



**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
JANUARY 9 2025, 6:00 PM**

Santiam Travel Station

750 S. Third St. Lebanon, OR 97355

DISTRICT GOALS: Improve Student Achievement, K-3 Literacy, On-Time Graduation

MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. PUBLIC COMMENTS¹

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.

3. LBL ESD LOCAL SERVICE PLAN 2025-2027, pg. 3

Action: Approval Requested

4. SAFETY AND BELONGING SURVEY RESULTS, pg. 93

Action: Informational

5. SUPERINTENDENT EVALUATION PROCESS, pg. 118

Action: Informational

6. CONSENT AGENDA

Action: Approval Requested

- A. December 12, 2024 Board Meeting Minutes, pg. 144
- B. First Reading Policy Updates, pg. 148

CODE	TITLE
FIRST READING	REQUIRED
AC	Nondiscrimination and Civil Rights
AC-AR(1)	Discrimination or Civil Rights Complaint Procedure
GBN/JBA	Sexual Harassment
GBNAA/JHFF	Suspected Sexual Conduct with Students and Reporting Requirements *
IKF	Graduation Requirements**
JBA/GBN	Sexual Harassment
JFE	Pregnant and/or Parenting Students**
JHFF/GBNAA	Suspected Sexual Conduct with Students and Reporting Requirements *
FIRST READING	HIGHLY RECOMMENDED
AC-AR(2) NEW	Sex-Based Discrimination Under Title IX
JECA	Admission of Resident Students**
FIRST READING	OPTIONAL
IKFB	Graduation Exercises
JFE-AR	Individualized Plan for Pregnant and/or Parenting Students
FIRST READING	DELETE
GBN/JBA-AR(1)	Sexual Harassment Complaint Procedure
GBN/JBA-AR(2)	Federal Law (Title IX) Sexual Harassment Complaint Procedure
JBA/GBN-AR(1)	Sexual Harassment Complaint Procedure
JBA/GBN-AR(2)	Federal Law (Title IX) Sexual Harassment Complaint Procedure

C. Hiring:

NAME	POSITION	FTE	START DATE	END DATE
TEMPORARY NEW HIRES 2024-25				
Brenda Wallsinger	Special Education Teacher – Lebanon High School	1.0	1/6/2025	4/7/2025

7. DEPARTMENT REPORTS

Action: Informational

- A. Operations
- B. Human Resources
- C. Finance
 - 1. Financial Report, pg. 246

8. COMMUNICATION

Action: Informational

- A. Board
- B. Student Board
- C. Superintendent
 - 1. Jen's Zens
 - 2. School Board Appreciation

9. PUBLIC COMMENTS¹

10. ADJOURNMENT

Upcoming meeting dates:

February 13, 2025

March 13, 2025

April 10, 2025

May 8, 2025

June 12, 2025

July 10, 2025

¹ The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for Public Comments on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The language below discusses the Public Meetings Law and public participation in such meetings.

"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment.

"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings."

Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000

Agenda Item 3

LBL ESD Local Service Plan
2025-2027



LBL

LINN BENTON LINCOLN
EDUCATION SERVICE DISTRICT

905 SE 4th Ave.
Albany, Oregon
541-812-2600
www.lblesd.k12.or.us



LOCAL SERVICE PLAN

2025-2027

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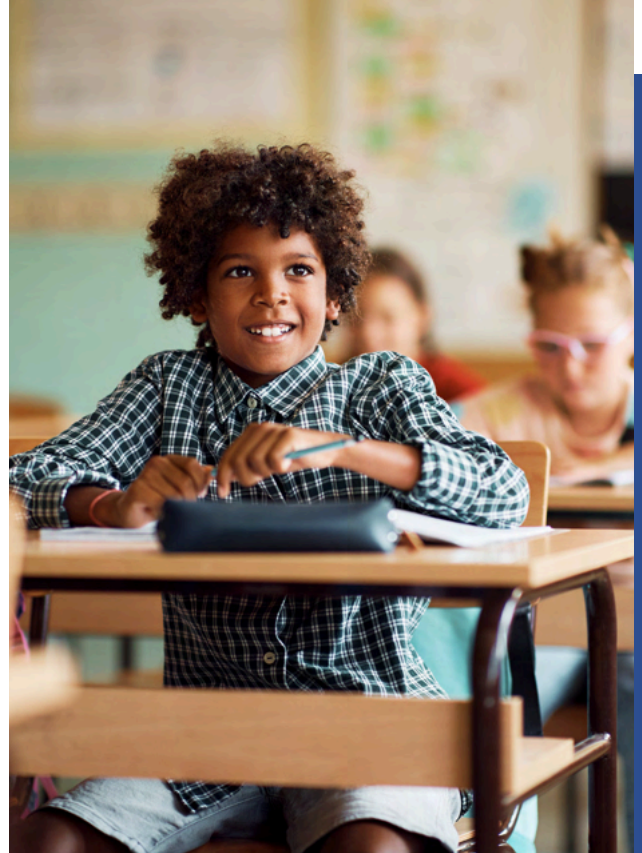
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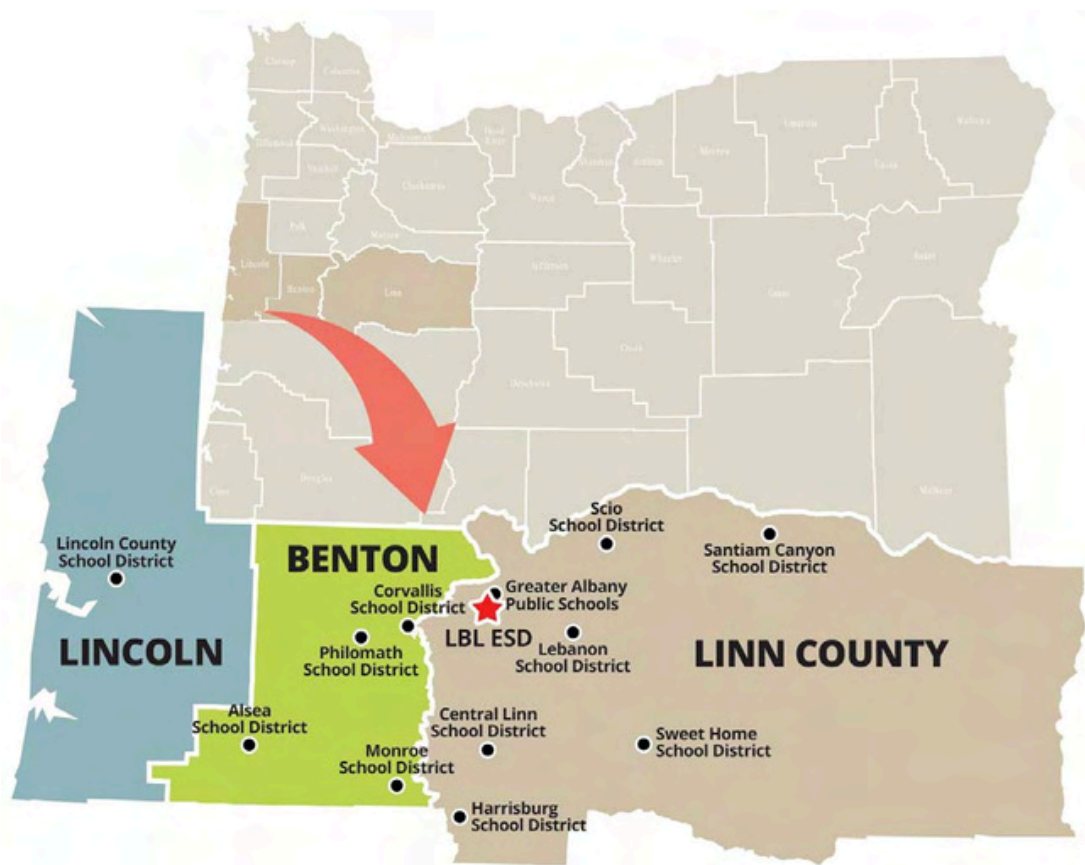
63 District Summary



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**



Jean Wooten

Zone 1

Term Expires 6.30.25



Roger Irvin

Zone 2

Term Expires 6.30.25



Michael Thomson

Zone 3

Term Expires 6.30.25



Jim Blount

Zone 4

Term Expires 6.30.27



Amy Vctor

Zone 5

Term Expires 6.30.27



Miriam Cummins

Zone 6

Term Expires 6.30.27



David Dunsdon

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.

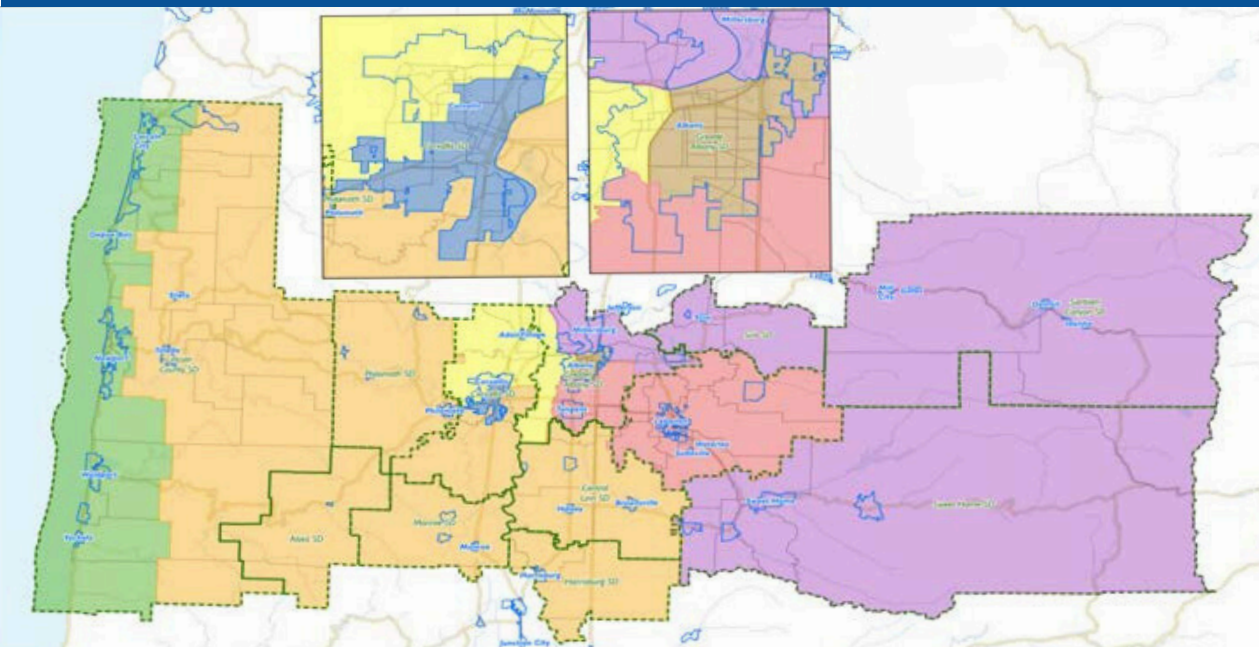
Board Performance Objective 2

Continue to enhance collaborative relationships and effective communication with LBLED 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

Sarah Fay

Zone 2 Term Expires:
6/30/2025

Nichole Piland

Zone 5 Term Expires:
6/30/2027

Risteen Follett

At Large Term Expires:
6/30/2025

Sami Al-Abdrabbuh

Zone 3 Term Expires:
6/30/2025

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 Human
Resource Officer



Tim Jones
Executive IT Officer



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



Angie Greenwood
Cascade Regional
Inclusive Services



Autumn Belloni
Early Intervention/Early
Childhood Special Ed.



Bryan Starr
Long Term Care and
Treatment Education



Kimberly McCutcheon Gross
Early Intervention/Early
Childhood Special Ed.



Catie Dalton
Early Intervention/Early
Childhood Special Ed.



Kristy Stringham
Special Education
Program Coordinator



Sonya Hart
Special Education and
Evaluation Services



Steve Martinelli
Strategic Partnerships
for Student Success



Tina Linn
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



Erin Baston
Oregon Routes
Student Transportation



Jennifer Kessel
Technology and
Information Services



Katie Davis
Technology and
Information Services



Kayla Stuck
E-rate Services



Lisa Schoen
Administrative
Services



Nathan Rouzaud
Marketing and
Branding



Richard Thomas
Technology and
Information Services



Sean Yoder
Business Services



September Johnson
Human Resources



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, Oregon Routes, and Technology and Information Services.

LBL Component School Districts



Alsea 7J

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

Superintendent: Krista Nieraeth

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

541-487-4305



Central Linn 552C

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

Superintendent: Dr. Candace Pelt

<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: Todd Miller

<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 2023-2025 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 FY24/25

District	2020-2021 ADMw	2021-2022 ADMw	2022-2023 ADMw	3 Year Average	% of Allocation
Alsea	960	1,120	613	898	2.1%
Central Linn	765	724	715	734	1.7%
Corvallis	7,482	7,439	7,407	7,443	17.1%
Greater Albany	10,615	10,622	10,596	10,611	24.4%
Harrisburg	925	942	972	946	2.2%
Lebanon	4,420	4,657	4,707	4,595	10.6%
Lincoln County	6,449	6,549	6,489	6,496	15.0%
Monroe	507	513	539	520	1.2%
Philomath	1,787	1,847	1,896	1,843	4.2%
Santiam Canyon	5,607	3,831	3,344	4,261	9.8%
Scio	3,053	2,313	2,025	2,464	5.7%
Sweet Home	2,512	2,603	2,738	2,618	6.0%
Total	45,082	43,161	42,043	43,429	100%

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**



LBL

SPECIAL EDUCATION SERVICES

TIER 1

Special Education Services

FUNDING
TIER 1
SERVICES



Audiology Screening

PROGRAM

**Cascade Regional
Inclusive Services**

CONTACT

Angie Greenwood

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

Angie Greenwood

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

Autumn Belloni, Tina Linn, Catie Dalton and Kimberly McMutcheon-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

FUNDING
TIER 1
SERVICES



Mild/Moderate Occupational Therapy (OT)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

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

FUNDING
TIER 1
SERVICES



Mild/Moderate Physical Therapy (PT)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

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

FUNDING
TIER 1
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

FUNDING
TIER 1
SERVICES



Special Education Evaluation Services

PROGRAM
**Special Education and
Evaluation Services**

CONTACT
Sonya Hart

PROGRAM
INFORMATION

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.





LBI

SCHOOL IMPROVEMENT SERVICES

TIER 1

School Improvement Services

FUNDING
TIER 1
SERVICES



CPI Training

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

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



Home School Registration and Enrollment Management

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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.

Enhancing education through collaboration



SPSS/Student and Family Support Administration

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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.



LBL

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 Government 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

FUNDING
TIER 1
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

PROGRAM
INFORMATION

Enhancing education through collaboration



Student Information System (SIS) Synergy

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

FUNDING
TIER 1
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 one weekly during summer breaks.

Courier Services

PROGRAM
Facilities Services

CONTACT
Lisa McConnell

PROGRAM
INFORMATION



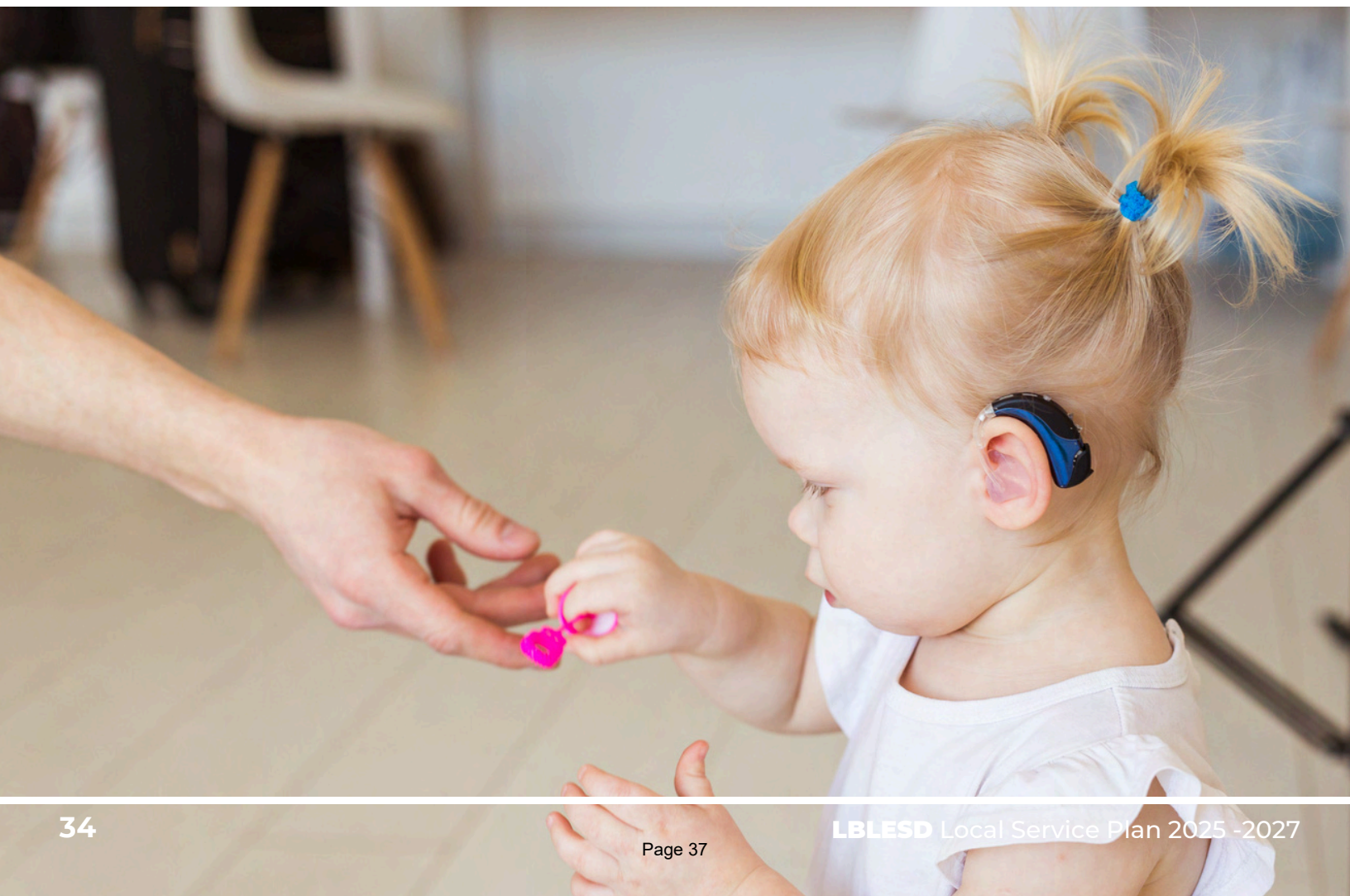
Tier 2 Resolutions Services

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

FUNDING
TIER 2
SERVICES



Augmentative and Alternative Communication Support (AAC)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

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
Angie Greenwood

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

FUNDING
TIER 2
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



Occupational Therapy (OT)

PROGRAM

**Cascade Regional
Inclusive Services**

PROGRAM
INFORMATION

CONTACT

Angie Greenwood

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.

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

FUNDING
TIER 2
SERVICES



Physical Therapy (PT)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

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



Spanish Interpreter and Translation

PROGRAM
**Special Education and
Evaluation Services**

PROGRAM
INFORMATION

CONTACT
Sonya Hart

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.



Special Education Services

FUNDING
TIER 2
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.

Special Education Services

FUNDING
TIER 2
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
Angie Greenwood

PROGRAM
INFORMATION





LBI

SCHOOL IMPROVEMENT SERVICES

TIER 2

School Improvement Services

FUNDING
TIER 2
SERVICES



Behavior Consultation Services

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

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
Steve Martinelli

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](#).



LBL

TECHNOLOGY SUPPORT SERVICES

TIER 2

Technology Support Services

FUNDING
TIER 2
SERVICES



Additional SIS Synergy Modules

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

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

FUNDING
TIER 2
SERVICES



Data Integrations

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

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

FUNDING
TIER 2
SERVICES



Engineering Support

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

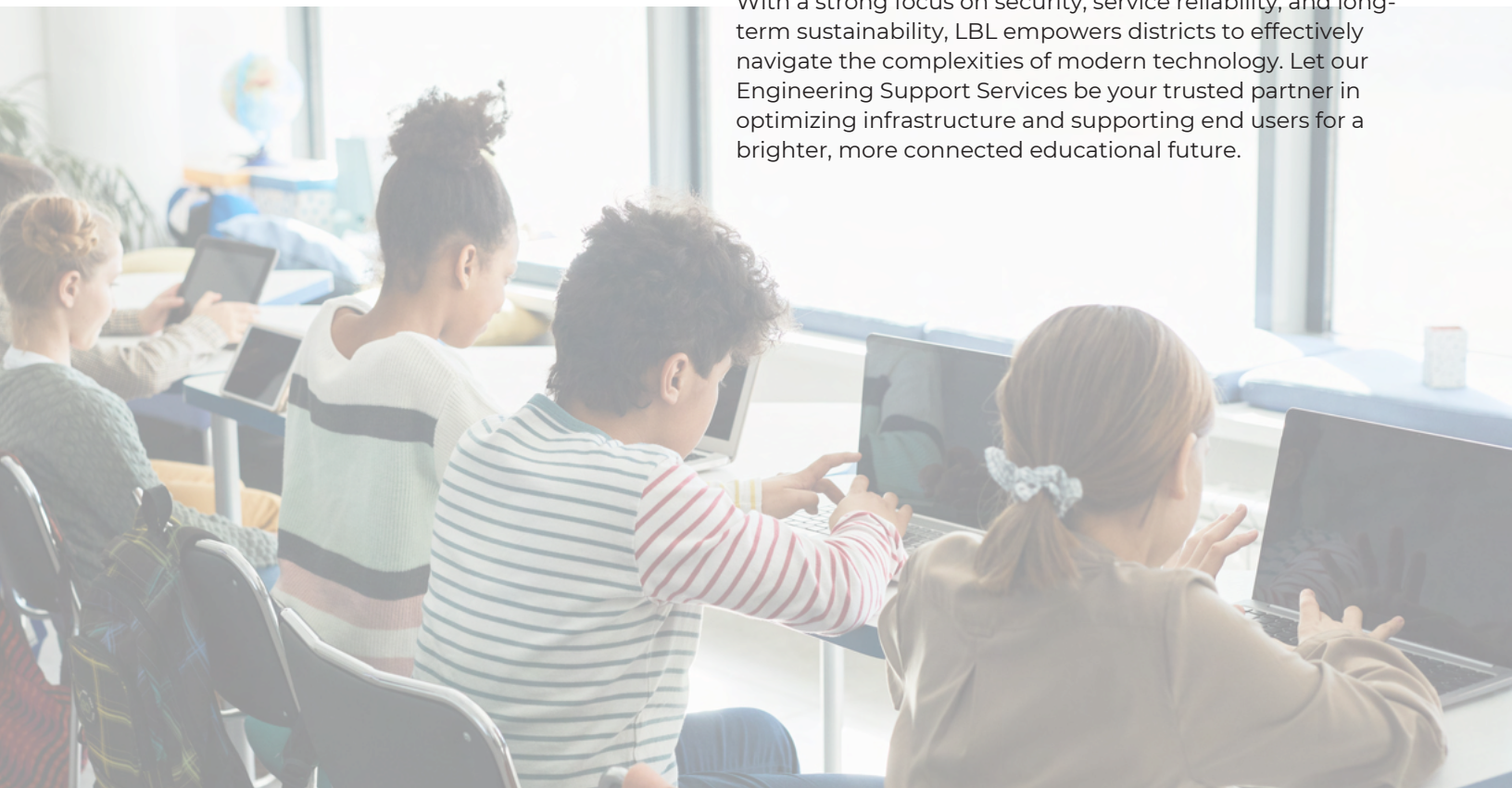
PROGRAM
INFORMATION

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

FUNDING
TIER 2
SERVICES



Power School Sped Records Management

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

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

FUNDING
TIER 2
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



E-rate Services

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

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.

Administrative Services

FUNDING
TIER 2
SERVICES



Oregon Routes Student Transportation

PROGRAM
Business Services

CONTACT
Rocco Luiere

PROGRAM
INFORMATION

Oregon Routes is a supplemental drivers program created to address the driver shortage in Oregon and ensure reliable transportation for children who are not served by regular bus routes. By connecting students with available drivers, the program helps establish a safe and efficient transportation system that benefits both students and the community.

One of the key features of Oregon Routes is its unique driver-student pairing system. This approach matches drivers with students based on location or specific needs, ensuring that each trip is as efficient and convenient as possible. In some cases, drivers may already be on a route to a destination, making the process even more streamlined for everyone involved.

The program also includes an easy-to-use portal for school districts to input student information. This platform simplifies the administrative process, making it easier for districts to manage and coordinate transportation services for students in need.

Enhancing education through collaboration



Special Education Administration Services

PROGRAM
Special Education and Evaluation Services

CONTACT
Sonya Hart

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

Grants and Contracts

FUNDING GRANTS



EI/ECSE Grant

PROGRAM

**Early Intervention/Early
Childhood Special Education**

CONTACT

**Autumn Belloni, Tina
Linn, Catie Dalton and
Kimberly McMutcheon-
Gross**

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
Angie Greenwood

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.



Grants and Contracts

FUNDING GRANTS



Long Term Care and Treatment Grant

PROGRAM

Long Term Care and Treatment

CONTACT

Bryan Starr

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

Steve Martinelli

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

FUNDING GRANTS



The Statewide Education Initiatives Account Grant (SEIA) from ODE

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Steve Martinelli

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

Steve Martinelli

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

FUNDING GRANTS



Grow Your Own Grant (GYO) from the EAC

PROGRAM

**Strategic Partnerships
for Student Success**

CONTACT

Steve Martinelli

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

Steve Martinelli

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

FUNDING GRANTS



Family Support Fund Grants

PROGRAM

**Strategic Partnerships
for Student Success**

CONTACT

Steve Martinelli

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

Steve Martinelli

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

FUNDING GRANTS



Integrated Community Partner Grant

PROGRAM

**Strategic Partnerships
for Student Success**

CONTACT

Steve Martinelli

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

Steve Martinelli

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.

Grants and Contracts



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
Steve Martinelli





LBI



DISTRICT SUMMARY

2024-2025



Alsea School District

Services provided through LBLESD

District Executive Summary

- Roger Irvin, LBLESD Board Director, ASD Region
- Sarah Fay, LBLESD Budget Committee, ASD Region
- ASD receives 2.1% of Local Service Plan funding and is the 11th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, ASD is transiting \$0 which represents 0%

ADMw Over the Years

	ESD	ASD
FY 2017/18	44,872.8	335.3
FY 2018/19	45,092.2	465.9
FY 2019/20	44,912.5	465.9
FY 2020/21	47,337.1	960
FY 2021/22	43,864	1,120
FY 2022/23	44,220	613
FY 2023/24	41,356.97	363.99

2022-23 Quick Stats

6

Number of
BIS Tickets

171

Number of
Network Tickets

148

Number of
SIS Tickets

1000
mbps

Total ISP Purchased

LBLESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

Tier 1

Special Education — Tier 1 Services by Student	ESD	ASD
Audiology Hearing Screenings	7112	40
Audiology Evaluations	34	0
Mild/Moderate Special Ed Supports K-12 (PT)	95	0
Mild/Moderate Special Ed Supports K-12 (OT)	716	11
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	1
In-Center Special Education Evaluations	233	2
In-District and Assigned Special Education Evaluations	202	17
Severe Disability Supports	170	1
Early Intervention Evaluations	307	0
Early Childhood Special Education Evaluations	489	0

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	1
Interpreter, In-Center Evaluations	80	1
Translation, District Requests	154	0

Grants

Cascade Regional — Low Incidence, High Needs	ESD	ASD
Vision	43	0
Hearing	76	0
Physical Therapy	44	0
Occupational Therapy	45	0
Autism Spectrum Disorder	772	3
Traumatic Brain Injury	18	0
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	3

Other Services

Behavior Specialist	258	7
Family Support Liaison	1066	0

ESD Staff Serving District

School Psychologist

N/A

Learning Consultant

Janice Edwards

Speech Language Pathologist

Pearl Arck

Autism

Jill Sellers

Deaf/Hard Hearing

TBD

Occupational Therapist

Pamela Schindler

Physical Therapist

Linda Absalon

Vision

TBD

Augmentative Communication

Sarah Follett

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

N/A

Behavior Consultant

Mark Summers

Home School

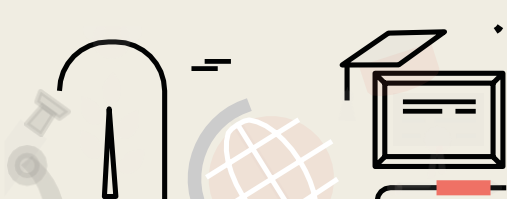
Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



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2024-2025



Central Linn School District

Services provided through LBL ESD

District Executive Summary

- Roger Irvin, LBLESD Board Director, CLSD Region
- Sarah Fay, LBLESD Budget Committee, CLSD Region
- CLSD receives 1.7% of Local Service Plan funding and is the 10th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, CLSD is transiting \$0 which represents 0%

ADMw Over the Years

	ESD	CLSD
FY 2017/18	44,872.8	826.9
FY 2018/19	45,092.2	844.4
FY 2019/20	44,912.5	844.4
FY 2020/21	47,337.1	765
FY 2021/22	43,864	724
FY 2022/23	44,220	715
FY 2023/24	41,356.97	717.92

2023-24 Quick Stats

24

Number of
BIS Tickets

18

Number of
Network Tickets

238

Number of
SIS Tickets

400
mbps

Total ISP Purchased

LBLESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

Tier 1

Special Education — Tier 1 Services by Student

	ESD	CLSD
Audiology Hearing Screenings	7112	105
Audiology Evaluations	34	1
Mild/Moderate Special Ed Supports K-12 (PT)	95	2
Mild/Moderate Special Ed Supports K-12 (OT)	716	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	3
In-Center Special Education Evaluations	233	5
In-District and Assigned Special Education Evaluations	202	27
Severe Disability Supports	170	0
Early Intervention Evaluations	307	9
Early Childhood Special Education Evaluations	489	17

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	13
Interpreter, In-Center Evaluations	80	2
Translation, District Requests	154	1
Translation, In-Center Evaluations	122.47	0

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	CLSD
Vision	43	0
Hearing	76	2
Physical Therapy	44	1
Occupational Therapy	45	1
Autism Spectrum Disorder	772	5
Traumatic Brain Injury	18	0
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	9

Other Services

Behavior Specialist	258	7
Family Support Liaison	1066	28

ESD Staff Serving District

School Psychologist

Sara Kessinger, Dawn Meier, Samantha Hirsch

Learning Consultant

N/A

Speech Language Pathologist

Amanda Wallace, Juli Jackson

Autism

Michelle Neilson

Deaf/Hard Hearing

Phil Mills

Occupational Therapist

Leslie Looney

Physical Therapist

Linda Absalon

Vision

TBD

Augmentative Communication

Brandi Lancaster, Jennifer Villaruel

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

Peyton Connery/Anne Gicalone-Baker

Behavior Consultant

Angela Poletti

Home School

Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



2024-2025



Corvallis School District

Services provided through LBL ESD

District Executive Summary

- Jim Blount / Michael Thomson, LBLESD Board Directors, CSD Region
- Sami Al-Abdrabbuh / Sarah Finger McDonald, LBLESD Budget Committee, CSD Region
- CSD receives 17.1% of Local Service Plan funding and is the 2nd largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, CSD is transiting \$372,413 which represents 38.9%

ADMw Over the Years

	ESD	CSD
FY 2017/18	44,872.8	7,942.1
FY 2018/19	45,092.2	7,942.1
FY 2019/20	44,912.5	7,847.5
FY 2020/21	47,337.1	7,482
FY 2021/22	43,864	7,439
FY 2022/23	44,220	7,407
FY 2023/24	41,356.97	7,191

2023-24 Quick Stats

84

Number of
BIS Tickets

18

Number of
Network Tickets

687

Number of
SIS Tickets

2000
mbps

Total ISP Purchased

LBLESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

ESD Staff Serving District

Tier 1

Special Education — Tier 1 Services by Student

	ESD	CSD
Audiology Hearing Screenings	7112	1136
Audiology Evaluations	34	9
Mild/Moderate Special Ed Supports K-12 (PT)	95	0
Mild/Moderate Special Ed Supports K-12 (OT)	716	104
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	37
In-Center Special Education Evaluations	233	61
In-District and Assigned Special Education Evaluations	202	3
Severe Disability Supports	170	34
Early Intervention Evaluations	307	62
Early Childhood Special Education Evaluations	489	76

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	61
Interpreter, In-Center Evaluations	80	31
Translation, District Requests	154	12

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	CSD
Vision	43	10
Hearing	76	15
Physical Therapy	44	8
Occupational Therapy	45	8
Autism Spectrum Disorder	772	127
Traumatic Brain Injury	18	2
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	156

Other Services

Behavior Specialist	258	0
Family Support Liaison	1066	90

School Psychologist

Dawn Meier, Samantha Hirsch, Sare Kessinger

Learning Consultant

N/A

Speech Language Pathologist

Amanda Wallace, Juli Jackson

Autism

Michelle Nielson, Amanda Stenberg

Deaf/Hard Hearing

Clarissa Lane

Occupational Therapist

Leslie Looney, Kirsten Rademacher, Lisa Baker, Carol Welbrock

Physical Therapist

N/A

Vision

Erin Keller, Dan Glowicki, Shandra Harris

Augmentative Communication

Mary Turner, Margaret Trolard Clouse

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

Kelly Clement

Behavior Consultant

N/A

Home School

Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



Linn Benton Lincoln Education Service District
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2024-2025



Greater Albany Public Schools

Services provided through LBLED

District Executive Summary

- Michael Thomson / Miriam Cummins / Jean Wooten, Amy Vetor LBL ESD Board Directors, GAPS Region
- Sami Al-Abdrabbuh / Ryan Mattingly / Jim Gourley, LBL ESD Budget Committee, GAPS Region
- GAPS receives 24.4% of Local Service Plan funding and is the largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, GAPS is transiting \$0 which represents 0%

ADMw Over the Years

	ESD	GAPS
FY 2017/18	44,872.8	11,240.5
FY 2018/19	45,092.2	11,167.5
FY 2019/20	44,912.5	11,030.2
FY 2020/21	47,337.1	10,615
FY 2021/22	43,864	10,622
FY 2022/23	44,220	10,596
FY 2023/24	41,356.97	10,518

2023-24 Quick Stats

121

Number of
BIS Tickets

189

Number of
Network Tickets

958

Number of
SIS Tickets

3000
mbps

Total ISP Purchased

LBLED serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

ESD Staff Serving District

Tier 1

Special Education — Tier 1 Services by Student

	ESD	ASD
Audiology Hearing Screenings	7112	2841
Audiology Evaluations	34	13
Mild/Moderate Special Ed Supports K-12 (PT)	95	28
Mild/Moderate Special Ed Supports K-12 (OT)	716	191
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	84
In-Center Special Education Evaluations	233	63
In-District and Assigned Special Education Evaluations	202	10
Severe Disability Supports	170	47
Early Intervention Evaluations	307	92
Early Childhood Special Education Evaluations	489	157

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	81
Interpreter, In-Center Evaluations	80	23
Translation, District Requests	154	28

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	ASD
Vision	43	6
Hearing	76	20
Physical Therapy	44	14
Occupational Therapy	45	11
Autism Spectrum Disorder	772	220
Traumatic Brain Injury	18	5
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	261

Other Services

Behavior Specialist	258	71
Family Support Liaison	1066	277

School Psychologist

Ari Hupp, Kaitlin Davenport, Amanda Sansone

Learning Consultant

N/A

Speech Language Pathologist

Christine Simpson, Kathryn Blakley, Joseph Lake

Autism

Kayla Hunt, Ryan Stanley

Deaf/Hard Hearing

Clifton Lyddane, Clarissa Lane

Occupational Therapist

Karen Cunningham, Alex Greiner, Nikki MacKinder, Calista Huffman, Nicole Groll, Elena Piaroc

Physical Therapist

Linda Absalon, Keith Abrams

Vision

Jennifer Orton

Augmentative Communication

Jennifer Villaruel, Mary Turner, Margaret Trolard Clouse

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

Sierra Holaday

Behavior Consultant

Sharon Kerrisk

Home School

Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelly Marrone



Linn Benton Lincoln Education Service District
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2024-2025



Harrisburg School District

Services provided through LBL ESD

District Executive Summary

- Roger Irvin, LBLESD Board Director, HSD Region
- Sarah Fay, LBLESD Budget Committee, HSD Region
- HSD receives 2.2% of Local Service Plan funding and is the 9th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, HSD is transiting \$0 which represents 0%

ADMw Over the Years

	ESD	HSD
FY 2017/18	44,872.8	1,096.3
FY 2018/19	45,092.2	1,044.7
FY 2019/20	44,912.5	1,029.5
FY 2010/21	47,337.1	925
FY 2021/22	43,864	942
FY 2022/23	44,220	972
FY 2023/24	41,356.97	1,014.71

2024-25 Quick Stats

82

Number of
BIS Tickets

13

Number of
Network Tickets

231

Number of
SIS Tickets

1000
mbps

Total ISP Purchased

LBLESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

ESD Staff Serving District

Tier 1

Special Education — Tier 1 Services by Student

	ESD	HSD
Audiology Hearing Screenings	7112	191
Audiology Evaluations	34	0
Mild/Moderate Special Ed Supports K-12 (PT)	95	5
Mild/Moderate Special Ed Supports K-12 (OT)	716	28
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	8
In-Center Special Education Evaluations	233	13
In-District and Assigned Special Education Evaluations	202	57
Severe Disability Supports	170	5
Early Intervention Evaluations	307	6
Early Childhood Special Education Evaluations	489	12

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	4
Interpreter, In-Center Evaluations	80	1
Translation, District Requests	154	6

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	HSD
Vision	43	1
Hearing	76	1
Physical Therapy	44	3
Occupational Therapy	45	3
Autism Spectrum Disorder	772	26
Traumatic Brain Injury	18	1
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	31

Other Services

Behavior Specialist	258	24
Family Support Liaison	1066	26

School Psychologist

Amanda Sansone

Learning Consultant

N/A

Speech Language Pathologist

N/A

Autism

Michelle Neilson

Deaf/Hard Hearing

Phil Mills

Occupational Therapist

Leslie Looney

Physical Therapist

Linda Absalon

Vision

TBD

Augmentative Communication

TBD

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

Peyton Connery/Anne Giacalone-Baker

Behavior Consultant

Keely Galon

Home School

Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



2024-2025



Lebanon Community Schools

Services provided through LBL ESD

District Executive Summary

- Amy Vetor, LBLESD Board Director, LCS Region
- Nichole Piland, LBLESD Budget Committee, LCS Region
- LCS receives 10.6% of Local Service Plan funding and is the 4th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, LCS is transiting \$0 which represents 0%

ADMw Over the Years

	ESD	LSD
FY 2017/18	44,872.8	4,939.0
FY 2018/19	45,092.2	4,937.8
FY 2019/20	44,912.5	4,928.5
FY 2020/21	47,337.1	4,420
FY 2021/22	43,864	4,657
FY 2022/23	44,220	4,707
FY 2023/24	41,356.97	4,703

2023-24 Quick Stats

45

Number of
BIS Tickets

8

Number of
Network Tickets

458

Number of
SIS Tickets

1000
mbps

Total ISP Purchased

LBLESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

ESD Staff Serving District

Tier 1

Special Education — Tier 1 Services by Student

	ESD	LCS
Audiology Hearing Screenings	7112	821
Audiology Evaluations	34	5
Mild/Moderate Special Ed Supports K-12 (PT)	95	16
Mild/Moderate Special Ed Supports K-12 (OT)	716	90
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	42
In-Center Special Education Evaluations	233	23
In-District and Assigned Special Education Evaluations	202	1
Severe Disability Supports	170	38
Early Intervention Evaluations	307	48
Early Childhood Special Education Evaluations	489	78

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	19
Interpreter, In-Center Evaluations	80	8
Translation, District Requests	154	26

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	LCS
Vision	43	5
Hearing	76	6
Physical Therapy	44	7
Occupational Therapy	45	7
Autism Spectrum Disorder	772	83
Traumatic Brain Injury	18	1
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	99

Other Services

Behavior Specialist	258	0
Family Support Liaison	1066	208

School Psychologist

Eric Hafner, Mercedes Soto, Lisa Dawson

Learning Consultant

N/A

Speech Language Pathologist

Dulce Vannote

Autism

Amanda Stenberg

Deaf/Hard Hearing

Melinda Gallegos

Occupational Therapist

Mary Ellen Tenney, Chelsea Jacot

Physical Therapist

Gail Baggett

Vision

Shandra Harris

Augmentative Communication

Brandi Lancaster, Margaret Trolard Clouse

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

Melindy Hoeckle, Keely Huddleston

Behavior Consultant

N/A

Home School

Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



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2024-2025



Lincoln County School District

Services provided through LBLESD

District Executive Summary

- David Dunsdon / Roger Irvin, LBLESD Board Directors, LCSD Region
- Sarah Fay, LBLESD Budget Committee, LCSD Region
- LCSD receives 15% of Local Service Plan funding and is the 3rd largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, LCSD is transiting \$281,334 which represents 23.5%

ADMw Over the Years

	ESD	LCSD
FY 2016/17	44,872.8	6,996.0
FY 2018/19	45,092.2	7,003.4
FY 2019/20	44,912.5	7,030
FY 2020/21	47,337.1	6,449
FY 2021/22	43,864	6,549
FY 2022/23	44,220	6,489
FY 2023/24	41,356.97	6,330

2023-24 Quick Stats

80

Number of
BIS Tickets

223

Number of
Network Tickets

5

Number of
SIS Tickets

0
mbps

Total ISP Purchased

LBLESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

ESD Staff Serving District

Tier 1

Special Education — Tier 1 Services by Student

	ESD	LCSD
Audiology Hearing Screenings	7112	800
Audiology Evaluations	34	1
Mild/Moderate Special Ed Supports K-12 (PT)	95	23
Mild/Moderate Special Ed Supports K-12 (OT)	716	158
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	48
In-Center Special Education Evaluations	233	39
In-District and Assigned Special Education Evaluations	202	6
Severe Disability Supports	170	10
Early Intervention Evaluations	307	50
Early Childhood Special Education Evaluations	489	88

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	120
Interpreter, In-Center Evaluations	80	12
Translation, District Requests	154	68

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	LCSD
Vision	43	12
Hearing	76	9
Physical Therapy	44	8
Occupational Therapy	45	9
Autism Spectrum Disorder	772	146
Traumatic Brain Injury	18	0
Deafblindness	2	1
Total # of K-12 Regional Low Incidence Disabilities	926	170

Other Services

Behavior Specialist	258	0
Family Support Liaison	1066	0

School Psychologist

Kari Neubauer, Rachel Ladd

Learning Consultant

Aaron Clair

Speech Language Pathologist

N/A

Autism

Jill Sellers

Deaf/Hard Hearing

Philip Mills

Occupational Therapist

Alex Greiner, Pamela Schindler, Karen Cunningham, Calista Huffman, Brooke Gentle, Nicole Groll

Physical Therapist

Erin Kettler, Keith Abrams, Linda Absalon

Vision

Erin Keller, Dan Glowicki

Augmentative Communication

Sarah Follett

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

N/A

Behavior Consultant

N/A

Home School

Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



Linn Benton Lincoln Education School District
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2024-2025



Monroe School District

Services provided through LBL ESD

District Executive Summary

- Roger Irvin, LBL ESD Board Director, MSD Region
- Sarah Fay, LBL ESD Budget Committee, MSD Region
- MSD receives 1.2% of Local Service Plan funding and is the 11th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, MSD is transiting \$0 which represents 0.0%

ADMw Over the Years

	ESD	MSD
FY 2017/18	44,872.8	613.9
FY 2018/19	45,092.2	592
FY 2019/20	44,912.5	531.4
FY 2020/21	47,337.1	507
FY 2021/22	43,864	513
FY 2022/23	44,220	539
FY 2023/24	41,356.97	541.23

2023-24 Quick Stats

29

Number of
BIS Tickets

215

Number of
Network Tickets

152

Number of
SIS Tickets

500
mbps

Total ISP Purchased

LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

ESD Staff Serving District

Tier 1

Special Education — Tier 1 Services by Student

	ESD	MSD
Audiology Hearing Screenings	7112	80
Audiology Evaluations	34	0
Mild/Moderate Special Ed Supports K-12 (PT)	95	1
Mild/Moderate Special Ed Supports K-12 (OT)	716	11
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	3
In-Center Special Education Evaluations	233	1
In-District and Assigned Special Education Evaluations	202	10
Severe Disability Supports	170	1
Early Intervention Evaluations	307	1
Early Childhood Special Education Evaluations	489	4

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	1
Interpreter, In-Center Evaluations	80	0
Translation, District Requests	154	4
Translation, In-Center Evaluations	122.47	7

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	MSD
Vision	43	1
Hearing	76	3
Physical Therapy	44	0
Occupational Therapy	45	2
Autism Spectrum Disorder	772	8
Traumatic Brain Injury	18	0
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	9

Other Services

Behavior Specialist	258	12
Family Support Liaison	1066	119

School Psychologist

Sare Kessinger

Learning Consultant

N/A

Speech Language Pathologist/ Speech Language Pathologist Assistant

Joanne Chase

Autism

Michelle Neilson

Deaf/Hard Hearing

TBD

Occupational Therapist

Leslie Looney

Physical Therapist

Linda Absalon

Vision

Dan Glowicki

Augmentative Communication

TBD

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

Anne Giacalone-Baker

Behavior Consultant

Angela Poletti

Home School

Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



Linn Benton Lincoln Education Service District
905 4th Avenue SE, Albany, OR, 97321 ~ 541.812.2601 ~ www.lblesd.k12.or.us

2024-2025



Philomath School District

Services provided through LBL ESD

District Executive Summary

- Roger Irvin / Jim Blount, LBL ESD Board Director, PSD Region
- Sarah Fay / Sarah Finger McDonald, LBL ESD Budget Committee, PSD Region
- PSD receives 4.2% of Local Service Plan funding and is the 8th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, PSD is transiting \$0 which represents 0%

ADMw Over the Years

	ESD	PSD
FY 2017/18	44,872.8	1,931.9
FY 2018/19	45,092.2	1,931.9
FY 2019/20	44,912.5	1,939.8
FY 2020/21	47,337.1	1,787
FY 2021/22	43,864	1,847
FY 2022/23	44,220	1,896
FY 2023/24	41,356.97	1,967

2023-24 Quick Stats

49

Number of
BIS Tickets

34

Number of
Network Tickets

667

Number of
SIS Tickets

1000
mbps

Total ISP Purchased

LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

ESD Staff Serving District

Tier 1

Special Education — Tier 1 Services by Student

	ESD	PSD
Audiology Hearing Screenings	7112	333
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	95	7
Mild/Moderate Special Ed Supports K-12 (OT)	716	42
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	5
In-Center Special Education Evaluations	233	12
In-District and Assigned Special Education Evaluations	202	0
Severe Disability Supports	170	7
Early Intervention Evaluations	307	10
Early Childhood Special Education Evaluations	489	15

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	0
Interpreter, In-Center Evaluations	80	0
Translation, District Requests	154	3

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	PSD
Vision	43	1
Hearing	76	3
Physical Therapy	44	1
Occupational Therapy	45	1
Autism Spectrum Disorder	772	28
Traumatic Brain Injury	18	3
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	36

Other Services

Behavior Specialist	258	52
Family Support Liaison	1066	70

School Psychologist

Lorie Blackman

Learning Consultant

Joya Meeker

Speech Language Pathologist

Lee Ann McAvoy, Shar Fredrickson, Juli Jackson

Autism

Michelle Neilson

Deaf/Hard Hearing

Phil Mills

Occupational Therapist

Kristen Rademacher

Physical Therapist

Gail Baggett

Vision

Dan Glowicki

Augmentative Communication

Sarah Follett

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

Peggy Ring

Behavior Consultant

Angela Poletti

Home School

Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



Linn Benton Lincoln Education Service District
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2024-2025



Santiam Canyon School District

Services provided through LBL ESD

District Executive Summary

- Jean Wooten, LBL ESD Board Director, SCSD Region
- Jim Gourley, LBL ESD Budget Committee, SCSD Region
- SCSD receives 9.8% of Local Service Plan funding and is the 5th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, SCSD is transiting \$239,968 which represents 31.1%

ADMw Over the Years

	ESD	SCSD
FY 2017/18	44,872.8	5,260
FY 2018/19	45,092.2	5,458
FY 2019/20	44,912.5	5,458
FY 2020/21	47,337.1	5,607
FY 2021/22	43,864	3,831
FY 2022/23	44,220	3,344
FY 2023/24	41,356.97	3,256

2022-23 Quick Stats

26

Number of
BIS Tickets

5

Number of
Network Tickets

202

Number of
SIS Tickets

0
mbps

Total ISP Purchased

LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

ESD Staff Serving District

Tier 1

Special Education — Tier 1 Services by Student

	ESD	SCSD
Audiology Hearing Screenings	7112	102
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	95	5
Mild/Moderate Special Ed Supports K-12 (OT)	716	17
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	253	3
In-Center Special Education Evaluations	233	3
In-District and Assigned Special Education Evaluations	202	25
Severe Disability Supports	170	7
Early Intervention Evaluations	307	3
Early Childhood Special Education Evaluations	489	4

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	0
Interpreter, In-Center Evaluations	80	0
Translation, District Requests	154	0
Translation, In-Center Evaluations	122.47	0

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	SCSD
Vision	43	0
Hearing	76	1
Physical Therapy	44	1
Occupational Therapy	45	1
Autism Spectrum Disorder	772	11
Traumatic Brain Injury	18	1
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	13

Other Services

Behavior Specialist	258	0
Family Support Liaison	1066	12

School Psychologist

Caitlin St. Peter

Learning Consultant

N/A

Speech Language Pathologist

Kelly Lauck, Olivia Horning

Autism

Kayla Hunt

Deaf/Hard Hearing

Clifton Lyddane

Occupational Therapist

Mary Ellen Tenney

Physical Therapist

Jessica Jarrett, Keith Abrams

Vision

TBD

Augmentative Communication

TBD

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

Christina Hoeckle

Behavior Consultant

N/A

Home School

Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



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2024-2025



Scio School District

Services provided through LBL ESD

District Executive Summary

- Jean Wooten, LBL ESD Board Director, SSD Region
- Jim Gourley, LBL ESD Budget Committee, SSD Region
- SSD receives 5.7% of Local Service Plan funding and is the 7th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, SSD is transiting \$0 which represents 0%

ADMw Over the Years

	ESD	SSD
FY 2017/18	44,872.8	964.1
FY 2018/19	45,092.2	970
FY 2019/20	44,912.5	1,073
FY 2020/21	47,337.1	3,053
FY 2021/22	43,864	2,313
FY 2022/23	44,220	2,025
FY 2023/24	41,356.97	2,050

2023-24 Quick Stats

15

Number of
BIS Tickets

15

Number of
Network Tickets

149

Number of
SIS Tickets

400
mbps

Total ISP Purchased

LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2023-2024

ESD Staff Serving District

Tier 1

Special Education — Tier 1 Services by Student

	ESD	SSD
Audiology Hearing Screenings	7112	157
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	95	1
Mild/Moderate Special Ed Supports K-12 (OT)	716	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	3
In-Center Special Education Evaluations	233	2
In-District and Assigned Special Education Evaluations	202	21
Severe Disability Supports	170	5
Early Intervention Evaluations	307	2
Early Childhood Special Education Evaluations	489	8

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	7
Interpreter, In-Center Evaluations	80	1
Translation, District Requests	154	1

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	SSD
Vision	43	1
Hearing	76	3
Physical Therapy	44	0
Occupational Therapy	45	0
Autism Spectrum Disorder	772	9
Traumatic Brain Injury	18	0
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	13

Other Services

Behavior Specialist	258	74
Family Support Liaison	1066	189

School Psychologist

N/A

Learning Consultant

N/A

Speech Language Pathologist

Sarah Anthony, LeeAnn McAvoy
(4/25-6/25), Shar Fredrickson
(9/24-3/25)

Autism

Kayla Hunt

Deaf/Hard Hearing

Clifton Lyddane

Occupational Therapist

Mary Ellen Tenney

Physical Therapist

Jessica Jarrett

Vision

Shandra Harris

Augmentative Communication

TBD

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

Christina Hoeckle

Behavior Consultant

Erica Hendricks

Home School

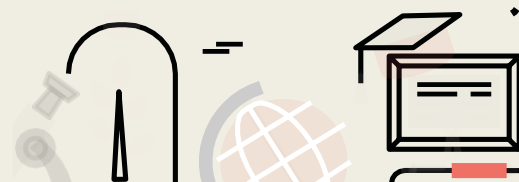
Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



Linn Benton Lincoln Education Service District
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2024-2025



Sweet Home School District

Services provided through LBL ESD

District Executive Summary

- Jean Wooten, LBL ESD Board Director, SHSD Region
- Jim Gourley, LBL ESD Budget Committee, SHSD Region
- SHSD receives 6% of Local Service Plan funding and is the 6th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, SHSD is transiting \$0 which represents 0%

ADMw Over the Years

	ESD	SHSD
FY 2017/18	44,872.8	2,726.7
FY 2018/19	45,092.2	2,734.3
FY 2019/20	44,912.5	2,734.3
FY 2020/21	47,337.1	2,512
FY 2021/22	43,864	2,603
FY 2022/23	44,220	2,738
FY 2023/24	41,356.9	2,705

2022-23 Quick Stats

17

Number of
BIS Tickets

87

Number of
Network Tickets

344

Number of
SIS Tickets

1000
mbps

Total ISP Purchased

LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale. Our vision is to be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Services Data

Note: This data is based on fiscal year 2024-2025

ESD Staff Serving District

Tier 1

Special Education — Tier 1 Services by Student

	ESD	SHSD
Audiology Hearing Screenings	7112	506
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	95	7
Mild/Moderate Special Ed Supports K-12 (OT)	716	44
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	18
In-Center Special Education Evaluations	233	9
In-District and Assigned Special Education Evaluations	202	25
Severe Disability Supports	170	15
Early Intervention Evaluations	307	24
Early Childhood Special Education Evaluations	489	30

Special Education — Tier 1 Services by Hours

Interpreter, District Requests	312	5
Interpreter, In-Center Evaluations	80	1
Translation, District Requests	154	5
Translation, In-Center Evaluations	122.47	0

Grants

Cascade Regional — Low Incidence, High Needs

	ESD	SHSD
Vision	43	5
Hearing	76	5
Physical Therapy	44	1
Occupational Therapy	45	1
Autism Spectrum Disorder	772	44
Traumatic Brain Injury	18	6
Deafblindness	2	0
Total # of K-12 Regional Low Incidence Disabilities	926	62

Other Services

Behavior Specialist	258	74
Family Support Liaison	1066	189

School Psychologist

Calvin Klingensmith, Sare Kessinger, April Guerro

Learning Consultant

N/A

Speech Language Pathologist

Meghan Hubenya, Monica Bergmann-Perez

Autism

Kayla Hunt

Deaf/Hard Hearing

Melinda Gallegos

Occupational Therapist

Pamela Schindler, Leslie Looney, Elena Pinaroc

Physical Therapist

Gail Baggett, Jessica Jarrett

Vision

Jennifer Orton

Augmentative Communication

Brandi Lancaster

Traumatic Brain Injury

Brandi Lancaster

Audiology

Marcella Murillo

Family Support Liaison

Rich Guzman

Behavior Consultant

Eric Blickenstaff, Erica Hendricks

Home School

Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



Linn Benton Lincoln Education Service District
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Our 12 Districts



Alsea 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

As outlined in statute, at least 90% of the annual State School Fund (SSF), property tax and other qualifying resources allocated to LBL will be expended on resolution services. The Local Service Plan is developed with the State School fund biennium budget. Districts review and approve the Local Service Plan on an annual basis. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period.

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 services are decided by districts on an annual basis. This allows LBL and its component school districts to stay within the constraints of the agreements, yet provide flexibility in the use of funds.

Transits

Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL.

The _____ School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2025-2026 school year as presented.



LBL Board Chair

12/18/2024

Date

School District Board Chair

Date

Agenda Item 4

Safety and Belonging Survey
Results

WIN CITY

Pursuing Excellence



LEBANON

Community Schools

FIVE FOCUS AREAS

- Academic Achievement
 - Safety and Belonging
 - Financial Integrity
 - Effective Facilities
- Community Connections

Excellence



Survey Overview

<i>Who we surveyed</i>	Families	Students <i>Grades 3-12</i>	Staff <i>Instructional & Non-instructional Staff</i>
<i>What we asked</i>	<ul style="list-style-type: none"> ○ Attendance ○ Engagement ○ School Climate ○ School Safety ○ Sense of Belonging 	<ul style="list-style-type: none"> ○ Attendance ○ Engagement ○ School Climate ○ School Safety ○ Sense of Belonging 	<ul style="list-style-type: none"> ○ Attendance ○ Belonging ○ School Climate ○ School Safety ○ Well-being

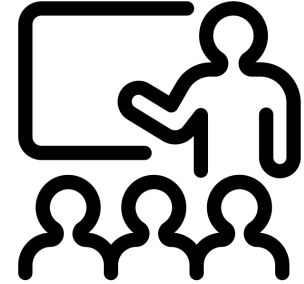
Voices We Heard From in the Survey



586
Families
(15%)



2,025
Students
(71%)



476
Staff
(80%)

Survey Questions

Student 3-5

Student 6-12

Staff- Certified

Staff - School Based Classified

Staff - All other Classified



Student Survey Results Grades 3-5

- Attendance: 89%
- Engagement: 72%
- School Climate: 85%
- School Safety: 65%
- Sense of Belonging: 83%

Key Highlights:

- Strong sense of belonging and school climate
- Moderate excitement and interest in classes, but room for improvement
- Room for improvement in perceptions/feelings of safety and security



Student Survey Results Grades 6-12

- Attendance: 90%
- Engagement: 55%
- School Climate: 76%
- School Safety: 62%
- Sense of Belonging: 71%

Key Highlights:

- Strong sense of the importance of attendance
- Room for improvement in school climate and perceptions of safety
- Engagement levels decline significantly in higher grades



Staff Survey Results (Certified)

- Attendance: 99%
- Belonging: 95%
- School Climate: 90%
- School Safety: 90%
- Well-being: 61%

Key Highlights:

- Strong sense of respect and belonging among certified staff members
- Positive ratings for school climate and perceptions of safety
- Room for improvement in professional well-being. Moderate levels of stress and exhaustion were reported



Staff Survey Results (School Staff - Classified)

- Belonging: 89%
- School Climate: 88%
- School Safety: 91%
- Well-being: 67%

Key Highlights:

- Strong sense of belonging and school climate
- High perceptions of safety and security
- Room for improvement in well-being and support



Staff Survey Results (Staff - Classified)

- Belonging: 89%
- School Climate: 88%
- School Safety: 91%
- Well-being: 67%

Key Highlights:

- Strong sense of belonging and working environment
- Staff engagement levels are strong
- Room for improvement in professional well-being. Staff report moderate levels of stress and exhaustion



Family Survey Results

- Attendance: 94%
- Family Engagement: 62%
- School Climate: 91%
- School Fit: 85%
- School Safety: 64%

Key Highlights:

- Attendance is highly valued
- High ratings in school climate and fit.
- Strong respect for diversity and secure environment
- Mixed perceptions of school safety noting concerns about bullying and violence



Now What? Next Steps

As part of our ongoing commitment to fostering a positive and inclusive climate, these survey results will guide efforts to improve student outcomes, enhance staff belonging, and increase family engagement.

Goals:

- Improve Perceptions of Safety and Security:
 - Increase communication with families regarding safety and security to improve their perceptions
- Improve Student Sense of Belonging:
 - Determine which students do not feel a sense of belonging and create support plans for them
- Improve Staff Well-Being
 - Acknowledge levels of stress and exhaustion among staff and create some avenues for improvement
 - Continue and improve current Employee Wellness Program





Student 3-5 (Safety and Belonging)

For the following questions, we are interested in learning more about how you think about your school. Please give us your honest opinions so that we can better understand your experience and work to make the school a better place.

Feelings About Being at School

In this section, we would like to understand how you feel about your school.

1. How important is school attendance to you?

- ☐ Not important at all
 ☐ A little important
 ☐ Somewhat important
 ☐ Very important
 ☐ Extremely important

2. How well do people at your school understand the kind of person you are?

- ☐ Do not understand at all
 ☐ Understand a little
 ☐ Understand somewhat
 ☐ Understand mostly
 ☐ Completely understand

3. How much support do the adults at your school give you?

- ☐ No support at all
 ☐ A little bit of support
 ☐ Some support
 ☐ A lot of support
 ☐ A huge amount of support

4. How much respect do students at your school show you?

- ☐ No respect at all
 ☐ A little bit of respect
 ☐ Some respect
 ☐ A lot of respect
 ☐ A huge amount of respect

5. When you are at school, how much do you feel like you belong?

- ☐ Do not belong at all
 ☐ Belong a little bit
 ☐ Belong somewhat
 ☐ Mostly belong
 ☐ Completely belong

Perceptions of Classes

In this section, we would like to know about your experience in your classes.

6. How excited are you about going to your classes?

- ☐ Not at all excited
 ☐ A little excited
 ☐ Somewhat excited
 ☐ Very excited
 ☐ Extremely excited

7. How interested are you in your classes?

- ☐ Not at all interested
 ☐ A little interested
 ☐ Somewhat interested
 ☐ Very interested
 ☐ Extremely interested

8. When you are not in school, how often do you talk about ideas from your classes?

- ☐ Almost never
 ☐ Once in a while
 ☐ Sometimes
 ☐ A lot of the time
 ☐ Almost always

Perceptions of School

In this first section, please give us your opinions about this school in general so that we can better understand your experiences.



0

9. How positive or negative is the mood at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Very negative	Somewhat negative	A little negative	Not negative or positive	A little positive	Somewhat positive	Very positive

10. How well do students follow the rules of your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not well at all	A little well	Somewhat well	Very well	Extremely well

11. How clean is the building where you go to school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not clean at all	A little clean	Somewhat clean	Very clean	Extremely clean

12. How often do your teachers seem excited to be teaching your classes?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	A lot of the time	Almost always

13. How often are people disrespectful to others at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

14. How often do students get into physical fights at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

15. How likely is it that someone from your school will bully you online?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all likely	Slightly likely	Somewhat likely	Quite likely	Extremely likely

16. If a student is bullied in school, how difficult is it for him/her to get help from an adult?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all difficult	Slightly difficult	Somewhat difficult	Quite difficult	Extremely difficult

17. How often do you worry about violence at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always



Student 6-12 (Safety and Belonging)

For the following questions, we are interested in learning more about how you think about your school. Please give us your honest opinions so that we can better understand your experience and work to make the school a better place.

Feelings About Being at School

In this section, we would like to understand how you feel about your school.

1. How important is school attendance to you?

- ☐ Not important at all
 ☐ A little important
 ☐ Somewhat important
 ☐ Very important
 ☐ Extremely important

2. How fair are the rules at this school?

- ☐ Not fair at all
 ☐ A little fair
 ☐ Somewhat fair
 ☐ Very fair
 ☐ Extremely fair

3. How positive or negative is the mood at your school?

- ☐ Very negative
 ☐ Somewhat negative
 ☐ A little negative
 ☐ Not negative or positive
 ☐ A little positive
 ☐ Somewhat positive
 ☐ Very positive

4. How well do students follow the rules of your school?

- ☐ Not well at all
 ☐ A little well
 ☐ Somewhat well
 ☐ Very well
 ☐ Extremely well

5. How well do people at your school understand the kind of person you are?

- ☐ Do not understand at all
 ☐ Understand a little
 ☐ Understand somewhat
 ☐ Understand mostly
 ☐ Completely understand

6. How much support do the adults at your school give you?

- ☐ No support at all
 ☐ A little bit of support
 ☐ Some support
 ☐ A lot of support
 ☐ A huge amount of support

7. How often are people disrespectful to others at your school?

- ☐ Almost never
 ☐ Once in a while
 ☐ Sometimes
 ☐ Frequently
 ☐ Almost always

8. How often do students get into physical fights at your school?

- ☐ Almost never
 ☐ Once in a while
 ☐ Sometimes
 ☐ Frequently
 ☐ Almost always

9. How likely is it that someone from your school will bully you online?

- ☐ Not at all likely
 ☐ Slightly likely
 ☐ Somewhat likely
 ☐ Quite likely
 ☐ Extremely likely



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10. How often do you worry about violence at your school?

- ☐ Almost never
 ☐ Once in a while
 ☐ Sometimes
 ☐ Frequently
 ☐ Almost always

11. If a student is bullied in school, how difficult is it for him/her to get help from an adult?

- ☐ Not at all difficult
 ☐ Slightly difficult
 ☐ Somewhat difficult
 ☐ Quite difficult
 ☐ Extremely difficult

12. When you are at school, how much do you feel like you belong?

- ☐ Do not belong at all
 ☐ Belong a little bit
 ☐ Belong somewhat
 ☐ Mostly belong
 ☐ Completely belong

13. How excited are you about going to your classes?

- ☐ Not at all excited
 ☐ A little excited
 ☐ Somewhat excited
 ☐ Very excited
 ☐ Extremely excited

14. How interested are you in your classes?

- ☐ Not at all interested
 ☐ A little interested
 ☐ Somewhat interested
 ☐ Very interested
 ☐ Extremely interested

15. When you are not in school, how often do you talk about ideas from your classes?

- ☐ Almost never
 ☐ Once in a while
 ☐ Sometimes
 ☐ A lot of the time
 ☐ Almost always

16. How clean is the building where you go to school?

- ☐ Not clean at all
 ☐ A little clean
 ☐ Somewhat clean
 ☐ Very clean
 ☐ Extremely clean

17. How secure is your school building?

- ☐ Not secure at all
 ☐ A little secure
 ☐ Somewhat secure
 ☐ Very secure
 ☐ Extremely secure

18. What suggestions do you have to enhance the security of your school building? Please share any specific improvements you believe could be made.

19. How would you rate the overall physical appearance of your school building?

- ☐ Very poor
 ☐ Poor
 ☐ Fair
 ☐ Good
 ☐ Excellent

20. What suggestions do you have to improve the physical appearance of your school building? Please share any specific improvements you believe could be made.



Staff - Certified (Safety and Belonging)

As we think about making improvements to the school, it is vital for us to get input from the faculty/staff. Towards this end, we encourage you to take a few minutes to give us your thoughtful responses on these important issues and topics. Thank you in advance for helping us take this important step by making sure we hear your voice.

Teaching Environment

In this first section, please give us your perceptions of your teaching environment, both inside your classroom and at your school more generally.

1. On most days, how enthusiastic are the students about being at school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic

2. How optimistic are you that your school will improve in the future?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic

3. How respectful are the relationships between teachers and students?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful

4. How often do you see students helping each other without being prompted?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost all the time

5. Overall, how positive is the working environment at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

Your Well-Being

In this section, please tell us how you're doing. We're asking you these questions because we want to better support teachers' professional well-being, and will not use responses to evaluate or judge individuals. You can skip any question that you don't feel comfortable answering.

During the past week, how often did you feel _____ at work?

6. engaged

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

7. excited

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

8. exhausted

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always



9. happy

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

10. hopeful

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

11. overwhelmed

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

12. safe

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

13. stressed out

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

14. worried

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

Belonging

In this section, please tell us how you're doing. We're asking you these questions because we want to better support teachers' professional well-being, and will not use responses to evaluate or judge individuals. You can skip any question that you don't feel comfortable answering.

15. How connected do you feel to other adults at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected

16. How much respect do colleagues in your school show you?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect

17. Overall, how much do you feel like you belong at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

18. How important is student attendance to you?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not important at all	A little important	Somewhat important	Very important	Extremely important



19. How secure is your school building?

☐

Not secure at all

☐

A little secure

☐

Somewhat secure

☐

Very secure

☐

Extremely secure

20. What suggestions do you have to enhance the security of your school building? Please share any specific improvements you believe could be made.

21. How would you rate the overall physical appearance of your school building?

☐

Very poor

☐

Poor

☐

Fair

☐

Good

☐

Excellent

22. What suggestions do you have to improve the physical appearance of your school building? Please share any specific improvements you believe could be made.



Staff - Classified (Safety and Belonging)

As we think about making improvements to the school, it is vital for us to get input from the full faculty/staff. Towards this end, we encourage you to take a few minutes to give us your thoughtful responses on these important issues and topics. Thank you in advance for helping us take this important step by making sure we hear your voice.

General School Impressions

In this first section, please tell us how you perceive different aspects of your school in general.

1. On most days, how enthusiastic are the students about being at school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic

2. How positive are the attitudes of your colleagues?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

3. How respectful are the relationships between staff and students?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful

4. How optimistic are you that your school will improve in the future?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic

5. How often do you see students helping each other without being prompted?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost all the time

6. Overall, how positive is the working environment at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

Your Well-Being

In this section, please tell us how you're doing. We're asking you these questions because we want to better support staff members' professional well-being, and will not use responses to evaluate or judge individuals. You can skip any question that you don't feel comfortable answering.

During the past week, how often did you feel _____ at work?

7. engaged

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

8. excited

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always



9. exhausted

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

10. happy

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

11. hopeful

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

12. overwhelmed

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

13. safe

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

14. stressed out

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

15. worried

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

Belonging

In this section, please tell us how you're doing. We're asking you these questions because we want to better support staff members' professional well-being, and will not use responses to evaluate or judge individuals. You can skip any question that you don't feel comfortable answering.

16. How connected do you feel to other adults at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected

17. How much respect do colleagues in your school show you?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect

18. Overall, how much do you feel like you belong at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong



19. How secure is your school building?

☐

Not secure at all

☐

A little secure

☐

Somewhat secure

☐

Very secure

☐

Extremely secure

20. What suggestions do you have to enhance the security of your school building? Please share any specific improvements you believe could be made.

21. How would you rate the overall physical appearance of your school building?

☐

Very poor

☐

Poor

☐

Fair

☐

Good

☐

Excellent

22. What suggestions do you have to improve the physical appearance of your school building? Please share any specific improvements you believe could be made.



Family (Safety and Belonging)

Helping students do their best in school requires a team effort. Parents, students, and schools all play important roles in this process. To help all of us learn how to make your child's schooling experience as positive and beneficial as possible, please give us your honest, thoughtful responses to the questions below.

Perceptions of School

In this first section, we would like to learn more about some of your roles, beliefs, and attitudes as well as some of the activities that you do as the parent of a school-aged child.

1. How often do you meet in person with teachers at your child's school?

☐ Almost never
 ☐ Once or twice per year
 ☐ Every few months
 ☐ Monthly
 ☐ Weekly or more

2. In the past year, how often have you visited your child's school?

☐ Almost never
 ☐ Once or twice
 ☐ Every few months
 ☐ Monthly
 ☐ Weekly or more

Perceptions of Child

In this section, we would like to learn more about your perceptions of your child and your child's interactions with his/her school.

3. How much of a sense of belonging does your child feel at his/her school?

☐ No belonging at all
 ☐ A little bit of belonging
 ☐ Some belonging
 ☐ Quite a bit of belonging
 ☐ Tremendous belonging

4. How well do the activities offered at your child's school match his/her interests?

☐ Not well at all
 ☐ Slightly well
 ☐ Somewhat well
 ☐ Quite well
 ☐ Extremely well

5. How comfortable is your child in asking for help from school adults?

☐ Not comfortable at all
 ☐ Slightly comfortable
 ☐ Somewhat comfortable
 ☐ Quite comfortable
 ☐ Extremely comfortable

6. Given your child's cultural background, how good a fit is his/her school?

☐ Not good at all
 ☐ Slightly good
 ☐ Somewhat good
 ☐ Quite good
 ☐ Extremely good

School Environment

In this section, we would like to learn more about your perceptions of the overall climate at your child's school.

7. How much does the school value the diversity of children's backgrounds?

☐ Not at all
 ☐ A little bit
 ☐ Some
 ☐ Quite a bit
 ☐ A tremendous amount



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8. Overall, how much respect do you think the teachers at your child's school have for the children?

☐ Almost no respect
 ☐ A little bit of respect
 ☐ Some respect
 ☐ Quite a bit of respect
 ☐ A tremendous amount of respect

Perceptions of School Safety

Please give us your perceptions related to the safety of your child in different situations.

9. How often do you worry about violence at your child's school?

☐ Almost never
 ☐ Once in a while
 ☐ Sometimes
 ☐ Frequently
 ☐ Almost always

10. If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?

☐ Not at all difficult
 ☐ Slightly difficult
 ☐ Somewhat difficult
 ☐ Quite difficult
 ☐ Extremely difficult

11. How likely is it that someone from your child's school will bully him/her online?

☐ Not at all likely
 ☐ Slightly likely
 ☐ Somewhat likely
 ☐ Quite likely
 ☐ Extremely likely

12. How important is your child's school attendance to you?

☐ Not important at all
 ☐ A little important
 ☐ Somewhat important
 ☐ Very important
 ☐ Extremely important

13. How secure is your child's school building?

☐ Not secure at all
 ☐ A little secure
 ☐ Somewhat secure
 ☐ Very secure
 ☐ Extremely secure

14. What suggestions do you have to enhance the security of your school building? Please share any specific improvements you believe could be made.

15. How would you rate the overall physical appearance of your child's school building?

☐ Very poor
 ☐ Poor
 ☐ Fair
 ☐ Good
 ☐ Excellent

16. What suggestions do you have to improve the physical appearance of your school building? Please share any specific improvements you believe could be made.

Agenda Item 5

Superintendent Evaluation
Process

APPENDICES

APPENDIX A

PART 1

EVALUATION COMPONENT PERFORMANCE STANDARDS

INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

KEY:

4 = ACCOMPLISHED PERFORMANCE

Performance in this area is routinely outstanding and acts as a model for others.

3 = EFFECTIVE PERFORMANCE

Performance in this area consistently meets the standard.

2 = DEVELOPING

Performance occasionally meets the standard but is not yet consistent.

1 = INEFFECTIVE

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

STANDARD 1

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS

STANDARD 2

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

STANDARD 3

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

STANDARD 4

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING



COMMENTS

STANDARD 5

COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING



COMMENTS

STANDARD 6

EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING



COMMENTS

STANDARD 7

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING



COMMENTS

STANDARD 8

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING



COMMENTS

APPENDIX B

PART 2

EVALUATION COMPONENT GOALS

INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

SAMPLE
GOAL STATEMENT 1:

PERFORMANCE INDICATORS:

(Insert indicators of success here)

1.1

1.2

1.3

1.4

1.5

SUMMARY RATING — GOAL 1: *(check one)*

4

3

2

1

N/A

COMMENTS:

APPENDIX C

PART 3

EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent's day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none">• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.• Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.• Implements the district's continuous improvement plan and communicates its progress.	<ul style="list-style-type: none">• Evidence of how you have constructed and enacted an equity vision and mission across the district and community:<ul style="list-style-type: none">· Newspaper, school banners, website, photo, or other media· Actions communicating clear and coherent vision: newsletter, professional development, etc.· Meetings or presentations to collaborate and implement vision, mission, goals and plans• Models learning through attending professional development opportunities and applying knowledge (transparency)• Presentation of at least one plan (e.g., CIP or SIA application)• Resources are clearly aligned with the vision and strategic initiatives:<ul style="list-style-type: none">· Budget examples of how funds support the vision/strategic initiatives· Staffing patterns that reflect where there is an identified need· Data support goals that are aligned to student learning and growth• Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans

STANDARD 2: ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptative behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

STANDARD 3: INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

ARTIFACTS

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district's mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

DESCRIPTORS

ARTIFACTS

- | DESCRIPTORS | ARTIFACTS |
|--|---|
| <ul style="list-style-type: none"> • Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success. • Establishes productive relationships with associations while managing labor relations and contract effectively. • Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning. • Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity. | <ul style="list-style-type: none"> • Staff recruitment and retention plan (including demographics to match student and community population) • Union collaboration (minutes, negotiations, grievances, etc.) • Uses data from a variety of sources to inform labor trends, negotiations and bargaining • Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.) • Staff attendance and retention rates • Development plans for improving the capacity of leadership at all levels • Documentation of coaching for instruction, curriculum, assessment and inclusion • Meaningful engagement of staff to improve cultural competency and equitable practice (documentation) • Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders |

STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

APPENDIX D

PART 4

EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

APPENDIX E

PART 5

SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.

2023-2024 Superintendent Feedback Survey

A sample of 62 LCSD staff members, representing all employee groups, has been randomly selected to provide feedback about LCSD Superintendent Jennifer Meckley.

All responses will be collected anonymously. *(You may confirm this by looking for the "Not shared" icon below your email address at the top of the survey.)* Data from this survey will be provided to school board members to assist them in completing her annual evaluation. Thank you for your time and input.

Please complete this survey by Thursday, 2/15.

The Superintendent has a clear vision for our school district's future.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The Superintendent makes well-informed decisions that benefit our students and schools

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The Superintendent communicates effectively with all stakeholders.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

...

The Superintendent promotes a culture of collaboration and teamwork.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The Superintendent is visible in the schools and community attending various events.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

The Superintendent is adaptable and responsive to changes and challenges.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

I feel supported and valued by our Superintendent.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

...

The Superintendent is approachable and receptive to the concerns and feedback of school staff.

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Please rate the Superintendent's overall performance.

	1	2	3	4	5	
Strongly Disapprove	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Approve

Additional Comments: Please provide any additional supporting comments or suggestions for improvement regarding the Superintendent's performance.

Long answer text

Agenda Item 6

Consent Agenda

A. December 12, 2024 Board
Meeting Minutes



**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
DECEMBER 12, 2024, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

<u>BOARD MEMBERS PRESENT:</u>	<u>EXECUTIVE STAFF PRESENT:</u>
Tom Oliver, Chair, via zoom Aubree Molina, Member Clyde Rood, Member Melissa Baurer, Member	Jennifer Meckley, Superintendent William Lewis, Chief Operations Officer, via zoom Steven Prososki, Business Director

The meeting minutes were recorded by Executive Secretary Jessica Woody.

1. WELCOME AND CALL TO ORDER

Board Chair, Tom Oliver, called the meeting to order at 6:00 PM and led the flag salute.

2. PUBLIC COMMENTS

No public comments were made.

3. LBL ESD VISIT

LBL ESD Assistant Superintendent, Nancy Griffith, provides an informational page to the Board members, which lists the services offered/provided by the Linn Benton Lincoln Education Service District. Nancy acknowledges Superintendent Meckley for being such an incredible advocate for the district and her strong work ethic.

Discussion takes place regarding the quick stats, and what the BIS, business information services, entails.

There is no further discussion.

4. CONSENT AGENDA

Discussion takes place regarding the Custodial Supervisor/Safety Coordinator position listed in the consent agenda, and it is confirmed that this was an already existing position, and the current staff member is retiring.

Melissa motions to approve the consent agenda as presented, and Clyde seconds the motion. All in favor with a unanimous vote, the consent agenda made up of the 2025-26 LCSD Proposed Budget

Calendar, November 14, 2024 Board Meeting Minutes, new hire William Collins, and temporary new hire Tania Rose is approved in its entirety.

5. DEPARTMENT REPORTS

A. Operations

On behalf of William, Jennifer refers to the memo in the packet, explaining the next steps for the Cops Grant. She explains that they are in the process of a request for proposal for access control and overhead paging systems. She notes that the results of the RFPs will be provided to the Board during the January meeting. She also explains the integral process that the district went through to ensure that all doors and hardware were reviewed in order to receive proper quotes.

B. Human Resources

Nothing to report.

C. Finance

Steven refers to the new template for the financial report, explaining the changes. Tom shares that he appreciates the ease of the new format. Steven refers to and explains state school fund, MAC study funds, ending fund balance, title I grant, health services—further explaining why it is showing overspent and how the newly hired PCA and CNA will be covered by MAC study funds, insurance rates, and funding for the SpEd and SLP departments.

It is noted that further discussion regarding state school fund will take place in the spring.

6. COMMUNICATION

A. Board

Board Member, Melissa, speaks about her time spent at Ralston Academy recently, and how inspiring it was to hear the student's stories and share perspectives.

B. Student Board

The student members provide updates regarding the giving tree-- *in partnership with the Welcome Center*, the recent district safety and belonging survey which students participated in, leadership camp in Newberg, fall sports updates, and Santa's workshop at Cascades School.

C. Superintendent

Jennifer shares that she will indeed have some survey results to share with the Board at the next meeting.

Jennifer provides Jen's Zens, starting with a kudos to the Seven Oak Successful Spartans, who were able to enjoy a trip to Linn Lanes for some bowling fun. She explains that the bowling trip was a reward for Seven Oak students who are passing all their classes at the end of Q1, maintaining at least a 90% attendance rate, and demonstrating good behavior with no major referrals. She notes that altogether about 320 students met the criteria and participated in the bowling activity.

Jennifer also shares that last week Pioneer School hosted an AVID showcase, welcoming educators from across the state. She notes that AVID stands for Advancement Via Individual Determination and our district is in its ninth year implementing the program at the elementary level, which equips students with academic, organizational, and social-emotional skills to succeed in high school and beyond. Educators visited Pioneer's classrooms and student leaders served on a student panel,

answering questions. Pioneer has hosted five of these showcases and looks forward to hosting more well in the future.

Lastly, Jennifer shares that it has been about a month since the LHS lockdown drill, which altogether had about 27 law enforcement personnel attend. Mostly from Lebanon Police Department, and some from Sweet Home, Albany, Linn County, Juvenile Department, and Parole and Probation. She shares that it was great to have so many people on hand to complete the drill, and practicing these procedures is vital to ensuring everyone is ready. Jennifer also explains that with the new Cops Grant, it is able to fund the CrisisGo App Software System, which alerts staff during an emergency event or drill, via computer and cell phone, with an available app for those who would like to have it downloaded on their phone. She acknowledges Craig Swanson, LHS Principal, for leading the implementation of CrisisGo in all of the district's school buildings.

Discussion takes place between the group, regarding the drill, and it is noted that students and staff did exactly what they were supposed to for the most part, and that there was a question proposed regarding window coverings on the classroom door windows.

7. PUBLIC COMMENTS

No public comments were made.

8. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 6:26 PM.

Tom Oliver, Board Chair

Jennifer Meckley, Superintendent

Agenda Item 6

Consent Agenda

B. First Reading Policy Updates

January 2025 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommended Adoption? (Yes/No)
AC	Nondiscrimination and Civil Rights	Required	Jen	Updates made to reflect changes to Title IX regulations and changes to ORS 332.505 regarding civil rights coordinators.	Yes
AC-AR(1)	Discrimination or Civil Rights Complaint Procedure	Required	Jen	Updates made to reflect changes to Title IX regulations and changes to ORS 332.505 regarding civil rights coordinators.	Yes
GBN/JBA JBA/GBN	Sexual Harassment	Required	Jen	Updates made to reflect changes to Title IX regulations and changes to ORS 332.505 regarding civil rights coordinators.	
GBNAA/JHFF JHFF/GBNAA	Suspected Sexual Conduct with Students and Reporting Requirements	Required	Jen	HB 4160 changed the definition of a student who left school or graduated from high school “within 90 days” to “within one calendar year.”	Yes
IKF	Graduation Requirements	Required	Jen	SB 992: Change of “Alternative Certificate” to “Certificate of Attendance”. SB 3: added half credit of higher ed and career path skills and personal finance - reducing elective credits by 1 to maintain 24. (for students starting grade 9 in 23-24)	Yes

				Also added back in Essential Skills language back in but it is waived for students graduating through 27-28)
JFE	Pregnant or Parenting Students	Required	Jen	Updates made to reflect changes to Title IX regulations and changes to ORS 332.505 regarding civil rights coordinators.
AC-AR (2)	Sex-Based Discrimination Under Title IX	New/ Highly Recommended	Jen	Updates made to reflect changes to Title IX regulations and changes to ORS 332.505 regarding civil rights coordinators.
JECA	Admission of Resident Students	Highly Recommended	Jen	SB 992: Change of "Alternative Certificate" to "Certificate of Attendance".
IKFB	Graduation Exercises	Optional	Jen	SB 992: Change of "Alternative Certificate" to "Certificate of Attendance".
JFE-AR	Individualized Plans for Pregnant and/or Parenting Students	Optional	Jen	Updates made to reflect changes to Title IX regulations and changes to ORS 332.505 regarding civil rights coordinators.
GBN/JBA -AR(1) GBN/JBA - AR(2) JBA/GBN -AR(1) JBA/GBN - AR(2)	Sexual Harassment Complaint Procedure			Updates made to reflect changes to Title IX regulations and changes to ORS 332.505 regarding civil rights coordinators. Yes
	Federal Law (Title IX) Sexual Harassment Complaint Procedure	DELETE	Jen	These are replaced with AC-AR(1) and AC-AR(2).



November 2024

Vol. 70 No. 1 sch

Annual Convention

Nov. 7-9, 2024
Portland, OR

Watch for information
coming soon for a
Policy Update
webinar

CONTENTS

AC – Nondiscrimination and Civil Rights, Required
AC-AR(1) – Discrimination or Civil Rights Complaint Procedure, Required
AC-AR(2) – Sex-Based Discrimination Under Title IX, Highly Recommended, *New*
GBN/JBA – Sexual Harassment, Required
GBN/JBA-AR(1) – Sexual Harassment Complaint Procedures, Delete
GBN/JBA-AR(2) – Federal Law (Title IX) Sexual Harassment Procedure, Delete
GCBDA/GDBDA – Family and Medical Leave * (Version 1), Highly Recommended
GCBDA/GDBDA-AR(1) – Family and Medical Leave * (Version 1), Highly Recommended
GCBDA/GDBDA – Family Leave * (Version 2), Highly Recommended
GCBDA/GDBDA-AR(1) – Family Leave * (Version 2), Highly Recommended
GCBDC/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave) *, Highly Recommended
GCBDC/GDBDC-AR – Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave, Highly Recommended
GCBDD/GDBDD – Sick Time *, Highly Recommended
GCBDF/GDBDF – Paid Family and Medical Leave Insurance * (Version 1), Highly Recommended
GCBDF/GDBDF-AR – Paid Family and Medical Leave Insurance (PFMLI), Highly Recommended
IIA - Instructional Materials**, Highly Recommended, *New*
IIA-AR(1) - Instructional Materials, Optional, *New*
IIA-AR(2) - Reconsideration of Core Instructional Materials, Optional, *New*
IIA-AR(3) - Reconsideration of Supplemental Instructional Materials, Optional, *New*
IIA-AR(4) - Reconsideration of School or Classroom Library Materials, Optional, *New*
IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form, Optional, *New*
IIA-AR(6) - Independent Adoption of Core Instructional Materials, Optional, *New*
IKF - Graduation Requirements**, Required
IKFB - Graduation Exercises, Optional
IKJ – Artificial Intelligence, Optional, *New*
JBA/GBN – Sexual Harassment, Required
JBA/GBN-AR(1) – Sexual Harassment Complaint Procedures, Delete
JBA/GBN-AR(2) – Federal Law (Title IX) Sexual Harassment Procedure, Delete
JECA - Admission of Resident Students**, Highly Recommended
JFE – Pregnant and/or Parenting Students**, Required
JFE-AR – Individualized Plan for Pregnant and/or Parenting Students, Optional
JHCD - Medications**/*, Required, *New*
JHCD-AR - Medications**/*, Required, *New*
JHCD/JHCDA - Medications**/*, Delete
JHCD/JHCDA-AR - Medications**/*, Delete

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Emielle Nischik
Executive Director

Haley Percell
Chief Legal Officer
Interim Deputy Executive
Director

Spencer Lewis
Director of Policy Services

Rick Stucky
Policy Services Specialist

Leslie Fisher
Policy Services Specialist

Colleen Allen
Senior Policy Services
Assistant

Jean Chiappisi
Policy Services Assistant

If you have questions
regarding this publication
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503-588-2800 or 800-578-6722

This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district's legal counsel.

TITLE IX AND CIVIL RIGHTS COORDINATORS

Summary

The U.S. Department of Education recently released amendments to the Title IX regulations. These regulations went into effect on August 1, 2024 and made significant changes to complaint procedures for discrimination on the basis of sex. The previous version of these regulations primarily addressed sex-based harassment. With this change, AC-AR(2) – Discrimination Complaint Procedure has been created to provide additional guidance when handling sex-based discrimination under the Title IX regulations. Board policy GBN/JBA – Sexual Harassment still addresses sexual harassment under Oregon law, but GBN/JBA-AR(1) – Sexual Harassment Complaint Procedure and GBN/JBA-AR(2) – Federal Law (Title IX) Sexual Harassment Procedure are both recommended for deletion in lieu of revised AC-AR(1) – Discrimination or Civil Rights Complaint Procedures and new AC-AR(2) – Sex-Based Discrimination under Title IX.

There are multiple cases regarding the Title IX regulations in the federal courts, with at least one of them issuing an injunction. This injunction applies to some schools in some Oregon districts, but not all. This injunction does not prohibit the district from implementing the new regulations or these policies. Districts in which the injunction applies are encouraged to work with legal counsel on implementation.

Additionally, the Oregon State Board of Education recently adopted rules implementing ORS 332.505 regarding civil rights coordinators. These rules outline policy and practice requirements. Additional language has been added to AC – Discrimination and Civil Rights and AC-AR(1) – Discrimination or Civil Rights Complaint Procedures.

Collective Bargaining Impact

None, however, notice of nondiscrimination must be provided to unions and professional organizations holding collective bargaining or professional agreements with the district.

Local District Responsibility

The district should recommend board adoption of revised policies and reissue any updated administrative regulations to the Board for review.

Policy(ies) and ARs Impacted by these Revisions

AC – Nondiscrimination and Civil Rights, Required
AC-AR(1) – Discrimination or Civil Rights Complaint Procedure, Required
AC-AR(2) – Sex-Based Discrimination Under Title IX, Highly Recommended, *New*
GBN/JBA – Sexual Harassment, Required
GBN/JBA-AR(1) – Sexual Harassment Complaint Procedures, Delete
GBN/JBA-AR(2) – Federal Law (Title IX) Sexual Harassment Procedure, Delete
JBA/GBN – Sexual Harassment, Required
JBA/GBN-AR(1) – Sexual Harassment Complaint Procedures, Delete
JBA/GBN-AR(2) – Federal Law (Title IX) Sexual Harassment Procedure, Delete
JFE – Pregnant and/or Parenting Students**, Required
JFE-AR – Individualized Plan for Pregnant and/or Parenting Students, Optional

LEAVE

Summary

There continues to be significant changes in Oregon law regarding leave. This includes changes from SB 1515 (2024) and numerous rule changes to match.

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Page 2 of 6

The biggest change governs what conditions qualify for leave taken through the Oregon Family Leave Act (OFLA) and Paid Family and Medical Leave Insurance (PFMLI). While these leave allotments used to run concurrently in many situations, they now cannot be taken concurrently.

Included in this update are versions of GCBDA/GDBDA and GCBDA/GDBDA-AR(1) for districts with 50 or more employees (Version 1) and versions for districts with between 25 and 50 employees (Version 2).

Updates to the remaining GCBDA/GDBDA-ARs will come in future updates.

Collective Bargaining Impact

Review existing collective bargaining agreements for any bargained benefits and their impact.

Local District Responsibility

Review and adopt changes to policy and review updated administrative regulations governing leaves.

Policy(ies) and ARs Impacted by these Revisions

GCBDA/GDBDA – Family and Medical Leave * (Version 1), Highly Recommended
GCBDA/GDBDA-AR(1) – Family and Medical Leave * (Version 1), Highly Recommended
GCBDA/GDBDA – Family Leave * (Version 2), Highly Recommended
GCBDA/GDBDA-AR(1) – Family Leave * (Version 2), Highly Recommended
GCBDC/GDBDC – Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave (Safe Leave) *, Highly Recommended
GCBDC/GDBDC-AR – Request for Domestic Violence, Harassment, Sexual Assault, Bias, or Stalking Leave, Highly Recommended
GCBDD/GDBDD – Sick Time *, Highly Recommended
GCBDF/GDBDF – Paid Family and Medical Leave Insurance * (Version 1), Highly Recommended
GCBDF/GDBDF-AR – Paid Family and Medical Leave Insurance (PFMLI), Highly Recommended

INSTRUCTIONAL, SUPPLEMENTAL, SCHOOL LIBRARY, AND CLASSROOM LIBRARY MATERIALS

Summary

OSBA policy staff worked collaboratively with a work group comprised of school district and ESD staff and professionals from the State Library of Oregon and Intellectual Freedom Committee. The results of this work group culminated in the newly revised proposed sample policy and associated administrative regulations published in this *Policy Update*.

If the district has adopted policy and any associated administrative regulations on the topic of instructional materials, consider the new proposed samples.

Collective Bargaining Impact

None

Local District Responsibility

Consider the new proposed highly recommended policy IIA – Instructional Materials** for board adoption and decide whether any of proposed administrative regulations support local practices and submit to the Board for review. The administrative regulations are proposed as

is for best practices. *If the district has similar coding or existing policy or administrative regulations, consider they may need to be deleted/rescinded with coordination of any new adoptions.*

Policy(ies) and ARs Impacted by these Revisions

IIA - Instructional Materials**, Highly Recommended, *New*

IIA-AR(1) - Instructional Materials, Optional, *New*

IIA-AR(2) - Reconsideration of Core Instructional Materials, Optional, *New*

IIA-AR(3) - Reconsideration of Supplemental Instructional Materials, Optional, *New*

IIA-AR(4) - Reconsideration of School or Classroom Library Materials, Optional, *New*

IIA-AR(5) - Request for Reconsideration of Instructional or Library Materials Form, Optional, *New*

IIA-AR(6) - Independent Adoption of Core Instructional Materials, Optional, *New*

GRADUATION REQUIREMENTS

Summary

There are several recommended changes to policy IKF – Graduation Requirements**.

Senate Bill (SB) 992 (2023) replaced the “Alternative Certificate” with a “Certificate of Attendance.”

Additionally, SB 3 (2023) added one-half credit each of higher education and career path skills and personal financial education to the diploma and the modified diploma, therefore, reducing the number of elective credits by 1 to maintain the 24 credits. Both of these are effective for students who began grade 9 in the 2023-2024 school year.

The State Board of Education adopted the half credit for civics passed in SB 513 (2021) into OAR 581-022-2000. This is effective for students who began grade 9 in the 2022-2023 school year. Additional rules adopted by the State Board affect a variety of changes in policy which include language on additional credit requirements, Essential Skills, and updated parent notice requirements.

Also of note is the requirement for a district board to define criteria for the issuance of a certificate of attendance to a student in their district when they do not satisfy the requirements to receive a diploma.

OSBA still anticipates additional rules (which may affect this policy) resulting from passage of House Bill 4137 (2024) and affecting ORS 329.451; the bill creates a path for students who have completed an International Baccalaureate program to satisfy graduation requirements. More to come.

Collective Bargaining Impact

None

Local District Responsibility

Review existing policy, revise as needed, and readopt required policy IKF – Graduation Requirements**. There were minor changes in IKFB – Graduation Exercises If this policy is present in the board’s policy manual, review existing policy, revise as needed and readopt. The changes to JECA – Admission of Resident Students** are primarily the replacement of ‘alternative certificate’ with ‘certificate of attendance’.

Policy(ies) and ARs Impacted by these Revisions

IKF - Graduation Requirements**, Required

IKFB - Graduation Exercises, Optional

JECA - Admission of Resident Students**, Highly Recommended

ARTIFICIAL INTELLIGENCE

Summary

Artificial intelligence and generative artificial intelligence are the most recent additions to technology tools available to education. The purpose of this new model sample policy is to facilitate actions regarding artificial intelligence. Many OSBA members have developed statements, policies, or positions, or have responsible use agreement language that includes related content; this policy is not intended to replace that language. The Oregon Department of Education (ODE) has [Educational Technology](#) resources which include several on artificial intelligence.

Collective Bargaining Impact

None

Local District Responsibility

Review the available optional model sample policy and decide whether it is beneficial to adopt.

Policy(ies) and ARs Impacted by these Revisions

IKJ – Artificial Intelligence, Optional, *New*

MEDICATIONS

Summary

There were a host of changes in Oregon law and administrative rules around administration of medication to students and for student self-administration in a school/district setting. This includes changes from House Bill 2002 and 2395 passed in the 2023 Legislature; from Senate Bill 1552 passed in the 2024 Legislature affecting statute in ORS 339.866 - 339.871; and rules on administration of medication in OAR 581-021-0037 which include new rules on short-acting opioid antagonist.

The Oregon Department of Education has put together some additional resources [Opioid Overdose Information and Resources](#) which include a template letter to support communication with parents and other toolkits. Other resources on medications in schools are [here](#).

The resulting changes are quite extensive and therefore the model policy and administrative regulation are presented without showing tracked changes.

Collective Bargaining Impact

None

Local District Responsibility

Review and adopt changes to policy and administrative regulation governing administration of medications.

Policy(ies) and ARs Impacted by these Revisions

JHCD - Medications**/*, Required, *New*

JHCD-AR - Medications**/*, Required, *New*

JHCD/JHCDA - Medications**/*, Delete

JHCD/JHCDA-AR - Medications**/*, Delete

ABOUT *POLICY UPDATE*

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Sample model policies reflecting these issues and changes in state and federal law, if applicable, are part of this newsletter. These samples are offered as a starting point for drafting local policy and may be modified to meet particular local needs. They do not replace district legal counsel advice.

To make the best use of *Policy Update*, we suggest you discuss the various issues it presents and use the sample model policies to determine which policies your district should develop or revise, get ideas for what a policy should contain, and as a starting point for editing, modifying and discussing your district's policy position.

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GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements *, Required
GCAA - Standards for Competent and Ethical Performance of Oregon Educators, Optional
JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements *, Required

DEFINITION OF "STUDENT" FOR MATTERS RELATED TO SEXUAL CONDUCT

Summary

House Bill 4160 (2024) changed the definition of student; changing a student who left school or graduated from high school “within 90 days” to “within one calendar year”, and is in effect as of July 1, 2024 and is included in the recommended revisions.

Collective Bargaining Impact

None

Local District Responsibility

Adopt updated language in required policy GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements * and adopt the updated definition in optional policy GCAA – Standards for Competent and Ethical Performance of Oregon Educators if present in the board’s manual.

Policy(ies) and ARs Impacted by these Revisions

GBNAA/JHFF - Suspected Sexual Conduct with Students and Reporting Requirements *, Required
GCAA - Standards for Competent and Ethical Performance of Oregon Educators, Optional
JHFF/GBNAA - Suspected Sexual Conduct with Students and Reporting Requirements *, Required

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This publication is designed to provide accurate and authoritative information regarding the subject matter covered. It is furnished with the understanding that policies should be reviewed by the district’s legal counsel.

Policy Update is a subscription publication of the Oregon School Boards Association

Emielle Nischik

Executive Director

Haley Percell

Chief Legal Officer

Interim Deputy Executive Director

Spencer Lewis

Director of Policy Services

Rick Stucky

Policy Services Specialist

Leslie Fisher

Policy Services Specialist

Colleen Allen

Senior Policy Services

Assistant

Jean Chiappisi

Policy Services Assistant

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Lebanon Community Schools

Code: **AC**

Adopted: 06/16/09

Readopted: 02/04/10, 09/10/15,
03/08/18, 12/12/19, 12/9/21, 6/6/24

Orig. Code(s): AC

Nondiscrimination and Civil Rights

The district **does not discriminate on any basis listed below and** prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race¹, color, religion, sex², sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability or perceived disability, pregnancy, familial status, economic status, or veterans' status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

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

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

~~The Board directs the superintendent to designate the district's civil rights coordinator and make contact information available to staff, students, and parents.~~

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

The district prohibits retaliation and discrimination against an individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating,

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

² 34 CFR § 106.10 provides "discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity."

threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Any complaint alleging discrimination may be made to any civil rights coordinator and will be processed in accordance with administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Depending on the nature of the complaint, additional requirements may apply.

The district will document and track:

1. All reports of discrimination received by the district and all responses to those reports issued by the district, including any investigations completed and remedies provided; and
2. The training completed by each civil rights coordinator.

Civil Rights Coordinator

The Director of Communications is the district's civil rights coordinator.

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination³ required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. Satisfy the training requirements in OAR 581-021-0660 (2)-(3).
 - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):

³ The notice of nondiscrimination will include the name or title, work address, email address, and phone number of each civil rights coordinator.

- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
 - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
 - (4) Identifying discrimination and reports of discrimination;
 - (5) Responding to reports of discrimination;
 - (6) Conducting civil rights investigations, including identifying conflicts of interest, and using strategies to mitigate conflicts of interest;
 - (7) Preventing discrimination in public school programs and activities;
 - (8) Identifying retaliation taken in response to reports of discrimination, responding to reports of such retaliation, and preventing such retaliation in public school programs and activities;
 - (9) Tracking and documenting reports of discrimination.
- b. In years subsequent to being designated a civil rights coordinator, a civil rights coordinator must annually receive the following training in accordance with a schedule established by ODE:
- (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;
 - (2) The duties of districts under state and federal nondiscrimination law, including ORS 342.700 to 342.708, ORS 659.850 and 659.855, Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the American’s with Disabilities Act of 1990, those statutes’ implementing rules and regulations, and determinations made by the Oregon Department of Education and the United States Department of Education’s Office for Civil Rights;
 - (3) The coordinators required by Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and those coordinators’ duties;
 - (4) Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.⁴

END OF POLICY

⁴ Training must first be completed by June 30, 2025.

Legal Reference(s):

ORS 174.100	ORS 659A.006	OAR 581-002-0001-002-0005
ORS 192.630	ORS 659A.009	OAR 581-021-0045
ORS 326.051(1)(e)	ORS 659A.029	OAR 581-021-0046
ORS 408.505	ORS 659A.030	OAR 581-021-0047
ORS 408.230	ORS 659A.040	OAR 581-021-0650-0665
ORS 659.805	ORS 659A.103 - 659A.145	OAR 581-022-2310
ORS 659.815	ORS 659A.230 - 659A.233	OAR 581-022-2370
ORS 659.850 - 659.860	ORS 659A.236	OAR 581-075-0001-075-0005
ORS 659.865	ORS 659A.309	OAR 581-075-0901
ORS 659A.001	ORS 659A.321	OAR 839-003
ORS 659A.003	ORS 659A.409	

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

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

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

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

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

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

Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2020~~2024).

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

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

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

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

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

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

Discrimination **Or Civil Rights** Complaint Procedure

Any person, including students, staff, visitors and third parties, may file a complaint.

The district may have additional responsibilities addressing reports and complaints, including but not limited to, those found in the following policies and their associated administrative regulations:

1. AC-AR(2) - Sex-Based Discrimination under Title IX;
2. ACA - Americans with Disabilities Act;
3. ACB - Every Student Belongs;
4. GBEA - Workplace Harassment;
5. GBM - Staff Complaints;
6. GBMA - Whistleblower;
7. GBN/JBA - Sexual Harassment;
8. GBNA - Hazing, Harassment, Intimidation, Bullying, Menacing or Cyberbullying – Staff;
9. GBNA/JHFF - Reporting of Suspected Sexual Conduct with Students;
10. GBNA/JHFE - Suspected Abuse of a Child Reporting Requirements;
11. IIA - Instructional Materials**;
12. JFCF - [Hazing,]Harassment, Intimidation, Bullying, [Menacing,]Cyberbullying, Teen Dating Violence, or Domestic Violence – Student**; and
13. KL - Public Complaints.

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

- Step 1: Complaints of sex-based discrimination received by the district, in addition to the procedures outlined below, must follow additional requirements in AC-AR(2) - Sex-Based Discrimination Complaints.

Complaints may be oral or in writing and ~~must~~ may be filed with the administrator **or civil rights coordinator**. The administrator shall determine the action to be taken, if any, and reply, in writing, to the complainant within ten school days of receipt of the complaint.

Any staff member that receives a written or oral complaint shall report the complaint to the administrator. **If a complaint is filed with the civil rights coordinator, the civil rights coordinator will forward it to the administrator. If a complaint is filed with the administrator, the administrator will notify the civil rights coordinator of the complaint. The civil rights coordinator will oversee the investigation conducted by the administrator and ensure the investigation is resolved.**

The administrator shall ensure that any required notices are provided¹.

Step 2: If the complainant wishes to appeal the decision of the administrator ~~he/she~~ the complainant may submit a written appeal to the superintendent or designee within ten school days after receipt of the administrator's response to the complaint.

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

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within 30 days of receipt of the appeal by the Board.

If the administrator is the subject of the complaint, the individual may start at step 2 and file a complaint with the superintendent or designee. The superintendent will notify the civil rights coordinator.

If the superintendent is the subject of the complaint, the complaint may start at step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party. The Board chair will direct notification to the civil rights coordinator.

Complaints against the Board as a whole or against an individual Board member, may start at step 3 and should be made to the Board chair and may be referred to district counsel. The Board chair will direct notification to the civil rights coordinator.

Complaints against the Board chair may start at step 3 and be made directly to the Board vice chair. The Board vice chair will direct notification to the civil rights coordinator.

All complaints, including those starting at Step 2 or later, will meet all legal requirements. The civil rights coordinator will oversee these requirements.

~~Timelines may be extended based upon mutual consent of both parties.~~ The timelines established in each step of this procedure may be extended by the district for good cause. Any extension will be communicated to the parties and include a reason for the delay.

~~If~~ The complainant, is a person who resides in the district, ~~is~~ or a parent or guardian of student who attends school in the district or is a student, and is not satisfied after exhausting local complaint procedures, the

¹ See the following for notice requirements:

1. Administrative regulation ACB-AR - Bias Incident Complaint Procedures
2. Administrative regulation AC-AR(2) - Sex-Based Discrimination Under Title IX
3. Board policy GBN/JBA - Sexual Harassment

district fails to render a written decision within 30 days of submission of the complaint at any step unless the district and complainant have agreed in writing to a different time period for that step or after fails to resolve the complaint within 90 days of the initial filing of the complaint, ~~whichever occurs first, he/she~~ may appeal² the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-075-0001-581075-0045 (the rules are amended by OAR 581-075-0901 until April 30, 2025). ~~in writing to the Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-021-0049.~~

Charter Schools of which the District Board is a Sponsor

The district Board, through this administrative regulation, will not review an appeal of a decision reached by the Board of the Sand Ridge Charter School on a complaint alleging a violation of Oregon Revised Statute (ORS) 659.850 or Oregon Administrative Rule (OAR) 581-021-0045 or 581-021-0046 (Discrimination), ~~or~~ OAR 581-021-0655 (Duty to Designate a Civil Rights Coordinator) or 581-021-0660 (Duties of and Training Requirements for Civil Rights Coordinator), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of Sand Ridge Charter School as the district Board's final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-~~002-0001~~ 075-0001 - 581-~~002-0023~~075-0045 (the rules are amended by OAR 581-075-0901 until April 30, 2025).

² An appeal must meet the criteria found in OAR 581-~~002-0005(1)(a)~~ 075-0010 (the rules are amended by OAR 581-075.0901 until April 30, 2025).

DISCRIMINATION OR CIVIL RIGHTS COMPLAINT FORM

Any person, including students, staff, visitors and third parties, may file a complaint.

Name of Person Filing Complaint Date School or Activity

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

Type of discrimination:

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

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

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

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the administrator.

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

Sexual Harassment

¹The 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 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.~~

~~The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.²~~

~~Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.~~

~~Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.~~

~~Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.~~

~~All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment~~

¹ Sexual harassment is generally considered a type of sex-based discrimination. Consequently, additional laws and complaint procedures may apply.

² Other complaint policies and administrative regulations that may apply include, but are not limited to: AC – Nondiscrimination and Civil Rights; ACB – Every Student Belongs; GBEA – Workplace Harassment, GBNA – Hazing, Harassment, Intimidation, Menacing, or Cyberbullying – Staff; GBNA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements; GBNA/JHFE – Suspected Abuse of a Child Reporting Requirements; and JFCF – [Hazing.] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence or Domestic Violence - Students.

complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

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

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without consent⁴.

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

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

Oregon Procedures

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

Name	Position	Phone	Email
<u>Kim Grousbeck</u>	<u>HR Director</u>	<u>541-259-8949</u>	<u>kim.grousbeck@lebanon.k12.or.us</u>

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

⁴ "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.

These individual(s) are responsible for accepting and managing complaints of sexual harassment. Persons wishing to **make a report** should ~~contact them using~~ use the above **contact** information. **The person designated will coordinate the report with the procedures in administrative regulation AC-AR(1)-Discrimination or Civil Rights Complaint Procedure. This person is also designated as the Title IX coordinator. See JBA/GBN-AR(1)–Sexual Harassment Complaint Procedure.**

Response

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

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

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

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

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

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

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

No Retaliation

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

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

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

Notice

When a person⁵ 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:

⁵ 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.

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 include⁶:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the 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;

⁶ Remember confidentiality laws when providing any information.

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

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

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

- ~~1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;~~
- ~~2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁷;~~
- ~~3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;~~
- ~~4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;~~
- ~~5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or~~
- ~~6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.~~

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

Federal Procedures

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

⁷ ~~"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))~~

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.

Kim Grousbeck is designated as the Title IX Coordinator and can be contacted at 541-259-8948. 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.

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.⁸ The district shall treat complainants and respondents equitably by providing supportive measures⁹ to the complainant and by following a grievance procedure¹⁰ 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.¹¹

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.¹² 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:

⁸ (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.

⁹ (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.⁹ 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))

¹⁰ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GBN-AR(2)—Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹¹ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹² 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))

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.~~

No Retaliation

~~Neither the district or any person may retaliate¹³ 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 district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any ~~student, parent of a student, school or district staff member, or third party person~~ upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)

[ORS 332.107](#)

[ORS 342.700](#)

¹³~~Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.~~

[ORS 342.704](#)
[ORS 342.708](#)
[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2020~~2024).

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

Suspected Sexual Conduct with Students and Reporting Requirements*

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, ~~and students~~⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

⁵“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~ **one calendar year** prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ ~~Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.~~

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

~~R10/05/21-12/24~~ LF

has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the ~~assistant superintendent~~ **Chief Operations Officer** who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;

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

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2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

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

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.370 - 339.400](#)
[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2136 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).

Lebanon Community Schools

Code: **IKF**

Adopted: 5/20/10

Readopted: 12/16/10, 5/19/11, 12/5/13,
3/10/16, 6/9/16, 10/12/17,
1/11/18, 4/26/18, 8/8/19,
1/9/20, 4/14/22, 11/10/22

Graduation Requirements**

(If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in the following lists.)

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma and ~~an alternative certificate~~ a certificate of attendance which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. ~~A foster child~~ In foster care¹;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
; or
7. ²Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program³ in the state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

Diploma

¹As defined in ORS 30.297.

²Applies to high school diplomas awarded on or after January 1, 2026.

³“Educational program in this state” means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits **which include at least:**

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are a level higher than Algebra I);
2. Four credits in language arts⁴ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (~~including~~ shall include 0.5 unit of US civics⁵ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for the US and world history, ~~civics~~⁶; geography, ~~and~~ economics (~~including personal finance~~)) and ⁷financial literacy;
5. ⁸One-half credit of higher education and career path skills;
6. ⁹One-half credit of personal financial education;
7. One credit in health education;
6. One credit in physical education; and
7. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination).

The district shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025).

To receive a diploma, in addition to credit requirements outlined ~~in OAR 581-022-2000~~ above, a student must¹¹:

~~Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long-term care or treatment facility described in ORS 343.961 or a hospital identified in ORS 343.261.~~

⁴ "Language arts" includes reading, writing and other communications in any language, including English.

⁵ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).

~~⁶ Civics becomes a half-credit requirement beginning on January 1, 2026 (ORS 329.451).~~

⁷ This requirement is replaced with a one-half credit of personal financial education requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year.

⁸ Higher education and career path skills becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

⁹ Personal finance education becomes a one-half credit graduation requirement for students who were first enrolled in grade 9 during the 2023-2024 school year or first enrolled in grade 9 in any subsequent school year (a requirement for a high school diploma awarded on or after January 1, 2027; a district may request a one-year waiver in accordance with law).

¹⁰ "World Language" includes sign language, heritage language and languages other than a student's primary language.

~~¹¹ The proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma during the 2021-2022, 2022-2023, or 2023-2024 school year. (Senate Bill 744, 2021).~~

1. ¹²Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;

42. Develop an education plan and build an education profile;

23. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and

34. Participate in career-related learning experiences.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a high school diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. The student Hhas a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

2. The student Hhas a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall with at least 13 of those credits to include:

1, Three credits in language arts;

2. Two credits in mathematics;

3. Two credits in science;

4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));

5. ¹³One-half credit in personal finance education;

6. ¹⁴One-half credit in higher education and career path skills;

57. One credit in health education;

68. One credit in physical education;

¹² The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

¹³ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

¹⁴ This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

79. One credit in career technical education, the arts or world languages (units may be earned in any one or a combination).

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements as outlined in OAR 581-022-2010, a student must:

1. ¹⁵Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
42. Develop an education plan and build an education profile; and
23. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

Districts may make modifications to assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in ~~learning expectations~~ the achievement level, construct, or ~~content that is to be measured, grade level standard, or~~ measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard. ~~The IEP or 504 team must inform the student's parent that the use of a modification on an assessment will result in an invalid assessment;~~
2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified ~~Smarter-Balanced~~ statewide assessment.

A student's school team (~~which must include an adult student, parent/guardian of the student~~) shall decide ~~that if~~ a student ~~should~~ will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school.

A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working toward a modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

¹⁵ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

~~Beginning in grade five or beginning after a documented history to qualify for a modified diploma, the district shall annually provide the parents and guardians of the student, information about the availability and requirements of a modified diploma.~~

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Essential Skills

The district will allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

The district will develop procedures to provide local performance assessment options as described in the *Local Performance Assessment Manual*, in the ELL student's language of origin, and will develop procedures to ensure that locally scored assessment options administered in an ELL student's language of origin are scored by a qualified rater.

Essential Skills Appeal

The district will follow Board policy KL - Public Complaints in the event of an appeal for the denial of a diploma based on the Essential Skills graduation requirement. The district will retain student work samples and student performance data to ensure that sufficient evidence is available in the event of an appeal.

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a **high school** diploma while receiving **reasonable** modifications and accommodations. To be eligible for an extended diploma, a student must;

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than ~~six~~6 credits in a self-contained special education classroom and will include:
 - a. Two credits in mathematics;
 - b. Two credits in language arts;
 - c. Two credits in science;
 - d. Three credits in history, geography, economics or civics;
 - e. One credit in health;

- f. One credit in psychical education; and
- g. One credit in the arts or a world language; and.

2. Have a documented history of:

- a. An inability to maintain grade bevel achievements due to significant learning and instructional barriers;
- b. A medical condition that creates a barrier to achievement; or
- c. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

~~Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma. For students with a documented history, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such documented history has been established, the following:~~

- 1. ~~Information about the availability of high school diplomas, modified diplomas and the requirements for such diplomas; and~~
- 2. ~~A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the state or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.~~

~~Alternative Certificates~~

~~Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.~~

~~Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.~~

~~Certificate of Attendance~~

~~For students with a documented history¹⁶, the district shall annually provide the parents or guardians of such students, beginning in grade five or after such a documented history has been established, the following:~~

- 1. ~~Information about the availability of high school diplomas, modified diplomas and the requirements for the diplomas; and~~

¹⁶ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

The district will ensure that **all** students have onsite access to the appropriate resources **and courses** to achieve **a high school diploma, a modified diploma, or an extended diploma, or an alternative certificate** at each high school **in the district**. The district will provide **[age-appropriate and developmentally appropriate]** literacy instruction to all students until graduation.

The district may not deny a student **the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student** who has the documented history listed under the **above** modified diploma or extended diploma requirements **outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the document history.**

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is **an** emancipated **minor** or has reached the age of 18 (**adult student**) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district **shall must** receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or **an alternative certificate a certificate of attendance** in the later of 4 years after starting **the ninth** grade **9**, or until the student reaches the age of 21 **years**, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may **satisfy complete** the requirements for a modified diploma, an extended diploma or **an alternative certificate a certificate of attendance** in less than four years but not less than three years. In order to satisfy the requirements for a modified diploma, an extended diploma or **an alternative certificate a certificate of attendance** in less than **four 4** years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or **an alternative certificate a certificate of attendance** shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, extended diploma or **an alternative certificate a certificate of attendance** shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet unique needs of the student. **and w**When added together, **the district will** provide a total number of hours of instruction or services **to the student** that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. **The**

district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, ~~an alternative certificate a certificate of attendance~~ or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or ~~an alternative certificate certificate of attendance~~ is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted-out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the ~~Smarter Balanced or alternate Oregon Extended Assessment~~ Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form¹⁷ and submitting the form to the district.

The district will issue a high school diploma ~~pursuant to Oregon law (ORS 332.114)~~, to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

[ORS 329.007](#)
[ORS 329.045](#)
[ORS 329.045](#)
[ORS 329.451](#)
[ORS 329.479](#)
[ORS 332.107](#)
[ORS 332.114](#)
[ORS 339.115](#)
[ORS 339.505](#)

[ORS 343.295](#)

[OAR 581-021-0009](#)
[OAR 581-022-2000](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)

[OAR 581-022-2025](#)
[OAR 581-022-2030](#)
[OAR 581-022-2115](#)
[OAR 581-022-2120](#)
[OAR 581-022-2505](#)

¹⁷ Oregon Department of Education page for: [30-day notice and opt-out form](#)
~~CR-8/08/22~~R11/24 | LFRS/LF

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.

~~Senate Bill 1522 (2022)~~

Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992, published by the OREGON DEPARTMENT OF EDUCATION.

Sexual Harassment

¹The 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 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.~~

~~The district processes complaints or reports of sexual harassment using administrative regulation AC-AR(1) - Discrimination or Civil Rights Complaint Procedure. Additional requirements for processing complaints are included in this policy.²~~

~~Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.~~

~~Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.~~

~~Additional information regarding filing of a complaint or report may be obtained through the principal, Title IX Coordinator, civil rights coordinator, or superintendent.~~

~~All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment~~

¹ Sexual harassment is generally considered a type of sex-based discrimination. Consequently, additional laws and complaint procedures may apply.

² Other complaint policies and administrative regulations that may apply include, but are not limited to: AC – Nondiscrimination and Civil Rights; ACB – Every Student Belongs; GBEA – Workplace Harassment, GBNA – Hazing, Harassment, Intimidation, Menacing, or Cyberbullying – Staff; GBNA/JHFF – Suspected Sexual Conduct with Students and Reporting Requirements; GBNA/JHFE – Suspected Abuse of a Child Reporting Requirements; and JFCF – [Hazing.] Harassment, Intimidation, Bullying, [Menacing,] Cyberbullying, Teen Dating Violence or Domestic Violence - Students.

complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

OREGON DEFINITION AND PROCEDURES

Oregon Definition

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

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
 - a. Interferes with a student's educational activity or program;
 - b. Interferes with a school or district staff member's ability to perform their job; or
 - c. Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without consent⁴.

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

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

Oregon Procedures

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

Name	Position	Phone	Email
<u>Kim Grousbeck</u>	<u>Director of HR</u>	<u>541-259-8948</u>	<u>kim.grousbeck@lebanon.k12.or.us</u>

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

⁴ "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.

These individuals are responsible for accepting and managing complaints of sexual harassment. Persons wishing to **make a** report should ~~contact them using~~ use the above **contact** information. The person designated will coordinate the report with the procedures in administrative regulation AC-AR(1)-Discrimination or Civil Rights Complaint Procedure. This person is also designated as the Title IX Coordinator. ~~See JBA/GBN-AR(1)–Sexual Harassment Complaint Procedure.~~

Response

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

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

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

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

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

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

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

No Retaliation

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

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

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

Notice

When a person⁵ 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:

⁵ 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.

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 include⁶:

1. Name and contact information for all person designated by the district to receive complaints;
2. The rights of the person that the notification is going to;
3. Information about the internal complaint processes available through the school or district that the 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;

⁶ Remember confidentiality laws when providing any information.

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

Oregon Department of Education (ODE) Support

The ODE will provide technical assistance and training upon request.

FEDERAL DEFINITION AND PROCEDURES

Federal Definition

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

- ~~1. An employee of the district conditioning the provision of an aid, benefit, or service of the district on an individual's participation in unwelcome sexual conduct;~~
- ~~2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity⁷;~~
- ~~3. "Sexual assault": an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;~~
- ~~4. "Dating violence": violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship;~~
- ~~5. "Domestic Violence": felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction; or~~
- ~~6. "Stalking": engaging in a course of conduct directed at a specific person that would cause a reasonable person fear for the person's own safety or the safety of others, or suffer substantial emotional distress.~~

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

Federal Procedures

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

⁷ ~~"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))~~

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.

Kim Grousbeck is designated as the Title IX Coordinator and can be contacted at 541-259-8948. 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.

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.⁸ The district shall treat complainants and respondents equitably by providing supportive measures⁹ to the complainant and by following a grievance procedure¹⁰ 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.¹¹

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.¹² 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:

⁸ (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.

⁹ (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.⁹ 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))

¹⁰ This grievance procedure must meet the requirements of Title 34 C.F.R. § 106.45 (included in accompanying administrative regulation, *see* JBA/GBN AR(2)—Federal Law (Title IX) Sexual Harassment Complaint Procedure).

¹¹ The Title IX Coordinator may also discuss that the Title IX Coordinator has the ability to file a formal complaint.

¹² 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))

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.~~

No Retaliation

~~Neither the district or any person may retaliate¹³ 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 district student handbook and on the district website. This policy shall also be made available at each school office and at the district office. The district shall post this policy on a sign in all grade 6 through 12 schools, on a sign that is at least 8.5 inches by 11 inches in size. A copy of the policy will be made available to any ~~student, parent of a student, school or district staff member, or third party person~~ upon request.

END OF POLICY

Legal Reference(s):

[ORS 243.706](#)

[ORS 332.107](#)

[ORS 342.700](#)

~~13 Retaliation includes, but is not limited to, intimidation, threats, coercion, and discrimination.~~

[ORS 342.704](#)
[ORS 342.708](#)
[ORS 342.850](#)
[ORS 342.865](#)
[ORS 659.850](#)
[ORS 659A.006](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[OAR 581-021-0038](#)
[OAR 584-020-0040](#)
[OAR 584-020-0041](#)

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (~~2020~~2024).

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

Pregnant and Parenting Student

The district shall not discriminate in its education program or activity against any student based on their current, potential, or past pregnancy, parenting, or related conditions. No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood. A pregnant or parenting student shall be encouraged to continue with an educational program and to participate in all school-sponsored activities ~~unless physically unable~~. The district shall ensure that pregnant and parenting students receive special services as temporarily necessitated by their condition.

Neither pregnancy nor parenting constitute an exemption from Oregon compulsory attendance law.

~~No pregnant or parenting student shall be excluded from the public schools on the basis of pregnancy or parenthood.~~

The district shall, in considering and obtaining special services for pregnant and parenting students:

1. Inform pregnant and parenting students and their parents of the availability of such services in the district, education service district or in the community;
2. Facilitate the provision of such services, including counseling, life skills and parenting education, child care, transportation, career development and health and nutrition services to pregnant and parenting students;
3. Inform pregnant and parenting students and their parents of the availability of resources provided by other agencies, including health and social services;
4. Provide educational programs and schedules that address the individual learning styles and needs of pregnant and parenting students;
5. Develop individualized educational programs or services, or both, to address the needs of pregnant and parenting students when their educational needs cannot be met by the regularly provided school program.

The student will be allowed access to a lactation space¹ described in Board policy GBDA – Expression of Milk or Breastfeeding.

The superintendent ~~or designee~~ will develop administrative regulations as necessary to ensure compliance with the provisions of state and federal law.

¹ A lactation space must be a space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used by a student for expressing breast milk or breastfeeding as needed. (34 CFR 106.40(b)(3)(v)).

END OF POLICY

Legal Reference(s)

~~ORS 109.520~~

~~ORS 339.010~~

~~ORS 336.640~~

~~ORS 339.030~~

~~OAR 581-021-0046~~

~~OAR 581-023-0100(3)~~

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).

Suspected Sexual Conduct with Students and Reporting Requirements*

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, ~~and students~~⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

⁵“Sexual conduct,” means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student’s educational performance, or of creating an intimidating or hostile educational environment. “Sexual conduct” does not include touching or other physical contact that is necessitated by the nature of the school employee’s job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

“Student” means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within ~~90 days~~ **one calendar year** prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow up on receipt of the report.

¹ “Contractor” means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.

² “Agent” means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.

³ “Volunteer” means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

⁴ ~~Student conduct may only be sexual conduct if the student is also an employee, contractor, agent, or volunteer.~~

⁵ This definition of “sexual conduct” affects all conduct that occurs before, on or after June 23, 2021, for purposes of reports that are made, investigations that are initiated, or a collective bargaining agreement, an employment contract, an agreement for resignation or termination, a severance agreement or any similar contract or agreement entered into, on or after June 23, 2021.

Any district employee, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the designated licensed administrator or the alternate designated licensed administrator for their school building, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the ~~assistant superintendent~~ **Chief Operations Officer** who shall report the suspected sexual conduct to the Board chair.

If an employee fails to report suspected sexual conduct or fails to maintain confidentiality of records, the employee will be disciplined up to and including dismissal.

When a designated licensed administrator receives a report of suspected sexual conduct by a district employee, contractor, agent or volunteer, the administrator will follow procedures established by the district and set forth in the district's administrative regulation JHFF/GBNAA-AR - Suspected Sexual Conduct Report Procedures and Form. All such reports will be reported to the Oregon Department of Education (ODE) or Teacher Standards and Practices Commission (TSPC) in accordance with such administrative regulation. The agency receiving a report will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged perpetrator.

When there is reasonable cause to support the report, a district employee suspected of sexual conduct shall be placed on paid administrative leave pending an investigation and the district will take necessary actions to ensure the student's safety.

When there is reasonable cause to support the report, a district contractor, agent or volunteer suspected of sexual conduct shall be removed from providing services to the district and the district will take necessary actions to ensure the student's safety.

The district will post in each school building the names and contact information of the employees⁵ designated for the school building to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

The district will notify, as allowed by state and federal law, the person who was subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

A district employee, contractor or agent will not assist another district employee, contractor or agent in obtaining a new job if the individual knows, or has reasonable cause to believe the district employee, contractor or agent engaged in sexual conduct. Nothing in this policy prevents the district from disclosing information required by law or providing the routine transmission of administrative and personnel files pursuant to law.

The initiation of a report in good faith about suspected sexual conduct may not adversely affect any terms or conditions of employment or the work environment of the person who initiated the report or who may have been subject to sexual conduct. If a student initiates a report of suspected sexual conduct by a district

employee, contractor, agent or volunteer in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer.

The district will provide to employees at the time of hire, or to a contractor, agent or volunteer at the time of beginning service for the district, the following:

1. A description of conduct that may constitute sexual conduct;
2. A description of the investigatory process and possible consequences if a report of suspected sexual conduct is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors and agents when they attempt to obtain a new job, pursuant to ORS 339.378(2).

All district employees are subject to Board policy GCAB - Personal Electronic Devices and Social Media - Staff regarding appropriate electronic communications with students.

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

The superintendent shall develop administrative regulations to implement this policy and to comply with state law.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

[ORS 419B.005 - 419B.045](#)

Every Student Succeeds Act, 20 U.S.C. § 7926 (2018).

~~House Bill 2136 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).

OSBA Model Sample Administrative Regulation

Code: AC-AR(2)

Revised/Reviewed:

Sex-Based Discrimination Under Title IX

{This administrative regulation (AR) is intended to provide guidance to district administrators when handling Title IX-related issues. These requirements here are in addition to requirements in other applicable complaint procedures.}

Definitions

“Discrimination on the basis of sex” includes discrimination on the basis of sex-stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

“Complainant” means:

1. A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
2. A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX and who was participating or attempting to participate in the district’s education program or activity at the time of the alleged discrimination.

“Complaint” means an oral or written request to the district that objectively can be understood as a request for the district to investigate and make a determination about alleged discrimination.

{¹}[“Consent” means the knowing, voluntary and clear agreement by all parties to participate in the specific act.]

“Parental status” means the status of a person who, with respect to another person who is under the age of 18 or who is 18 or older but is incapable of self-care because of a physical or mental disability, is:

1. A biological parent;
2. An adoptive parent;
3. A foster parent;
4. A stepparent;
5. A legal custodian or guardian;
6. In loco parentis with response to such a person;
7. Actively seeking legal custody, guardianship, visitation, or adoption of such a person.

¹ {This definition of consent is based on the definition of “without consent” in ORS 342.704, applying to sexual harassment. The district can choose to use a different definition.}

“Peer retaliation” means retaliation by a student against another student.

“Pregnancy or related conditions” means:

1. Pregnancy, childbirth, termination of pregnancy, or lactation;
2. Medical conditions related to pregnancy, childbirth, termination of pregnancy, or lactation; or
3. Recovery from pregnancy, childbirth, termination of pregnancy, lactation, or related medical conditions.

“Sex-based harassment” is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on bases described in 34 CFR § 106.10, that is:

1. Quid pro quo harassment. An employee, agent, or other person authorized by the district to provide an aid, benefit, or service under the district’s education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person’s participation in unwelcome sexual conduct;
2. Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person’s ability to participate in or benefit from the district’s education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected the complainant’s ability to access the district’s education program or activity;
 - b. The type, frequency, and duration of the conduct;
 - c. The parties’ age, roles within the district’s education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. The location of the conduct and the context in which the conduct occurred; and
 - e. Other sex-based harassment in the district’s education program or activity; or
3. Specific offenses including sexual assault, dating violence, domestic violence, and stalking.²

“Supportive measures” means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

1. Restore or preserve that party’s access to the district’s education program or activity, including measures that are designed to protect the safety of the parties or the district’s educational environment; or
2. Provide support during the district’s grievance procedures under 34 CFR § 106.45, and if applicable 34 CFR § 106.46, or during the informal resolution process under 34 CFR § 106.44(k).

² See 34 CFR § 106.2, *Sex-based harassment* (3) *Specific offenses* for definitions.

Notice of Nondiscrimination

The district will provide notice of nondiscrimination to students; parents, guardians, or other authorized legal representatives of elementary school and secondary school students; employees; applicants for admission and employment and all unions and professional organizations holding collective bargaining or professional agreements with the district. This notice will be continuously available on the district website, be posted in multiple locations, be made available in the languages of the communities served by the district, and be disseminated annually to staff, students, and families in an accessible manner.³ This includes, but is not limited to, each handbook, catalog, announcement, bulletin, and application form that the district makes available to persons entitled to the notice.⁴

Sample notice:

The district does not discriminate on the basis of age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, and gender identity.

The district prohibits sex discrimination in any education program or activity it operates, as required by Title IX and its regulations, including admission and employment.

Inquiries about Title IX may be referred to the district's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

The following have been designated by the district:

Kim Grousbeck, HR Director, Title IX Coordinator

485 S 5th St. Lebanon, OR 97355, kim.grousbeck@lebanon.k12.or.us, 541-259-8948

Michelle Steinhebel, Communications Director, Civil Rights Coordinator

485 S 5th St. Lebanon, OR 97355, michelle.steinhebel@lebanon.k12.or.us, 541-259-8856

Steve Woodcock, Special Education Director, Section 504 of the Rehabilitation Act of 1973 Coordinator, and Title II of the Americans with Disabilities Act of 1990 Coordinator

485 S 5th St. Lebanon, OR 97355, steve.woodcock@lebanon.k12.or.us, 541-259-8930

The district's nondiscrimination policy and grievance procedures can be located at the Lebanon Community School District [Policy Webpage](#).

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Lebanon Community School District [Policy Webpage](#).

The following may also be used in district publications:

³ This reflects the requirements for the Title IX notice (34 CFR § 106.8(c)(1)) and Oregon law OAR 581-021-0045(4).

⁴ {If necessary, due to the format or size of any publication, the district may instead include in those publications a statement that the district prohibits sex discrimination in any education program or activity it operates, and individuals may report concerns or questions to the Title IX Coordinator and provide the location of the notice on the district's website.}

⁵ {Including this notice language in this administrative regulation does not meet the notice requirements. This language is provided as sample language that can be communicated in other ways to meet the notice requirements.}

The district prohibits sex discrimination in any education program or activity it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located at the Lebanon Community School District [Policy Webpage](#).

Training Requirements

The district will ensure the following individuals receive training related to their duties under Title IX promptly upon hiring or change of position which alters their duties under Title IX or this administrative regulation, and annually thereafter. The training must not rely on sex stereotypes.

1. All employees must be trained on:
 - a. The district's obligation to address sex discrimination in its education program or activity;
 - b. The scope of conduct that constitutes sex discrimination under Title IX and regulation, including the definition of sex-based harassment; and
 - c. All applicable notification and information requirements.
2. All investigators, decisionmakers, and other persons⁶ who are responsible for implementing the district's grievance procedures or have the authority to modify or terminate supportive measures must be trained on the following topics to the extent related to their responsibilities:
 - a. The district's obligations under 34 CFR § 106.44 (District's response to sex discrimination);
 - b. The district's grievance procedures;
 - c. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
 - d. The meaning and application of the term 'relevant' in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance under law.
3. All facilitators⁷ of an informal resolution process must be trained on the rules and practices associated with the district's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias;
4. The Title IX Coordinator and any designees must be trained on their specific legal responsibilities⁸, the district's recordkeeping system related requirements, and any other training necessary to coordinate the district's compliance with Title IX.

The district will make all training materials available upon request for inspection by members of the public.

Title IX Coordinator Duties

⁶ This requirement is in addition to the requirements in 1. above for all employees. This requirement may include board members.

⁷ This requirement is in addition to the requirements in 1. above for all employees.

⁸ See 34 CFR §§ 106.40(b)(3) and 106.44(f) and (g).

The Title IX Coordinator is responsible for coordinating the district's compliance with its obligations under Title IX.

When notified of conduct that reasonably may constitute sex discrimination under Title IX, the Title IX Coordinator must take the following actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects:

1. Treat the complainant and respondent equitably;
2. Offer and coordinate supporting measures for complainant and respondent, as appropriate;
3. Notify the complainant or, if the complainant is unknown, the individual who reported the conduct of the grievance procedures (including informal resolutions process as appropriate);
4. If a complaint is made, notify the respondent of the grievance procedures (including informal resolutions process as appropriate);
5. In response to a complaint, initiate the grievance procedures;
6. In the absence of a complaint or the withdrawal of any or all of the allegation in the complaint, and in the absence or termination of an informal resolution process, determine whether to initiate a complaint of sex discrimination⁹. If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or that the conduct as alleged prevents the district from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint;
7. If initiating a complaint, notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures; and
8. Regardless of whether a complaint is initiated, take other appropriate prompt and effective steps, in addition to steps necessary to effectuate the remedies provided to an individual complainant, if any, to ensure that sex discrimination does not continue or recur within the district's education program or activity.

Additional Requirements under Title IX

⁹ To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:

1. The complainant's request not to proceed with initiation of a complaint;
2. The complainant's reasonable safety concerns regarding initiation of a complaint;
3. The risk that additional acts of sex discrimination would occur if a complaint were not initiated;
4. The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the respondent is an employee of the district;
6. The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination occurred; and
8. Whether the district could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedure.

If the district has knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity, the district must respond promptly and effectively. Each district employee¹⁰ must notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX.¹¹

The district will treat complainants and respondents equitably.¹²

The district requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.¹³

The district presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.¹⁴

The district will follow timelines in AC-AR(1) – Discrimination or Civil Rights Complaint Procedure. Timelines may be amended in accordance with that procedure.¹⁵

The district will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

If a complainant or respondent is a student with a disability, the Title IX Coordinator must consult with one or more members of the student's Individualized Education Program (IEP) team or the group of persons responsible for the student's placement decision as required by law.¹⁶

Records related to complaints, notifications and trainings will be kept in accordance with 34 CFR § 106.8(f).¹⁷

The Title IX Coordinator must monitor the district's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX and take steps reasonably calculated to address such barriers.

¹⁰ Does not apply to confidential employees, as defined in 34 CFR § 106.2.

¹¹ This requirement does not apply to an employee who has personally been subject to conduct that reasonably may constitute sex discrimination under Title IX.

¹² 34 CFR § 106.45(b)(1).

¹³ 34 CFR § 106.45(b)(2).

¹⁴ 34 CFR § 106.45(b)(3).

¹⁵ 34 CFR § 106.45(b)(4).

¹⁶ 34 CFR § 106.8(e).

¹⁷ Records documenting the information resolution process, the grievance procedures, any resulting outcome, records documenting the actions the district took to meet obligations under this regulation and training materials must be kept for a minimum of seven years.

Complaint and Grievance Procedures¹⁸

The district has adopted complaint procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations. These procedures can be found in AC-AR(1) - Discrimination or Civil Rights Complaint Procedure.

The following persons have a right to make a complaint about sex discrimination, including complaints of sex-based harassment, requesting that the district investigate and make a determination about alleged discrimination under Title IX:

1. A “complainant,” includes:
 - a. A student or employee of the district who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
 - b. A person other than a student or employee of the district who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the district’s education program or activity;
2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
3. The district’s Title IX Coordinator.

A person is entitled to make a complaint of sex-based harassment under Title IX only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with requirements of 34 CFR § 106.44(f)(1)(v).

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

1. Any student or employee of the district; or
2. Any person other than a student or employee who was participating or attempting to participate in the district’s educational program or activity at the time of the alleged sex discrimination.

Individuals may be able to file complaints under different laws and procedures.

The district may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

¹⁸ See 34 CFR §§ 106.8(b)(2) and 106.45.

Notice of Allegations

Upon initiation of the district's Title IX grievance procedures, the district will notify the parties in writing of the following:

1. The district's Title IX grievance procedures and any informal resolution process;
2. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
3. Retaliation is prohibited; and
4. The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the district provides a description of the evidence the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

If, in the course of an investigation, the district decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the district will notify the parties of the additional allegations.

Investigation

Using established investigative procedures, the district will provide for adequate, reliable, and impartial investigation of complaints.

The burden is on the district—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The district will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

The district will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The district will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The district will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

1. The district will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the district provides a description of the evidence, the district will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon request of the party;

2. The district will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
3. The district will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses

The district will provide a process that enables the decisionmaker to question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the district to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

1. Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
2. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the district obtains that party's consent or witness's voluntary, written consent for use in its grievance procedures; and
3. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Determination whether Sex Discrimination Occurred

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the district will:

1. Use the [{¹⁹}preponderance of the evidence] standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred;

¹⁹ {If the district uses the clear and convincing evidence standard in all comparable proceedings, the district can choose to use the clear and convincing evidence standard.}

2. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
3. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination;
4. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
 - a. Coordinate the provision and implementation of remedies to a complainant and other people the district identifies as having had equal access to the district's education program or activity limited or denied by sex discrimination;
 - b. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
 - c. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the district's education program or activity.
5. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
6. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Dismissal of Complaints

The district may dismiss a complaint of sex discrimination if:

1. The district is unable to identify the respondent after taking reasonable steps to do so;
2. The respondent is not participating in the district's education program or activity and is not employed by the district;
3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the district determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
4. The district determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the district will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the district will promptly notify the complaint of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the district will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The district will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the district will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

1. Procedural irregularity that would change the outcome;
2. New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the district will:

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
2. Implement appeal procedures equally for the parties;
3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
6. Notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the district will, at a minimum:

1. Offer supportive measures to the complainant as appropriate;²⁰
2. If the respondent has been notified of the allegations, offer supportive measure to the respondent as appropriate; and
3. Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the district's education program or activity.²¹

Appeal of Determinations

²⁰ See 34 CFR § 106.44(g).

²¹ See 34 CFR § 106.44(f).

Appeals may be filed in accordance with AC-AR(1) - Discrimination or Civil Rights Complaint Procedure.

Informal Resolutions

In lieu of resolving a complaint through the district's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The district does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of a student, or when such a process would conflict with Federal, State, or local laws.²²

Supportive Measures

The district will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the district's education program or activity or provide support during the district's Title IX grievance procedures or during the informal resolution process. For complaints of sex-based harassment, these supportive measures may include [DESCRIBE RANGE THAT COMPLIES WITH 34 CFR § 106.44(g) HERE].

Disciplinary Sanctions and Remedies

Following a determination that sex-based harassment occurred, the district may impose disciplinary sanctions, which may include [LIST OR DESCRIBE RANGE]. The district may also provide remedies, which may include [LIST OR DESCRIBE RANGE].

²² See 34 CFR § 106.44(k)

Lebanon Community Schools

Code: **JECA**

Adopted: 8/4/08

Readopted: 1/20/11, 4/4/12, 1/11/18,
9/20/18, 3/11/21

Orig. Code(s): JECA

Admission of Resident Students**

Resident students may be admitted under the following conditions:

1. A school-age student who lives within the district attendance area between the ages of 5 and 19 shall be allowed to attend school without paying tuition.
2. A student who turns 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.
3. The Board may admit an otherwise eligible student who is not receiving special education and who has not yet attained 21 years of age prior to the beginning of the current school year if the student is shown to be in need of additional education in order to receive a diploma or a modified diploma. This student may attend school without paying tuition for the remainder of the school year.
4. The Board shall admit an otherwise eligible student who has not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:
 - a. Has not yet received a regular high school diploma; or
 - b. Has received a modified diploma, an extended diploma or ~~an alternative~~ certificate of attendance.
5. Students whose parent or guardian voluntarily placed the child outside the child's home with a public or private agency and who is living in a licensed, certified or approved substitute care program, and whose residency is established pursuant to Oregon Revised Statute (ORS) 339.134.
6. Students who are military children¹ are considered resident of the district, if the district is the district of military residence² for the military child. Parents of military students must provide proof of residency within 10 days after the date of military transfer or pending transfer indicated on the official military order.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

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

7. The ~~Board district will~~ **may, based on district criteria,** deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.
8. The ~~Board district~~ shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.
9. The ~~Board district~~ may, based on district criteria, provide alternative programs of instruction to a student ~~expelled who has become a resident student and who is under expulsion from another district~~ for a weapons policy violation.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 339.115](#)
[ORS 339.133](#)

[ORS 339.134](#)
[ORS 339.139](#)
[ORS 433.267](#)

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

Lebanon Community Schools

Code: **IKFB**

Adopted: 8/7/06

Readopted: 12/16/10, 12/15/11,
1/11/18, 2/11/21, 4/14/22

Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the high school administration on the date selected by the Board.

The district's valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing¹ who have successfully completed the district requirements for a high school diploma, or qualify to receive or receives a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance, including ~~a~~ students participating in a district-sponsored alternative education program and ~~a~~ students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to a student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear ²“Native American ~~or other~~ items of cultural significance”[“] or other items of cultural significance.

END OF POLICY

¹ A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.

² “Native American items of cultural significance” means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

Legal Reference(s):

[ORS 329.451](#)
[ORS 332.107](#)
[ORS 332.112](#)
[ORS 339.505](#)
[ORS 343.295](#)

[ORS 659.850](#)
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 581-021-0060](#)
[OAR 581-022-2000](#)

[OAR 581-022-2015](#)
[OAR 581-022-2010](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

31 OR. ATTY. GEN. OP. 428 (1964)

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

Kay v. David Douglas Sch. Dist. No. 40, 1987); *cert. den.*, 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

Lebanon Community Schools

Code: **JFE-AR**
Revised/Reviewed: 6/15/98; 1/20/11

Individualized Plan for Pregnant and/or Parenting **Teens Students**

District _____ School _____

Date _____

Student Information

Student Name: _____

Age: _____ Date of Birth: _____

Pregnant? Yes ☐ No ☐ Due Date: _____

Parenting? Yes ☐ No ☐ No. of Children: _____ Ages: _____

Living Situation: _____

Sources of Financial Support: _____

Education Status: Grade Standing: 6, 7, 8, 9, 10, 11, 12
On Track for Graduation? Yes ☐ No ☐ Number of Credits **Behind** needed to be on track? _____

Date of Enrollment in Individualized Plan: _____

Program Information

Check whether service is to be provided and paid for by family, school or agency. If agency, please indicate source. Briefly describe service to be provided.

EDUCATION		DESCRIPTION
Provided by:	Paid for by:	
Family []	Family []	
School []	School []	
Agency []	Agency []	
TRANSPORTATION		DESCRIPTION
Provided by:	Paid for by:	
Family []	Family []	
School []	School []	
Agency []	Agency []	

CHILD CARE		DESCRIPTION
Provided by: Family [] School [] Agency []	Paid for by: Family [] School [] Agency []	
LIFE SKILLS TRAINING		DESCRIPTION
Provided by: Family [] School [] Agency []	Paid for by: Family [] School [] Agency []	
PARENTING EDUCATION		DESCRIPTION
Provided by: Family [] School [] Agency []	Paid for by: Family [] School [] Agency []	
CAREER DEVELOPMENT		DESCRIPTION
Provided by: Family [] School [] Agency []	Paid for by: Family [] School [] Agency []	
HEALTH NUTRITION SERVICES		DESCRIPTION
Provided by: Family [] School [] Agency []	Paid for by: Family [] School [] Agency []	
COUNSELING		DESCRIPTION
Provided by: Family [] School [] Agency []	Paid for by: Family [] School [] Agency []	
OTHER SOCIAL SERVICES		DESCRIPTION
Provided by: Family [] School [] Agency []	Paid for by: Family [] School [] Agency []	

I have been informed of the services available for pregnant and parenting students in the district and I have received information about the availability of resources provided by other agencies, including health and social services.

Signature of Student

Date

Signature of Parent

Date

Signature of School Representative

Date

Termination Data

Date of termination from program: _____

Reason (check one):

Comments: _____

Nonattendance

Moved

Completed ~~HS degree~~ diploma¹

Completed GED

Returned to regular school program

Other: _____

¹ A “diploma” as it pertains to Board policy JFE – Pregnant and/or Parenting Students, means a diploma, a modified diploma, or an extended diploma.

Sexual Harassment Complaint Procedure

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

Name	Position	Phone	Email
<u>Kim Grousbeck</u>	<u>HR Director</u>	<u>541-259-8948</u>	<u>kim.grousbeck@lebanon.k12.or.us</u>
<u>Jennifer Meckley</u>	<u>Superintendent</u>	<u>541-451-8511</u>	<u>jennifer.meckley@lebanon.k12.or.us</u>

The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy GBN/JBA - Sexual Harassment.

Step 1 The district official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy JBA/GBN - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 1 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within 5 working days of receipt of the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent or designee in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's or designee's decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further

explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's or designee's decision in Step 2 is final¹.

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent or designee. The superintendent or designee will cause the required notices to be provided. The superintendent or designee will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

¹ If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

Lebanon Community School District
485 S. 5th Street, Lebanon, OR 97355 | (541) 451-8511

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Lebanon Community School District
485 S. 5th Street, Lebanon, OR 97355 | (541) 451-8511

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Federal Law (Title IX) Sexual Harassment Complaint Procedure

Additional Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the district’s Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary or secondary school.¹

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent² and requesting that the district investigate the allegation of sexual harassment.³

“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.⁴ 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.

Formal Complaint Procedures

Upon receipt of a formal complaint, the district will provide the parties⁵ written notice of the following:

1. Notice of the district’s grievance process, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details⁶ known at the time and with sufficient time to prepare a response before any initial interview.

¹ This standard is not met when the only official with knowledge is the respondent.

² “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

³ A complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

⁴ Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

⁵ Parties include the complainant and the respondent, if known.

3. That the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility be made at the conclusion of the grievance process.
4. That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
5. The parties may inspect and review evidence.
6. A reference to any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Title IX Coordinator will contact the complainant and the respondent to discuss supportive measures. If necessary, the Title IX Coordinator will arrange for an individualized safety and risk analysis. If necessary, a student or non-student employee may be removed or placed on leave.

Investigation

The Title IX Coordinator will coordinate the district's investigation. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence.
2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties.⁷
3. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.⁸ The district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.⁹ Prior to

⁶ Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

⁷ The district cannot access, consider, disclose, or otherwise use a party's records that are made of maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's capacity, and which are maintained in connection with the provision of treatment to the party, unless the district obtains the party's (or eligible student's parent's) voluntary, written consent to do so.

⁸ In addition to an advisor, complainants and respondents may also be entitled to other accompaniment as required by law or as necessary for conducting of grievance procedures, including but not limited to translators, services for students with disabilities and parents of minor students.

⁹ This includes the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully

completion of the investigative report, the district must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;

8. Create an investigative report that fairly summarizes relevant evidence and is sent to each party and party's advisor in electronic format or hard copy at least 10 days prior to any hearing (if required or provided) or other time of determination of responsibility. The party and advisor will be allowed to review and provide a written response.

After the district has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions¹⁰ that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Credibility determinations are not based on the person's status as a complainant, respondent or witness.

No person designated as a Title IX Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, the district must provide notice of the additional allegations to the parties whose identities are known.

At no point in the process will the district, or anyone participating on behalf of the district, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Determination of Responsibility

The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

The standard to be used for formal complaints in determining whether a violation has occurred is the preponderance of the evidence¹¹ standard.

The person deciding the question of responsibility (the "decision-maker") must be someone other than the Title IX Coordinator or the investigator(s). The decision-maker must issue a written determination which must include:

1. Identification of the allegations potentially constituting sexual harassment;

respond to the evidence prior to the investigation. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

¹⁰ Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

¹¹ A preponderance of the evidence standard is understood to mean concluding that a fact is more likely than not to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility;
 - b. Any disciplinary sanctions the district imposes on the respondent; and
 - c. Whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Remedies

The Title IX Coordinator is responsible for effective implementation of any remedies.

The disciplinary sanctions¹² may include:

1. Discipline up to and including suspension and expulsion;
2. Removal from various activities, committees, extra-curricular, positions, etc.
3. Disqualification for awards and honors;
4. Discipline up to and including termination, in accordance with laws, agreements, contracts, handbooks, etc.¹³

Other remedies may include:

Educational programming

Dismissal of a Formal Complaint

The district must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:

1. Would not constitute sexual harassment, even if proved;

¹² Districts should review any other disciplinary procedures and requirements prior to imposing any discipline, and should contact legal counsel with questions.

¹³ It is important to keep supportive measures separate from disciplinary sanctions. Supportive measures must be “non-disciplinary” and “non-punitive.”

2. Did not occur in the district's education program or activity¹⁴; or
3. Did not occur against a person in the United States.

The district may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or hearing, if provided:

1. A complainant notifies the Title IX Coordinator in writing that the complaint would like to withdraw the formal complaint or any allegations therein;
2. The respondent is no longer enrolled or employed by the district; or
3. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the district must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the district from continuing any investigation and taking action under a different process. The district may have an obligation to continue an investigation and process under a different process.

Consolidation of Complaints

The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by one or more complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Informal Resolution

If the district receives a formal complaint, at any time prior to reaching a determination regarding responsibility, the district may offer an optional informal resolution process, provided that the district:

1. Provides written notice to the parties disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Appeals

¹⁴ Includes locations, events, or circumstances over which the district exercised substantial control over both the respondent the respondent and the context in which the sexual harassment occurs. (Title 34 C.F.R. §106.44(a))

Either party may file an appeal from a determination regarding responsibility or from a dismissal of a formal complaint, within 5 days of the decision, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
4. Additional bases may be allowed, if made available equally to both parties.

When an appeal is filed, the district must:

1. Notify the other party in writing;
2. Implement appeal procedures equally for both parties;
3. Ensure the decision-maker(s) for the appeal is not the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
4. Ensure the decision-maker for the appeal is free from conflicts of interest and bias;
5. Give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Timelines

The district will complete the following portions of the grievance process within the specified timelines:

1. General grievance process (from receipt of formal complaint to determination of responsibility): 90 days;
2. Appeals (from receipt of appeal): 60 days;
3. Informal resolution process: 60 days.

Temporary delays of the grievance process, or limited extensions of time will be allowed for good cause¹⁵ with written notice to the parties.

Records

Records will be created and maintained in accordance with the requirements in Title 34 C.F.R. §106.45(a)(10).¹⁶

¹⁵ Good cause may include considerations such as the absence of a party, a party's advisor or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. (Title 34 C.F.R. § 106.45(b)(1)(v))

Training

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and information resolution processes. The training must also include avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Decision-makers must receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions about evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment and must be made publicly available on the district's website.

¹⁶ This includes creating a record for each investigation. This record must include:

- Supportive measures, or reasons why the response was not clearly unreasonable under the circumstances;
- Basis for the conclusion that the district's response was not deliberately indifferent; and
- What measures were taken to restore or preserve equal access to the district's educational program or activity. (Title 34 C.F.R. § 106.45(a)(10)(ii))

Most records (including training) must be retained for at least seven years.

Sexual Harassment Complaint Procedure

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

Name	Position	Phone	Email
<u>Kim Grousbeck</u>	<u>HR Director</u>	<u>541-259-8948</u>	<u>kim.grousbeck@lebanon.k12.or.us</u>
<u>Jennifer Meckley</u>	<u>Superintendent</u>	<u>541-451-8458</u>	<u>jennifer.meckley@lebanon.k12.or.us</u>

The district official receiving the complaint shall issue the required written notice as outlined under Oregon Procedures in Board policy JBA/GBN - Sexual Harassment.

Step 1 The district official receiving the report or complaint shall promptly initiate an investigation using procedures and standards, including but not limited to, those identified in Board policy JBA/GBN - Sexual Harassment and will notify the complainant or reporting person, any impacted person who is not a reporting person (if appropriate), each reported person, and where applicable the parents of a reporting person, impacted person, or reported person, when such investigation is initiated. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within five working days after receipt of the report or complaint. The parties will have an opportunity to submit evidence and a list of witnesses. All findings of the investigation shall be reduced to writing. The official conducting the investigation shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law within 30 days of receipt of the report or complaint.

A copy of the required written notice(s) and the date and details of notification of the notice of investigation and results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 2 If a complainant is not satisfied with the decision at Step 1, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 1 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal within 5 working days of receipt of the appeal. The superintendent or designee shall provide a written decision to the complainant within 10 working days.

Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the Board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The Board will review the decision of the superintendent or designee in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's or designee's decision. All parties involved, including the school administration, may be asked to attend a hearing for the purposes of making further

explanations and clarifying the issues. The Board shall provide a written decision to the complainant within 30 working days following receipt of the appeal.

If the Board chooses not to hear the complaint, the superintendent's or designee's decision in Step 2 is final¹.

The superintendent is authorized to amend these procedures (including timelines) when the superintendent feels it is necessary for the efficient handling of the complaint. Notice of any amendments will be promptly provided to the parties.

Complaints against the principal may start at Step 2 and may be filed with the superintendent or designee. The superintendent or designee will cause the required notices to be provided. The superintendent or designee will investigate the complaint and will notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. If the complaint remains unresolved within 10 working days of receipt by the superintendent or designee, the complainant may appeal to the Board in Step 3.

Complaints against the superintendent or a Board member (other than the Board chair) may start at Step 3 and should be referred to the Board chair on behalf of the Board. The Board chair will cause required notices to be provided. The Board chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Complaints against the Board chair may start at Step 3 and should be referred to the Board vice chair on behalf of the Board. The Board vice chair will cause required notices to be provided. The Board vice chair shall present the complaint to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board vice chair shall notify the parties in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries.

Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099.

Additional information regarding filing of a complaint or report may be obtained through the principal, compliance officer or superintendent.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints or reports and documentation will be maintained as a confidential file and stored in the district office.

¹ If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

The superintendent shall report the name of any person holding a teaching license or registered with Teacher Standards and Practices Commission (TSPC) or participating in a practicum under Oregon Administrative Rule (OAR) Chapter 584, Division 17, when, after appropriate investigation, there is reasonable cause to believe the person may have committed an act of sexual harassment. Reports shall be made to TSPC within 30 days of such a finding. Reports of sexual contact with a student shall be given to a representative from law enforcement or Oregon Department of Human Services, as possible child abuse.

Lebanon Community School District
485 S. 5th Street, Lebanon, OR 97355 | (541) 451-8511

SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Lebanon Community School District
485 S. 5th Street, Lebanon, OR 97355 | (541) 451-8511

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Federal Law (Title IX) Sexual Harassment Complaint Procedure

Additional Definitions

“Actual knowledge” means notice of sexual harassment or allegations of sexual harassment to the district’s Title IX Coordinator or any official of the district who has authority to institute corrective measures on behalf of the district, or to any employee of an elementary or secondary school.¹

“Complainant” means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent² and requesting that the district investigate the allegation of sexual harassment.³

“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.⁴ 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.

Formal Complaint Procedures

Upon receipt of a formal complaint, the district will provide the parties⁵ written notice of the following:

1. Notice of the district’s grievance process, including any informal resolution process.
2. Notice of the allegations of sexual harassment potentially constituting sexual harassment, including sufficient details⁶ known at the time and with sufficient time to prepare a response before any initial interview.

¹ This standard is not met when the only official with knowledge is the respondent.

² “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

³ A complainant must be participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed.

⁴ Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

⁵ Parties include the complainant and the respondent, if known.

3. That the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility be made at the conclusion of the grievance process.
4. That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney.
5. The parties may inspect and review evidence.
6. A reference to any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The Title IX Coordinator will contact the complainant and the respondent to discuss supportive measures. If necessary, the Title IX Coordinator will arrange for an individualized safety and risk analysis. If necessary, a student or non-student employee may be removed or placed on leave.

Investigation

The Title IX Coordinator will coordinate the district's investigation. The investigation must:

1. Include objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence.
2. Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the district and not on the parties.⁷
3. Provide an equal opportunity for the parties to present witnesses, and other inculpatory and exculpatory evidence.
4. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
5. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice.⁸ The district may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
6. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.
7. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint.⁹ Prior to

⁶ Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

⁷ The district cannot access, consider, disclose, or otherwise use a party's records that are made of maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's capacity, and which are maintained in connection with the provision of treatment to the party, unless the district obtains the party's (or eligible student's parent's) voluntary, written consent to do so.

⁸ In addition to an advisor, complainants and respondents may also be entitled to other accompaniment as required by law or as necessary for conducting of grievance procedures, including but not limited to translators, services for students with disabilities and parents of minor students.

⁹ This includes the evidence upon which the district does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully

completion of the investigative report, the district must send to each party and party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report;

8. Create an investigative report that fairly summarizes relevant evidence and is sent to each party and party's advisor in electronic format or hard copy at least 10 days prior to any hearing (if required or provided) or other time of determination of responsibility. The party and advisor will be allowed to review and provide a written response.

After the district has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) must afford each party the opportunity to submit written, relevant questions¹⁰ that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decision-maker(s) must explain to the party proposing the questions any decision to exclude a question as not relevant.

Credibility determinations are not based on the person's status as a complainant, respondent or witness.

No person designated as a Title IX Coordinator, investigator, decision-maker, or any person designated by the district to facilitate an informal resolution process may have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

If, in the course of an investigation, the district decides to investigate allegations about the complainant or respondent that are not included in the notice previously provided, the district must provide notice of the additional allegations to the parties whose identities are known.

At no point in the process will the district, or anyone participating on behalf of the district, require, allow, rely upon, or otherwise use questions or evidence that constitutes, or seeks disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

Determination of Responsibility

The respondent must be deemed to be not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

The standard to be used for formal complaints in determining whether a violation has occurred is the preponderance of the evidence¹¹ standard.

The person deciding the question of responsibility (the "decision-maker") must be someone other than the Title IX Coordinator or the investigator(s). The decision-maker must issue a written determination which must include:

1. Identification of the allegations potentially constituting sexual harassment;

respond to the evidence prior to the investigation. The district must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination.

¹⁰ Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the question and evidence concern specific incidents of the complainants prior sexual behavior with respect to the respondent and are offered to prove consent.

¹¹ A preponderance of the evidence standard is understood to mean concluding that a fact is more likely than not to be true. U.S. Department of Education, Title IX Regulations commentary, p. 1268, FN 1409.

2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather evidence, and hearings held;
3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the district's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility;
 - b. Any disciplinary sanctions the district imposes on the respondent; and
 - c. Whether remedies designed to restore or preserve equal access to the district's education program or activity will be provided by the district to the complainant; and
6. The district's procedures and permissible bases for the complainant and respondent to appeal.

The district must provide the written determination to the parties simultaneously.

The determination regarding responsibility becomes final either on the date that the recipient provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Remedies

The Title IX Coordinator is responsible for effective implementation of any remedies.

The disciplinary sanctions¹² may include:

1. Discipline up to and including suspension and expulsion;
2. Removal from various activities, committees, extra-curricular, positions, etc.
3. Disqualification for awards and honors;
4. Discipline up to and including termination, in accordance with laws, agreements, contracts, handbooks, etc.¹³

Other remedies may include:

Educational programming

Dismissal of a Formal Complaint

The district must dismiss a formal complaint with regard to Title IX sexual harassment if the alleged conduct:

1. Would not constitute sexual harassment, even if proved;

¹² Districts should review any other disciplinary procedures and requirements prior to imposing any discipline, and should contact legal counsel with questions.

¹³ It is important to keep supportive measures separate from disciplinary sanctions. Supportive measures must be “non-disciplinary” and “non-punitive.”

2. Did not occur in the district's education program or activity¹⁴; or
3. Did not occur against a person in the United States.

The district may dismiss a formal complaint with regard to Title IX sexual harassment if at any time during the investigation or hearing, if provided:

1. A complainant notifies the Title IX Coordinator in writing that the complaint would like to withdraw the formal complaint or any allegations therein;
2. The respondent is no longer enrolled or employed by the district; or
3. Specific circumstances prevent the recipient from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon dismissal of a formal complaint, the district must promptly send written notice of the dismissal and the reason(s) therefor simultaneously to the parties.

The dismissal of a formal complaint under Title IX does not preclude the district from continuing any investigation and taking action under a different process. The district may have an obligation to continue an investigation and process under a different process.

Consolidation of Complaints

The district may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by one or more complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Informal Resolution

If the district receives a formal complaint, at any time prior to reaching a determination regarding responsibility, the district may offer an optional informal resolution process, provided that the district:

1. Provides written notice to the parties disclosing:
 - a. The allegations;
 - b. The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint; and
 - c. Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
2. Obtains the parties' voluntary written consent to the informal resolution process; and
3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

¹⁴ Includes locations, events, or circumstances over which the district exercised substantial control over both the respondent the respondent and the context in which the sexual harassment occurs. (Title 34 C.F.R. §106.44(a))

Appeals

Either party may file an appeal from a determination regarding responsibility or from a dismissal of a formal complaint, within 5 days of the decision, on the following bases:

1. Procedural irregularity that affected the outcome of the matter;
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
3. The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
4. Additional bases may be allowed, if made available equally to both parties.

When an appeal is filed, the district must:

1. Notify the other party in writing;
2. Implement appeal procedures equally for both parties;
3. Ensure the decision-maker(s) for the appeal is not the same person as the decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
4. Ensure the decision-maker for the appeal is free from conflicts of interest and bias;
5. Give both parties a reasonable equal opportunity to submit a written statement in support of, or challenging the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Timelines

The district will complete the following portions of the grievance process within the specified timelines:

1. General grievance process (from receipt of formal complaint to determination of responsibility): 90 days;
2. Appeals (from receipt of appeal): 60 days;
3. Informal resolution process: 60 days.

Temporary delays of the grievance process, or limited extensions of time will be allowed for good cause¹⁵ with written notice to the parties.

¹⁵ Good cause may include considerations such as the absence of a party, a party's advisor or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities. (Title 34 C.F.R. § 106.45(b)(1)(v))

Records

Records will be created and maintained in accordance with the requirements in Title 34 C.F.R. §106.45(a)(10).¹⁶

Training

Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must receive training on the definition of sexual harassment, the scope of the district's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and information resolution processes. The training must also include avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Decision-makers must receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions about evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

Investigators must receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.

Materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes, must promote impartial investigations and adjudications of formal complaints of sexual harassment and must be made publicly available on the district's website.

¹⁶ This includes creating a record for each investigation. This record must include:

- Supportive measures, or reasons why the response was not clearly unreasonable under the circumstances;
- Basis for the conclusion that the district's response was not deliberately indifferent; and
- What measures were taken to restore or preserve equal access to the district's educational program or activity. (Title 34 C.F.R. § 106.45(a)(10)(ii))

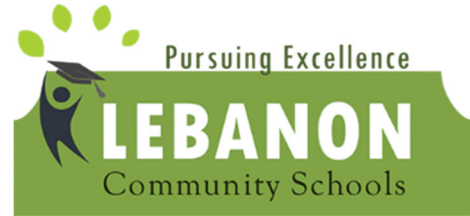
Most records (including training) must be retained for at least seven years.

Agenda Item 7

C. Finance

1. Financial Report

BOARD MEMORANDUM



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: Steven Prososki, Director of Financial Services

Date: January 3, 2025 **Meeting Date:** January 9, 2025

Re: Financial Report and Fiscal Updates

Financial Report

The 2024-2025 Financial Board Report included in this packet has been revised and updated from previous reports to reflect all General Fund revenues and expenditures for 2023-2024, the budgeted YTD expenditures, and encumbered amounts for 2024-2025 as of 01/02/2025.

Lebanon Community School District
General Fund: Statement of Revenues Budget Vs. Actual For the Fiscal Year 2024-25

Source	2024-25 Budget	Actual YTD Rev. 1/2/2025	Projected through 6/30/2025	Total Estimated 2024-25	(Over)/Under Budget	2023-24 Budget	Actual YTD Rev. 6/30/2024
SSF Funding							
1111 Current Year Property Taxes	12,956,010	11,844,124	1,039,165	12,883,289	72,721	12,501,240	12,601,799
1112 Prior Year Property Taxes	240,000	80,361	113,686	194,046	45,954	210,000	191,555
1190 Penalties & Interest on Taxes	1,000	-	1,000	1,000	-	10,000	1,268
3101 State School Funds	37,367,780	21,869,693	15,141,666	37,011,359	356,421	35,951,402	35,615,581
3103 Common School Fund	500,000	-	500,000	500,000	-	450,000	546,735
3104 State Managed County Timber	150,000	-	150,000	150,000	-	140,000	97,119
Total SSF Funding	51,214,790	33,794,177	16,795,517	50,589,694	475,096	49,262,642	49,054,057
Total SSF Revenue	\$ 51,214,790	\$ 33,794,177	\$ 16,795,517	\$ 50,589,694	\$ 475,096	\$ 49,262,642	49,054,057
Non State School Support Formula Sources							
Local Sources							
1411 Transportation Fees	10,000	3,142	6,358	9,500	500	2,500	8,920
1510 Earnings on Investments	675,000	540,289	337,211	877,500	(202,500)	500,000	811,084
1530 Gain or Loss on Sale of Investment (FMV)	-	(196,645)	196,645	-	-	-	196,645
1910 Rentals	1,000	225	1,598	1,823	(823)	1,000	1,823
1980 Fees Charged to Grants	325,000	-	325,000	325,000	-	110,000	386,074
1990 Miscellaneous Local Revenue	230,000	396,421	178,579	575,000	(345,000)	150,000	375,615
1991 Student Transportation - Reimbursed	100,000	43,967	56,033	100,000	-	70,000	109,701
Total Non Formula Local Sources	1,341,000	787,400	1,101,423	1,888,823	(547,823)	833,500	1,889,863
Intermediate Sources							
2101 - County School Funds	20,000	-	20,000	20,000	-	25,000	30,502
2210 - TMR Reimbursement	200,000	94,865	94,865	189,730	10,270	210,000	291,838
Total Intermediate Sources	200,000	94,865	114,865	209,730	10,270	235,000	322,340
State/Federal Sources							
3199 Other Unrestricted Grants-In-Aid	275,000	-	275,000	275,000	-	-	286,855
4300 Restricted Federal Rev	70,000	30,305	39,695	70,000	-	65,000	80,809
4801 Federal Forest	130,000	-	130,000	130,000	-	115,000	143,058
Total State/Federal Sources	475,000	30,305	444,695	475,000	-	180,000	510,723
Other Sources							
5300 Sale/Loss of Fixed Assets	2,000	-	2,000	2,000	-	2,000	2,000
5400 Beginning Fund Balance	7,000,000	9,287,166	-	9,287,166	(2,287,166)	5,400,000	6,147,584
Total Other Sources	7,002,000	9,287,166	2,000	9,289,166	(2,287,166)	5,402,000	6,149,584
Total Non SSF Revenue	\$ 9,018,000	\$ 10,199,736	\$ 1,662,982	\$ 11,862,718	\$ (2,824,718)	\$ 6,650,500	\$ 8,872,509
Total Resources	\$ 60,232,790	\$ 43,993,913	\$ 18,458,499	\$ 62,452,412	\$ (2,349,622)	\$ 55,913,142	\$ 57,926,566
				\$ 53,773,852			
				\$ 8,678,560			

Less Estimated Requirements

Estimated Ending Fund Balance

	2024-25 Budget	Actual YTD EXP 1/2/2025	Projected through 6/30/2025	Total Estimated 2024-25	(Over)/ Under Budget	% Committed	2023-24 Budget	Actual YTD Exp. 6/30/2024
Instruction								
1111 Elementary, K-5 or K-6	10,586,787	3,308,942	7,243,478	10,552,420	34,367	99.68%	9,189,417	9,159,586
1113 Elementary Extracurricular	5,616	-	8,575	8,575	(2,959)	152.69%	5,587	13,946
1121 Middle/Junior High Programs	4,170,438	1,401,421	2,560,495	3,961,916	208,522	95.00%	3,646,280	3,439,789
1122 Middle/Junior High School Extracurricular	39,021	10,094	26,976	37,070	1,951	95.00%	48,398	40,648
1131 High School Programs	6,072,856	1,980,279	3,910,391	5,890,670	182,186	97.00%	5,633,356	5,343,606
1132 High School Extracurricular	86,066	56,429	57,154	113,583	(27,517)	131.97%	86,009	125,301
1140 Pre Kindergarten Programs	236,870	27,769	31,448	59,218	177,653	25.00%	50,000	111,649
1210 Programs for the Talented and Gifted	94,195	3,057	67,589	70,646	23,549	75.00%	81,406	16,578
1220 Restrictive Pgms for Students w/Disabilities	3,144,309	963,406	2,149,460	3,112,866	31,443	99.00%	2,922,832	2,539,719
1250 Programs for Students w/Severe Disabilities	3,735,302	1,231,577	2,333,359	3,564,935	170,367	95.44%	3,832,009	3,437,378
1272 GF Title I Support	45,337	39,374	54,180	93,554	(48,217)	206.35%	43,831	83,436
1280 Alternative Education	906,261	353,786	520,123	873,909	32,352	96.43%	857,773	780,273
1281 Alternative Education	10,000	-	-	-	10,000	0.00%	10,000	-
1288 Charter School	2,900,000	1,809,008	1,309,652	3,118,660	(218,660)	107.54%	2,655,000	2,789,944
1291 English Second Language Programs	495,964	148,203	347,761	495,964	-	100.00%	306,600	384,809
1300 Adult/Continuing Education Programs	26,317	-	24,456	24,456	1,861	92.93%	26,317	24,456
1400 Summer School Programs	26,191	18,455	6,511	24,966	1,225	95.32%	25,000	23,830
Total Instruction	\$ 32,581,530	\$ 11,351,798	\$ 20,651,608	\$ 32,003,407	\$ 578,123		\$ 29,419,816	\$ 28,314,949

Support Services

2110 Attendance and Social Work Services	227,581	38,546	178,613	217,159	10,422	95.42%	151,778	144,827
2114 Student Accounting Services	269,325	121,463	147,862	269,325	-		213,052	256,378
2115 Student Safety	527,042	111,972	336,013	447,986	79,056	85.00%	669,963	300,156
2120 Guidance Services	1,280,507	424,067	849,607	1,273,674	6,833	99.47%	267,660	1,230,545
2130 Health Services	343,129	168,403	325,847	494,250	(151,121)	144.04%	234,125	244,302
2135 Health	126,242	51,981	48,433	100,413	25,829	79.54%	167,142	103,594
2140 Psychological Services	250	-	-	-	250	0.00%	250	-
2150 Speech Pathology and Audiology Services	683,130	138,320	442,341	580,661	102,470	85.00%	548,273	601,602
2190 Service Directions, Student Support Svcs	476,332	216,972	249,834	466,805	9,527	98.00%	588,363	593,283
2210 Improvement of Instruction Services	513,007	189,750	297,607	487,357	25,650	95.00%	565,688	316,516
2220 Library/Media Center	475,366	161,828	299,147	460,975	14,391	96.97%	445,064	431,591
2230 Assessment and Testing	65,000	50,042	1,450	51,492	13,508	79.22%	70,300	48,492
2240 Staff Development	101,469	34,217	36,933	71,150	30,319	70.12%	98,043	68,748
2310 Board of Education	133,000	28,602	97,748	126,350	6,650	95.00%	125,000	163,040
2321 Office of the Superintendent Services	790,144	390,242	382,292	772,534	17,610	97.77%	745,706	729,087
2410 Office of the Principal Services	3,970,133	1,795,641	2,061,976	3,857,617	112,516	97.17%	3,788,791	3,681,414
2520 Fiscal Services	967,643	452,800	466,461	919,261	48,382	95.00%	823,612	826,847
2540 Insurance & Judgements	440,000	489,249	-	489,249	(49,249)		400,000	397,164
2542 Care and Upkeep of Buildings Services	3,182,957	1,321,873	1,734,981	3,056,853	126,104	96.04%	2,836,244	2,723,877
2543 Care and Upkeep of Grounds Services	176,043	90,905	83,377	174,283	1,760	99.00%	167,457	183,549
2544 Maintenance	1,472,909	900,145	543,306	1,443,451	29,458	98.00%	1,300,676	1,548,609
2548 Land Lab	61,931	6,184	54,508	60,692	1,239	98.00%	5,297	19,432
2550 Student Transportation Services	2,204,733	976,153	1,205,403	2,181,556	23,177	98.95%	2,312,202	2,143,709
2573 Warehousing and Distributing Services	27,130	12,626	14,232	26,859	271	99.00%	16,925	25,253
2630 Information Services	238,991	107,699	121,356	229,055	9,936	95.84%	231,611	245,770
2640 Staff Services	730,995	378,556	350,500	729,056	1,939	99.73%	654,175	652,440
2660 Technology Services	899,550	410,403	240,847	651,250	248,300	72.40%	857,112	580,659
2680 Interpretation & Translation Services	6,316	1,566	2,625	4,191	2,125	66.35%	6,286	4,170
2700 Supplemental Retirement	500	(39)	539	500	-		-	4,071
Total Support Services	\$ 20,391,355	\$ 9,070,163	\$ 10,573,840	\$ 19,644,003	\$ 747,352		\$ 18,290,795	\$ 18,269,125

Community Services

3100 Food Services	16,727	7,755	-	7,755			40,587	18,418
Total Community Services	\$ 16,727	\$ 7,755	\$ -	\$ 7,755	\$ -	\$ -	\$ 40,587	\$ 18,418

Other Requirements

5200 Transfers of Funds	2,280,000	-	2,126,443	2,126,443	153,557	93.27%	2,184,000	2,036,908
6110 Contingency	1,983,178	-	-	-	1,983,178	100.00%	100,000	-
7000 Unappropriated Ending Fund Balance	3,000,000	-	-	-	3,000,000	100.00%	5,877,944	-
Total Other Requirements	\$ 7,263,178	\$ -	\$ 2,126,443	\$ 2,126,443	\$ 5,136,735		\$ 8,161,944	\$ 2,036,908

Total Requirements

	\$ 60,252,790	\$ 20,429,717	\$ 33,351,891	\$ 53,773,852	\$ 6,462,211		\$ 55,913,142	\$ 48,639,401
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