ORS 342.835](#)  
[ORS 342.840](#)

[ORS 342.845](#)  
[OAR 584-020-0005](#)

Job York v. Portland Sch. Dist., No. FDA 83-7 (August 1983).

u. GBA - Equal Employment Opportunity

# OSBA Model Sample Policy

Code: GBA

Adopted:

## Equal Employment Opportunity

{OAR 581-022-2405 requires districts to have personnel policies which address affirmative action and equal employment opportunity.}

Equal employment opportunity and treatment shall be practiced by the district regardless of race<sup>1</sup>, color, religion, sex, sexual orientation, gender identity, national origin, marital status, pregnancy, childbirth or a related medical condition<sup>2</sup>, age, veterans' status<sup>3</sup>, service in a uniformed service, familial status, genetic information, an individual's juvenile record that has been expunged, and disability<sup>4</sup> if the employee, with or without reasonable accommodation, is able to perform the essential functions of the position.

The district administers preference in hiring or promotion decisions in accordance with Oregon law for applicants claiming preference as a veteran, disabled veteran, state servicemember or former state servicemember.

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~~ communicated to all students, parents of students and employees through handbooks and will be published on the district website.

The superintendent will develop other specific ~~recruiting~~ recruitment, interviewing and evaluation procedures ~~as are~~ necessary to implement this policy. These procedures will seek to provide an equal employment opportunity and eliminate the effects of past and present discrimination[, intended or unintended, on the basis of race, religion, national origin, age, sex, marital status or physical or mental disabilities].

END OF POLICY

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### Legal Reference(s):

<sup>1</sup> 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))~~.

<sup>2</sup> ~~This unlawful employment practice~~ [Certain protections 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 (ORS 659A.106 and ORS 659A.148).] {Remove if district has six or more employees.}

<sup>3</sup> ~~The district grants a preference in hiring and promotion to veterans and disabled veterans. A veteran is eligible to use the preference any time when applying for a position at any time after discharge or release from service in the Armed Forces of the United States.~~

<sup>4</sup> ~~This unlawful employment practice~~ [Certain protections related to disability as described in ORS 659A.112] applies only to employers who employ six or more persons (ORS 659A.106).] {Remove if ESD has six or more employees.}

[ORS 174.100](#)  
~~[ORS 243.317](#)~~ – ~~[243.323](#)~~05  
[ORS 326.051](#)  
[ORS 332.505](#)  
~~[ORS 342.934](#)~~  
~~[ORS 408.225](#)~~ – ~~[408.237](#)~~  
~~[ORS 408.230](#)~~  
~~[ORS 408.235](#)~~  
[ORS 652.210](#) - [652.220](#)  
[ORS 659.850](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)

[ORS 659A.009](#)  
[ORS 659A.029](#)  
[ORS 659A.030](#)  
~~[ORS 659A.040](#)~~  
[ORS 659A.082](#)  
[ORS 659A.109](#)  
[ORS 659A.112](#)  
[ORS 659A.147](#)  
~~[ORS 659A.233](#)~~  
~~[ORS 659A.236](#)~~  
~~[ORS 659A.309](#)~~  
~~[ORS 659A.321](#)~~

~~[ORS 659A.409](#)~~  
[ORS 659A.820](#)  
  
[OAR 581-021-0045](#)  
[OAR 581-022-2405](#)  
~~[OAR 839-003-0000](#)~~  
~~[OAR 839-006-0435](#)~~ - ~~[0480](#)~~  
~~[OAR 839-006-0440](#)~~  
~~[OAR 839-006-0450](#)~~  
~~[OAR 839-006-0455](#)~~  
~~[OAR 839-006-0460](#)~~  
~~[OAR 839-006-0465](#)~~

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (~~2018~~2024).  
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e, et. seq. (~~2018~~2024).  
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-634 (~~2018~~2024); 29 C.F.R Part 1626 (~~2019~~2025).  
Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (~~2018~~2024).  
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (~~2018~~2024).  
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 794 (~~2018~~2024); 34 C.F.R. Part 104 (~~2019~~2025).  
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, ~~1701, 1703-1705, 1720~~ (~~2018~~2024);  
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~~/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12213 (~~2018~~2024); 29 C.F.R. Part 1630 (~~2019~~2025); 28 C.F.R. Part 35 (~~2019~~2025).  
~~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~~2024).  
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (~~2018~~2024).  
~~Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).~~  
~~Chevron USA Inc. v. Eehazabal, 536 U.S. 736 (2002).~~  
Uniformed Services Employment and Reemployment Rights Act of 1994, 38 U.S.C. §§ 4301-4303, ~~4311~~ (~~2018~~2024).

v. GBN/JBA - Sexual Harassment

# OSBA Model Sample Policy

Code: GBN/JBA

Adopted:

## Sexual Harassment

{Required policy. The requirement for this policy comes from ORS 342.700 et. al., OAR 581-021-0038 and federal Title IX laws.}

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

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

### General Procedures

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

### OREGON DEFINITION AND PROCEDURES

#### Oregon Definition

Sexual harassment of students, staff members or third parties<sup>3</sup> shall include:

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

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<sup>1</sup> {Some districts choose not to use the terms "complaint" and "complainant" because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If the district chooses to change these terms, new terms must be consistent and clear. Note, "complainant" is defined under federal law.}

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

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

c. Creates an intimidating, offensive, or hostile environment.

3. Assault when sexual contact occurs without consent<sup>4</sup>.<sup>{5}</sup>

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

Examples of sexual harassment may include, but not be limited to, [<sup>6</sup>]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):

<sup>7</sup>[Name], [position] at [phone] or [email]

[This] [These] individual[s] [is] [are] responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. [This person is also designated as the Title IX coordinator.<sup>{8}</sup>] See GBN/JBA-AR(1) - Sexual Harassment Complaint Procedure.

## Response

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

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

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<sup>4</sup> "Without consent" means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

<sup>5</sup> {The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1). If the district would like to include the full statutory definition, it can do so.}

<sup>6</sup> {OAR 581-021-0038 requires that the policy include a "examples of harassing behaviors covered by policy". The bracketed list in this policy reflects OSBA's recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district's legal counsel.}

<sup>7</sup> {The district must designate person(s) to receive reports or complaints regarding sexual harassment. More than one staff member may be designated to receive reports or complaints of sexual harassment.}

<sup>8</sup> {This must be communicated elsewhere, but it is a good reason to specify it here as well.}

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 district official.

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

## Investigation

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

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

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment. <sup>{9}</sup>]

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

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

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

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<sup>9</sup> {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

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

### **No Retaliation**

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

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

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

### **Notices**

When a person<sup>10</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

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

The written notification must include<sup>11</sup>:

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<sup>10</sup> Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

<sup>11</sup> Remember confidentiality laws when providing any information.

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

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

The notice must:

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

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person's parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

### [Oregon Department of Education (ODE) Support

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

## **FEDERAL DEFINITION AND PROCEDURES**

### **Federal Definition**

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

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity<sup>12</sup>;
3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;
5. "Domestic violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or
6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.

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

### **Federal Procedures**

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

### **Reporting**

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

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<sup>12</sup> "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))

[Person or position] is designated as the Title IX coordinator [and can be contacted at [insert phone number]]. The Title IX coordinator will coordinate the district's efforts to comply with its responsibilities related to this AR. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook.<sup>{13}</sup>

## Response

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>14</sup> The district shall treat complainants and respondents equitably by providing supportive measures<sup>15</sup> to the complainant and by following a grievance procedure<sup>16</sup> prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.<sup>17</sup>

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.<sup>18</sup> The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

## Notice

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

1. The name or title, office address, electronic mail address, and telephone number of the Title IX coordinator(s);

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<sup>13</sup> {Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}

<sup>14</sup> (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.

<sup>15</sup> (Title 34 C.F.R. § 106.44(a)) Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the recipient's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment, or deter sexual harassment.<sup>15</sup> The district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide supportive measures. (Title 34 C.F.R. § 99.30(a))

<sup>16</sup> 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).

<sup>17</sup> The Title IX coordinator may also discuss that the Title IX coordinator has the ability to file a formal complaint.

<sup>18</sup> The district may still have obligations under Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 or the American with Disabilities Act (ADA). (Title 34 C.F.R. § 106.44(c))

2. That the district does not discriminate on the basis of sex in the education program or activity that it operates, as required by Title IX. This includes admissions and employment; and
3. The grievance procedure and process, how to file a formal complaint of sex discrimination or sexual harassment, and how the district will respond.

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary<sup>19</sup>, or both.]

### **No Retaliation**

Neither the district or any person may retaliate<sup>20</sup> against an individual for reporting, testifying, providing evidence, being a complainant, otherwise participating or refusing to participate in any investigation or process in accordance with this procedure. The district must keep confidential the identity of parties and participating persons, except as disclosure is allowed under Family Educational Rights and Privacy Act (FERPA), as required by law, or to carry out the proceedings herein. Complaints of retaliation may be filed using these procedures.

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

### **Publication**

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

END OF POLICY

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### **Legal Reference(s):**

[ORS 243.706](#)  
[ORS 332.107](#)  
[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](#)

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<sup>19</sup> Of the United States Department of Education.

<sup>20</sup> Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.

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).  
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Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).  
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Gebser v. Lago Vista Indep. Sch. Dist., 524 U.S. 274 (1998).

w. JBA/GBN - Sexual Harassment

# OSBA Model Sample Policy

Code: JBA/GBN

Adopted:

## Sexual Harassment

{Required policy. The requirement for this policy comes from ORS 342.700 et. al., OAR 581-021-0038 and federal Title IX laws.}

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

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

### General Procedures

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

### OREGON DEFINITION AND PROCEDURES

#### Oregon Definition

Sexual harassment of students, staff members or third parties<sup>3</sup> shall include:

1. A demand or request for sexual favors in exchange for benefits;

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<sup>1</sup> {Some districts choose not to use the terms “complaint” and “complainant” because they feel the stigma associated with the terms discourage victims from reporting conduct. The terms used in this policy are consistent with those included in the law. If the district chooses to change these terms, new terms must be consistent and clear. Note, “complainant” is defined under federal law.}

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

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

2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
  - a. Interferes with a student’s educational activity or program;
  - b. Interferes with a school or district staff member’s ability to perform their job; or
  - c. Creates an intimidating, offensive, or hostile environment.
3. Assault when sexual contact occurs without consent<sup>4</sup>.<sup>{5}</sup>

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

Examples of sexual harassment may include, but not be limited to, [<sup>6</sup>]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):

<sup>{7}</sup>[Name], [position] at [phone] or [email]

[This] [These] individual[s] [is] [are] responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. [This person is also designated as the Title IX coordinator.<sup>{8}</sup>] *See* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.

## Response

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<sup>4</sup> “Without consent” means an act performed: (a) without the knowing, voluntary and clear agreement by all parties to participate in the specific act; or (b) when a person who is a party to the act is incapacitated by drugs or alcohol; unconscious; or pressured through physical force, coercion or explicit or implied threats to participate in the act.

<sup>5</sup> {The statutory definition (ORS 342.704) for sexual harassment includes separate definitions with slightly different language for students, staff members and third parties. The language used in this policy comes from OAR 581-021-0038(1). If the district would like to include the full statutory definition, it can do so.}

<sup>6</sup> {OAR 581-021-0038 requires that the policy include a “examples of harassing behaviors covered by policy.” The bracketed list in this policy reflects OSBA’s recommendations. The district has discretion in what is included in this list. If listing behaviors not reflected in OSBA recommendations, please have the list reviewed by the district’s legal counsel.}

<sup>7</sup> {The district must designate person(s) to receive reports or complaints regarding sexual harassment. More than one staff member may be designated to receive reports or complaints of sexual harassment.}

<sup>8</sup> {This must be communicated elsewhere, but it is a good reason to specify it here as well.}

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

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

This includes providing resources for support measures to the student, staff member or third party who was subjected to the behavior and taking any actions necessary to remove potential future impact on the student, staff member or third party, but are not retaliatory against the student, staff member or third party being harassed or the person who reported to the district official.

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

## Investigation

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

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

The district will use [a reasonable person] standard when determining whether a hostile environment exists. [A hostile environment exists if a reasonable person with similar characteristics and under similar circumstances would consider the conduct to be so severe as to create a hostile environment. {<sup>9</sup>}]

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

1. [Discipline of staff and students engaging in sexual harassment;

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<sup>9</sup> {OSBA strongly recommends that the Board receive input from district administration prior to adopting a standard here. Of note, Title IX's definition of sexual harassment includes "unwelcome conduct determined by a reasonable person to be..." 34 CFR 106.30(a), emphasis added. It is important to consider the different definitions under Oregon law and Title IX when determining which standards will apply for the Oregon process.}

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

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

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

### **No Retaliation**

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

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

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

### **Notices**

When a person<sup>10</sup> who may have been affected by this policy files a complaint or otherwise reports behavior that may violate the policy, the district shall provide written notification to the following:

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

The written notification must include<sup>11</sup>:

1. Name and contact information for all persons designated by the district 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 district that the [student, student's parents, staff member, person or person's parent] [person] who filed the complaint may pursue, including the person designated for the school or district for receiving complaints and any timelines;
4. Notice that civil and criminal remedies that are not provided by the school or district may be available to the person through the legal system and that those remedies may be subject to statutes of limitation;
5. Information about services available to the student or staff member through the school or district, including any counseling services, nursing services or peer advising;
6. Information about the privacy rights of the person and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district;
7. Information about, and contact information for, services and resources that are available to the person, including but not limited to:
  - a. For the reporting person, state and community-based resources for persons who have experienced sexual harassment; or
  - b. For the reported persons, information about and contact information for state and community-based mental health services.
8. Notice that students who report about possible prohibited conduct and students who participate in an investigation under this policy may not be disciplined for violations of the district's drug and alcohol policies that occurred in connection with the reported prohibited conduct and that were discovered as a result of a prohibited conduct report or investigation unless the student gave another person alcohol

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<sup>10</sup> Student, staff member, or third party, or if applicable, the student or third party's parent. If the person is a minor, the district should consider when to contact the person's parent.

<sup>11</sup> Remember confidentiality laws when providing any information.

or drugs without the person’s knowledge and with the intent of causing the person to become incapacitated and vulnerable to the prohibited conduct; and

9. Prohibition of retaliation.

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

The notice must:

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

Additionally, notice must be provided to the person who initiated the complaint and, if applicable, the person’s parents, when an investigation is initiated and when it is concluded. The notification at the conclusion of the investigation must include whether a violation of the policy was found to have occurred, to the extent allowable under state and federal student confidentiality laws.

### **[Oregon Department of Education (ODE) Support**

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

### **FEDERAL DEFINITION AND PROCEDURES**

#### **Federal Definition**

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

1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual’s participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district’s education program or activity<sup>12</sup>;
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

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<sup>12</sup> “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))

determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;

5. “Domestic violence”: felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction; or
6. “Stalking”: engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person’s own safety or the safety of others, or suffer substantial emotional distress.

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

### **Federal Procedures**

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

### **Reporting**

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

[Person or position] is designated as the Title IX coordinator [and can be contacted at [insert phone number]]. The Title IX coordinator will coordinate the district’s efforts to comply with its responsibilities related to this policy. The district prominently will display the contact information for the Title IX coordinator on the district website and in each handbook.<sup>{13}</sup>

### **Response**

The district will promptly respond to information, allegations or reports of sexual harassment when there is actual knowledge of such harassment, even if a formal complaint has not been filed.<sup>14</sup> The district shall treat complainants and respondents equitably by providing supportive measures<sup>15</sup> to the complainant and

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<sup>13</sup> {Note the difference in requirements for Title IX and Oregon law. It makes sense to align these requirements.}

<sup>14</sup> (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.

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by following a grievance procedure<sup>16</sup> prior to imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. The Title IX coordinator is responsible for coordinating the effective implementation of supportive measures.

The Title IX coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes, with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.<sup>17</sup>

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.<sup>18</sup> The district must provide the respondent with notice and an opportunity to challenge the decision immediately following the removal. A non-student employee may also be placed on non-disciplinary administrative leave pending the grievance process.

### **Notice**

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

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

[Inquiries about the application to Title IX and its requirements may be referred to the Title IX coordinator or the Assistant Secretary<sup>19</sup>, or both.]

### **No Retaliation**

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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))

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END OF POLICY

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

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

8. **Second Reading**

9. **Board Comments**

10. **Future Agenda Items**

11. **Key Dates**

May 19, Sculpting Spirit Animals @ 3:30

May 15, 2026-27 Student Registration Opens

May 15, FFA Banquet @ 5:30 PM, Gym

May 20, Student Registration Open Lab @ 5:00-7:00 PM, School Library

May 20, MS Grade Success Event @ 5:00-5:50 PM, School Library

May 20, 9th Grade Success Event @ 6:00-7:00 PM, School Library

May 25, Memorial Day - No School

May 27, Senior Banquet @ 7:00 PM, Gym

May 29, School In Session

June 8-11, Senior Trip, Sunriver

June 12, Graduation @ 7:00 PM

June 17, Last Day of School KG-11th grade

12. **Adjournment**