

Business Meeting

Thursday, January 9, 2025 6:30 PM

District Office Board Room, 1555 SW 35th Street, Corvallis, OR 97333

I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)*

II. BOARD MEMBER REPORTS

III. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND
NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA)
UPDATES



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Sami Al-Abdrabbuh, Board Position #1.
Meeting Date: January 9th, 2025

Oregon School Board Association and National School Board Association Updates

NO ACTION REQUIRED

Background

This report provides recent updates from the Oregon School Board Association and the National School Board Association. The report includes highlights from both associations about professional development, advocacy, and leadership opportunities in public education and school boardsmanship across the state and nation.

Involvement

Director [Sami Al-Abdrabbuh](#), Corvallis School Board Member, Immediate Past President of OSBA, and NSBA Director representing the Pacific Region. OSBA and NSBA staff.

National updates

NSBA was closed for the holidays. National updates will resume in the next report.

OSBA Updates

Resolutions Information

The following resolutions was voted on by the OSBA membership during electronic voting Nov. 15 – Dec. 15, 2024:

Resolution 1 – Amends the OSBA dues schedule. **Passed**

Resolution 2 – Creates the Oregon School Board Members PRIDE Caucus and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

Did not pass. Two thirds affirmative vote of the membership was required for the resolution to pass.

Resolution 3 – Adopts the proposed amendments to the OSBA Bylaws. View the crosswalk for the proposed changes to the OSBA Bylaws here. The bracketed language included in the proposed Bylaws amendments pertaining to the addition of the Oregon School Board Members PRIDE Caucus is dependent upon the passage of Resolution 2. If Resolution 2 does not pass, the bracketed language will be removed from the OSBA bylaws.

Passed

2024 OSBA Board of Directors Election Results

Linn/Benton/Lincoln Board Position 10 Luhui Whitebear- Term started January 1st, 2025

2024 OSBA Legislative Policy Election Results For Regional Position:

Linn/Benton/Lincoln LPC Position 10 Jason Curtis- Term started January 1st, 2025

Concluding my service as OSBA president

It has been an honor to be the Oregon School Boards Association president throughout the past calendar year, serving, representing, and supporting more than 1,300 elected officials across Oregon serving more than half a million of Oregon's school children and community college students. I recently shared with OSBA's board a reflection in a report about the organization's

efforts and accomplishments this year, including a historic measure ensuring sustaining support for Oregon school boards for decades to come. The report is included following this page for your review.

[Report available here](#)

Starting the role of OSBA immediate past president for the year 2025.

The immediate past president of OSBA is the role that the president transitions to after serving for a calendar year. The immediate past president shall advise and counsel with other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.

Detailed duties include the following:

Attend:

- NSBA Advocacy Institute (January-February)
- NSBA Annual Conference (March-April)
- Two NSBA Pacific Region meetings (August and October)
- OSBA Annual Convention and Annual Membership Meeting (November)
- Fall regional meetings (preside when necessary)
- OSBA Board of Directors meetings (Jan., March/April, June, Sept., Nov., and other meetings as needed)

Delegate to the following convenings:

- Voting delegate to NSBA Delegate Assembly
- Voting delegate at NSBA Pacific Region meetings

Duties:

- Serve on OSBA Legislative Policy Committee
- Serve on OSBA Executive Committee
- Serve on OSBA Budget Committee
- Other duties of OSBA board members

A summary of the accomplishments and progress of OSBA Board of Directors during my service as its president in 2024 is available in this message that I shared with the Board at the conclusion of my service as OSBA's President:

https://drive.google.com/file/d/1zSEXvqIZair5nvmY9_f3Tzq6ct2-RLzU/view?usp=drivesdk

DECEMBER 17, 2024

OSBA 2024 PRESIDENT'S REPORT

RESILIENCE AND GROWTH



OSBA PRESIDENT'S REPORT

By Dr. Sami Al-Abdrabbuh
OSBA 2024 PRESIDENT

Public education has never been more important and relevant to the needs of our future. School, Community College, and Education Service District Boards of Education remain the cornerstones of the hope we build for the next generation. They set policy, approve budgets, set goals, and hire the chief executive of educational institutions.

As OSBA board development specialists always remind us, research has shown that boards that function well and are successful in their governance roles tend to show better student outcomes in their districts. Similarly, I am grateful for the OSBA Board of Directors' dedication, focusing on the organization's mission and ensuring OSBA supports its members in their roles.

This report is a personal reflection of our good work together. It highlights some of the progress and movement we have witnessed this year.

-Sami



OSBA IS EMBRACING ITS COMMITMENT: "WE'RE HERE FOR YOU!"

Reflecting on 2024, the Oregon School Boards Association (OSBA) Board of Directors has undertaken transformative actions to advance its mission of supporting school board leadership and advocacy for high-quality public education.



The Board's work has reinforced its vision of empowering all Oregon students to achieve their full potential through robust governance, fiscal stewardship, and an unwavering commitment to inclusivity. Below is a comprehensive summary of the Board's accomplishments in 2024 and their alignment with OSBA's mission, vision, and strategic goals.

LEADERSHIP APPOINTMENTS: STRENGTHENING REGIONAL REPRESENTATION

In January, the Board filled critical vacancies, appointing new directors across multiple regions:

- **Glenn Wachter** (Position 7, Clackamas Region)
- **Clyde Rood** (Position 10, Linn/Benton/Lincoln Region)
- **Kristy Kottkey** (Position 15, Washington Region)
- **Nancy Thomas** (Position 20, Washington Region)

The board also appointed several legislative policy committee members. These appointments ensured diverse regional representation to ensure equitable access to OSBA resources and decision-making that reflects the unique needs of Oregon's communities. By strengthening leadership at all levels, the Board advanced its goal of fostering collaborative governance where every school district has a voice through a representative on its board and an appointed member of its Legislative Policy Committee.

FINANCIAL STEWARDSHIP: SUSTAINING SERVICES FOR LONG-TERM IMPACT

This year's cornerstone of the Board's work was the adoption of the **2024-25 OSBA Budget** in June, addressing a \$2.4 million deficit while preserving high-quality services for members. The organization also recognized that not increasing the dues since 1998 is not sustainable, and corrective action is necessary to ensure the quality and accessibility of OSBA benefits and services remain strong. Key actions included:



- Proposing a resolution to the OSBA Membership, a phased **15% membership dues increase over five years**, followed by CPI adjustments, ensuring financial stability while maintaining affordability.
- Supporting essential services, including legal assistance, conference participation, and in-person engagement.

This prudent financial strategy reflects the Board's commitment to sustainable operations, enabling OSBA to continue supporting school board members in advancing student success. Before this critical initiative, OSBA staff, members, and stakeholders participated in a strategic plan study informing this vital step.

ORGANIZATIONAL GROWTH: PROMOTING TRANSPARENCY AND EQUITY

The Board thoroughly reviewed its **Bylaws** and **Policies**, moving forward with amendments to enhance clarity, equity, and accountability. Highlights included:

- Revising officer eligibility and conflict-of-interest policies.
- Approving updates to the **OSBA Investment Guidelines** with an Environmental, Social, and Governance (ESG) lens, aligning financial practices with organizational values.

These changes reinforce OSBA's dedication to ethical leadership and transparency, ensuring decisions are made in the best interests of members and the students they serve.



INCLUSIVITY INITIATIVES: ELEVATING DIVERSE VOICES

The Oregon School Board Members PRIDE Caucus proposal was a historic milestone. This resolution, proposed by the board in September, proposed to the membership establishing a Caucus and a dedicated seat for the caucus on the OSBA Board of Directors and Legislative Policy Committee. I want to thank the board for its commitment to:

- Amplify the voices of LGBTQIA2S+ school board members.
- Strengthen OSBA's commitment to equity and representation.

By championing inclusivity, OSBA fosters a culture where all members feel valued and empowered to lead their communities effectively.

LEADERSHIP STABILITY: ENSURING CONTINUITY IN VISION AND STRATEGY

The Board officially appointed **Emielle Nischik** as **Executive Director** in September following a rigorous selection process. In June, the Board elevated **Emielle Nischik's** position as OSBA's interim Executive Director, maintaining continuity in leadership during a pivotal time for the organization. The board considered the following criteria and parameters in their decision-making process: Organizational strategic needs, organization stability, readiness, financial impact, timeliness, and transparency.

This decision was accompanied by:

- A thorough salary review study and an updated negotiated contract that ensured transparency, pay equity, retention, and sustainability.
- A clear timeline for evaluating executive performance.
- A commitment to strategic stability as OSBA transitions to long-term leadership planning.

By prioritizing leadership continuity, the Board focused on organizational resilience and strategic progress.



MEMBERSHIP ENGAGEMENT: BUILDING STRONGER CONNECTIONS

Continuing to strengthen relationships with local school boards, the OSBA launched its annual **2024 Legislative Roadshow – Fall Regional Roadshow Meeting series**, encouraging active participation from members across Oregon. These meetings:

- Provided opportunities for dialogue on legislative priorities and emerging issues.
- Reinforced OSBA’s role as a trusted partner and advocate for public education.

Through these efforts, OSBA ensured its members remained engaged, informed, and empowered to drive positive change in their communities.

Highlights we heard from **OSBA Members since the roadshow:**

Board members across the state indicating interest in taking part in legislative advocacy

“This is the best roadshow meeting I have attended in a while, probably ever, and I have been a board member since 2011.”

“Our tiny district is deeply indebted to the many services OSBA has provided us through the years.”

CAUCUSES: AMPLIFYING REPRESENTATION AND ADVOCACY

The work of OSBA’s caucuses—the Oregon School Board Members of Color Caucus and the Oregon Rural School Boards Caucus—has been instrumental in advancing the organization’s mission of equity and inclusion. Thank you to Caucuses leadership for contributing to their respective Caucus updates listed below.

Oregon School Board Members of Color Caucus

Founded in 2017, the ‘Color Caucus’ has continued its vital work in promoting educational equity and supporting school board members of color. Key accomplishments in 2024 include:



- **Member Engagement:** Regular meetings, including monthly executive committee meetings, three Leadership Council gatherings, and four general meetings annually, ensure active member participation. During these meetings, the Caucus conducts its official business, highlights opportunities and challenges facing members, and connects members from across the state.
- **Scholarships:** Provided financial support for members to attend national conferences, such as NSBA CUBE and the Equity and Advocacy Symposium. Members share what they learned from these conferences with their local boards and other Caucus members.
- **Workshops:** Hosted a seminar in partnership with the Oregon Department of Education ODE at the OSBA Annual Convention. The session focused on strengthening board members understanding of the new social studies standards changes. The session was available to all OSBA convention attendees.
- **Legislative Advocacy:** Collaborated with OSBA's legislative team to review priorities and provide testimony on equity-focused legislation.

The caucus has also served as a critical support network for members, fostering a community of shared experiences and mutual support.

Oregon School Board Members Rural Caucus

Officially launched in January 2024, the 'Rural Caucus' has quickly established itself as a voice for rural school districts. Highlights from its first year include:

- **Scholarships:** Supported rural school board members through Board Development scholarships, Summer Conference scholarships, and Annual Convention scholarships, benefiting multiple districts. Some districts and their board members could access some OSBA services and events for the first time because of the Rural Caucus.
- **Advocacy:** Amplified rural perspectives within OSBA, ensuring the unique needs of less-populated areas are considered in policy discussions.
- **Future Plans:** Develop a legislative position statement to reflect rural priorities, aligning with OSBA's broader advocacy goals.



The Rural Caucus has demonstrated its value as a platform for collaboration and representation, ensuring rural schools have a strong voice in shaping Oregon's educational policies.

BY THE NUMBERS

OSBA Board of Directors met throughout 12 meetings during 2024, with four meetings in person and eight meetings conducted remotely. Throughout these meetings, 38 motions/decisions. This board's decisions helped the organization move forward with an unwavering focus on serving OSBA members and the students and educators they serve. I want to thank the board and staff for supporting the board in meeting through an extraordinary number of convenings and critical and timely decisions.

ACHIEVING RESULTS IN PUBLIC EDUCATION

In 2024, progress was made statewide on achievements consistent with OSBA's mission to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Achievements included collaboration in 2024 legislative successes and building the groundwork for public education advocacy in the 2025 legislative session. Amid efforts to improve in all measures, the 2023-24 Oregon Department of Education Report Card noted improvements in 9th graders on track to graduate from high school, increases in math scores among multiple grade levels, and increases in attendance rates.

A UNIFIED VISION FOR THE FUTURE

The actions undertaken by OSBA in 2024 embody the organization's board of directors' unwavering commitment to its mission and vision. By addressing financial challenges, advancing inclusivity, and fostering effective governance, OSBA is building a foundation for long-term success. These accomplishments are not just milestones—they are stepping stones toward a future where every school board in Oregon is equipped to lead with excellence and equity. This promising future is only possible because OSBA staff and volunteering board members have embodied its motto very well: "We're here for you."

As we move forward, OSBA remains steadfast in its dedication to empowering school board leaders, advocating for students, and strengthening public education across Oregon. Together, we are shaping a brighter future for all. I want to extend my personal and sincere gratitude to the OSBA's 2024 Board of Directors, the OSBA Legislative Policy Committee, and all OSBA staff who contributed to this phenomenal progress.

Sincerely,

A handwritten signature in black ink, appearing to read "Sami", with a stylized flourish above it.

Sami Al-Abdrabbuh, Ph.D.
President, Oregon School Boards Association

Dec 17th, 2024



Resolution to Amend the OSBA Dues Schedule

WHEREAS, the Oregon School Boards Association (OSBA) dues revenue as a percentage of OSBA's total revenues is declining. OSBA's dues revenue as a percentage of OSBA's operating costs to support the services OSBA provides to members is also declining;

WHEREAS, the percentage of dues revenue as a proportion of total association revenue has fallen 19.1 percent since the 1996-97 fiscal year to 6.4 percent of total association revenue. If dues do not increase, this percentage of total association revenue will continue to decline;

WHEREAS, the OSBA dues schedule has not increased since the 1998-99 fiscal year;

WHEREAS, OSBA retained The Coraggio Group to do an in-depth analysis of the value of the programs and services OSBA offers to its members and develop a 3-5 year sustainable business plan with member engagement;

WHEREAS, based on the survey data obtained by The Coraggio Group, OSBA members overwhelmingly agree that they receive great service for what they currently pay. Current annual member dues are as low as \$250. Given the costs associated with providing no cost or highly subsidized services available to members, \$250 is very low in comparison.

WHEREAS, The Coraggio Group in collaboration with OSBA staff, has recommended a phased increase in the dues schedule. This approach aims to provide financial stability for the organization and align the dues with other state associations, thereby enabling the association to continue offering its high-quality programs and services.

WHEREAS, the proposed dues increase, which was reviewed by the OSBA Finance Committee, and approved by the OSBA Board of Directors on June 15, 2024, supports the recommendation to amend the OSBA Dues Schedule.

THEREFORE, BE IT RESOLVED in recognition of the current financial situation of Oregon districts and the need for an OSBA dues adjustment, the OSBA Board of Directors recommends that the dues schedule be amended in a manner so that OSBA member school districts and education service districts (ESDs) paying more than \$1,500 annually will experience a dues increase of 15% annually for five consecutive years beginning in the 2025-2026 fiscal year. Beginning in the 2030-31 fiscal year, the dues will increase annually as a percentage in alignment with the Consumer Price Index;

THEREFORE, BE IT FURTHER RESOLVED, the OSBA Board of Directors recommends a membership dues floor be established at \$1,500 and a maximum dues rate of \$25,000 per fiscal year. For OSBA member school districts, ESDs, and community colleges who are below this floor, dues will increase \$250 per year until the floor is reached. For school districts and ESDs that reach the floor before the 2030-31 fiscal year, dues will increase by 15% per year until the 2030-31 fiscal year. Beginning in the 2030-31 fiscal year, dues for all school districts, ESDs, and community colleges will increase annually as a percentage in alignment with the Consumer Price Index.

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA Board of Directors' adopted elections calendar.

Submitted by: OSBA Board of Directors

DISTRICT	24-25 DUES	25-26 DUES	26-27 DUES	27-28 DUES	28-29 DUES	29-30 DUES	30-31 DUES**
District Member 01 (under 100)*	\$ 250.25	\$ 500.25	\$ 750.25	\$ 1,000.25	\$ 1,250.25	\$ 1,500.00	\$ 1,560.00
District Member 02 (100-249)*	\$ 541.25	\$ 791.25	\$ 1,041.25	\$ 1,291.25	\$ 1,541.25	\$ 1,772.44	\$ 1,843.34
District Member 03 (250-499)*	\$ 778.00	\$ 1,028.00	\$ 1,278.00	\$ 1,528.00	\$ 1,757.20	\$ 2,020.78	\$ 2,101.61
District Member 04 (500-999)	\$ 1,420.50	\$ 1,633.58	\$ 1,878.61	\$ 2,160.40	\$ 2,484.46	\$ 2,857.13	\$ 2,971.42
District Member 05 (1000-1999)	\$ 2,503.00	\$ 2,878.45	\$ 3,310.22	\$ 3,806.75	\$ 4,377.76	\$ 5,034.43	\$ 5,235.80
District Member 06 (2000-2499)	\$ 3,450.00	\$ 3,967.50	\$ 4,562.63	\$ 5,247.02	\$ 6,034.07	\$ 6,939.18	\$ 7,216.75
District Member 07 (2500-3999)	\$ 5,952.75	\$ 6,845.66	\$ 7,872.51	\$ 9,053.39	\$ 10,411.40	\$ 11,973.11	\$ 12,452.03
District Member 08 (4000-4999)	\$ 7,035.00	\$ 8,090.25	\$ 9,303.79	\$ 10,699.36	\$ 12,304.26	\$ 14,149.90	\$ 14,715.89
District Member 09 (5000-9999)	\$ 8,658.25	\$ 9,956.99	\$ 11,450.54	\$ 13,168.12	\$ 15,143.33	\$ 17,414.83	\$ 18,111.43
District Member 10 (10000-25000)	\$ 10,823.00	\$ 12,446.45	\$ 14,313.42	\$ 16,460.43	\$ 18,929.49	\$ 21,768.92	\$ 22,639.68
District Member 11 (over 25000)***	\$ 18,940.00	\$ 21,781.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 26,000.00
						\$	-
ESD Membership Dues 01 (under 1000)*	\$ 473.75	\$ 723.75	\$ 973.75	\$ 1,223.75	\$ 1,473.75	\$ 1,694.81	\$ 1,762.61
ESD Membership Dues 02 (1000-2500)*	\$ 710.50	\$ 960.50	\$ 1,210.50	\$ 1,460.50	\$ 1,679.58	\$ 1,931.51	\$ 2,008.77
ESD Membership Dues 03 (2500-5000)*	\$ 947.00	\$ 1,197.00	\$ 1,447.00	\$ 1,664.05	\$ 1,913.66	\$ 2,200.71	\$ 2,288.73
ESD Membership Dues 04 (5000-7500)*	\$ 1,082.50	\$ 1,332.50	\$ 1,582.50	\$ 1,819.88	\$ 2,092.86	\$ 2,406.78	\$ 2,503.06
ESD Membership Dues 05 (7500-10000)	\$ 1,556.00	\$ 1,789.40	\$ 2,057.81	\$ 2,366.48	\$ 2,721.45	\$ 3,129.67	\$ 3,254.86
ESD Membership Dues 06 (10000-15000)	\$ 2,029.50	\$ 2,333.93	\$ 2,684.01	\$ 3,086.62	\$ 3,549.61	\$ 4,082.05	\$ 4,245.33
ESD Membership Dues 07 (15000-25000)	\$ 2,367.75	\$ 2,722.91	\$ 3,131.35	\$ 3,601.05	\$ 4,141.21	\$ 4,762.39	\$ 4,952.89
ESD Membership Dues 08 (25000-50000)	\$ 3,111.75	\$ 3,578.51	\$ 4,115.29	\$ 4,732.58	\$ 5,442.47	\$ 6,258.84	\$ 6,509.19
ESD Membership Dues 09 (above 50000)	\$ 4,667.50	\$ 5,367.63	\$ 6,172.77	\$ 7,098.68	\$ 8,163.49	\$ 9,388.01	\$ 9,763.53
State Board of Education	\$ 67.75	\$ 77.91	\$ 89.60	\$ 103.04	\$ 118.50	\$ 136.27	\$ 141.72
Community College Association****	\$ 4,601.00	\$ 8,851.00	\$ 13,101.00	\$ 17,351.00	\$ 21,601.00	\$ 25,500.00	\$ 26,520.00

*Add \$250 annually until floor is reached, then increase 15% through year 5

**Reflects an estimated CPI increase of 4%

*** \$25,000 cap prior to CPI

****Reflects an increase of \$250 per year, per community college (17) annually until the community colleges reach the \$1,500 floor amount per college. (\$25,500)



Resolution to Amend the OSBA 2023 Bylaws

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards;

WHEREAS, in 2017, through a vote of the OSBA membership, OSBA was incorporated under ORS chapter 65 as a public benefit non-profit corporation and the OSBA bylaws replaced the OSBA constitution;

WHEREAS, in 2018, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members of color caucus;

WHEREAS, in 2023, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon rural school board members caucus and additional revisions to the bylaws;

WHEREAS, in 2024, the OSBA board of directors reviewed the OSBA bylaws and proposes to amend the OSBA bylaws as reflected in the attached draft OSBA bylaws with changes highlighted in the attached draft OSBA bylaws crosswalk document; and

WHEREAS, the substantive changes to the draft OSBA bylaws are the following:

- Allowing caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate president is a director from a caucus. This revision is intended to provide the same opportunity for representation for caucuses as is currently provided to regionally elected directors.
- Clarify that OSBA board of directors must comply with the Oregon government ethics laws with respect to conflicts-of-interest.
- Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors.
- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors.
- Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus.
- Edits to grammar, punctuation, and language for readability.

THEREFORE, BE IT RESOLVED by the OSBA board of directors that the proposed draft OSBA bylaws be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the proposed draft OSBA bylaws, the draft OSBA bylaws crosswalk document and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA board of directors' adopted elections calendar.

Submitted by: OSBA Board of Directors



BYLAWS

As Amended by the Membership: December 2023

Proposed Edits: September 14, 2024

SECTION 1 PURPOSE

The Oregon School Boards Association (the “Association” or “OSBA”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:

- A. To work for the general advancement and improvement of the education of all public school children of the State of Oregon.
- B. To gather and disseminate information pertinent to the successful operation of public schools.
- C. To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education, and community colleges classified as a political subdivision.
- D. To work for adequate and dependable financial support for the public schools of this state.
- E. To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.
- F. To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.
- G. To study and interpret educational programs and to relate them to the needs of pupils.
- H. To promote public understanding of the role of school boards and school board members in the improvement of education.
- I. To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.
- J. To endeavor to implement the policies, beliefs, and resolutions of the Association members and board of directors.
- K. To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.
- L. To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

SECTION 2 MEMBERS

2.1 Admission. All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

- 2.1.1 ~~Local~~ School District as defined under ORS Chapter 332;
- 2.1.2 Education Service District as defined under ORS Chapter 334;
- 2.1.3 Community College District as defined under ORS Chapter 341;
- 2.1.4 State Board of Education as defined under ORS Chapter 326; and

2.1.5 Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

2.2 Dues. Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

2.3 Reserved Powers of the Members. The following corporate actions require the consent and approval of the members:

2.3.1 Election and removal of directors except as set forth in Section 3.8;

2.3.2 Election and removal of the Legislative Policy Committee (“LPC”) members except as set forth in Section 4.1.3(g);

2.3.3 Approval of resolutions to effectuate any of the following:

(a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;

(b) Modification to the region descriptions set forth in Section 2.6.1; and ~~the~~

(c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association’s assets.

2.4 Voting Power.

2.4.1 Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

2.4.2 Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

(a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.

(b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.

(c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

(d) K-12 Local Districts with an ADMr of 39,000.1 or more shall have five votes.

2.5 Process of Approval of Member Resolutions.

2.5.1 Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30~~th~~. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

2.5.2 ~~The board of directors may call a special meeting of the members under Section 2.9, as necessary.~~

2.6 Regional Election of Directors and LPC Members.

2.6.1 Regional Voting. For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

- (a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
- (b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- (c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- (d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- (e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
- (f) Lane Region includes all of the members located in the county of Lane.
- (g) Clackamas Region includes all of the members located in the counties of Clackamas and Hood River.
- (h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- (i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- (j) Marion Region includes all of the members located in the county of Marion.
- (k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.
- (l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.
- (m) Washington Region includes all of the members located in the county of Washington.
- (n) Multnomah Region includes all of the members located in the county of Multnomah.

2.6.2 Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.23 Regional elections shall be determined ~~taken~~ by a majority of votes cast by members within of the members within the region.

- 2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2. ~~445~~.
- 2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, and any other officer or person whom the president may designate, shall report on the state of the Association, ~~the its~~ activities, and its financial condition ~~of the Association~~.
- 2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail, to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.
- 2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in any annual or special meeting of the membership, or conduct the meetings through, the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present ~~in person~~ at the meeting.
- 2.11 Place of Meetings.** Meetings of the members shall be held at any place, in ~~or out of~~ Oregon, designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.
- 2.12 Action by Written Ballot.** Any action required of the members will be taken by written ballot, and the Association will deliver a written ballot to every member entitled to vote on the matter. Once delivered, a written ballot may not be revoked.
- 2.13 Quorum.** A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.
- 2. ~~13-114~~ Approval:** With the exception of approving amendments to the Association's bylaws, ~~which is as~~ outlined in Section 7.1 ~~of these bylaws~~, and with the exception of regional elections outlined in 2.6.3, approval by written ballot is effective ~~when~~ at the end of the voting period when:
- (a) The number of votes cast by ballot equals or exceeds a quorum of the members; and
 - (b) The number of approvals equals or exceeds a majority of the number of returned ballots.

SECTION 3 DIRECTORS

- 3.1 Powers.** Except as provided under Section 2. ~~23~~, all corporate powers shall be exercised by or under the authority of ~~and the affairs of, are managed under the direction of~~ the board of

directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

3.2 Qualifications. Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

3.3 Number. The board of directors shall consist of not fewer than three nor more than 25 persons. The number of directors may be fixed or changed periodically, within the minimum⁷ and maximum² by the members.

3.4 Term. Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

3.4.1 Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

3.4.3 If a director serving as immediate past president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

3.5 Composition. The board of directors will be comprised of up to ~~23~~²² regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated director as defined in the bylaws of the Oregon Rural School Boards Members Caucus, ~~and one designated director as defined in the bylaws of the Oregon school board members PRIDE caucus~~ and ~~ex-officio nonvoting members advisors as delineated in Section 3.5.4.~~

3.5.1 Regional Elected Directors. Each region, as described under Section 2.6.1, shall elect one director except as follows:

(a) Clackamas Region shall elect two directors;

(b) Marion Region shall elect two directors;

(c) Washington Region shall elect three directors; and

(d) Multnomah Region shall elect three directors.

(e) ~~Provided, however, that i~~ If the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.5.2 Regional Election.

(a) The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.

(b) Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. ~~The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.~~ To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted.

(c) Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes ~~cast by the~~ members within the region shall be elected.

~~(a)~~(d) In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second regional ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

3.5.3 ~~Designated-Caucus~~ Representatives. In accordance with their bylaws, caucuses of OSBA shall appoint a representative of the Caucus to serve as a director of the Association. The representative must be an elected or appointed member of any public board of education in Oregon ~~who that~~ is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

If the president or immediate past president of the board of directors is a representative director from a caucus, then the caucus shall elect an additional director to serve for the duration of the president and/or the immediate past president's term.

3.5.4 Ex-Officio. The following individuals or their designee may serve as ex-officio, nonvoting, advisors to the board of directors:

- (a) Any director of the National School Boards Association elected from Oregon;
- (b) ~~Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.~~
- (c) ~~The immediate past president of the Oregon Association of School Executives;~~
- (d) The ~~immediate past president~~ Executive Director of the Confederation Coalition of School Administrators;
- (e) The ~~board section president~~ Chair-Elect of the Oregon Association of Education Service Districts;
- (f) The board ~~section~~ president of the Oregon Community College Association;
- (g) The chair of the State Board of Education; and
- (h) Any other person ~~as that~~ the board of directors may appoint.

Ex-officio advisors do not attend executive sessions of the board of directors unless they hold a separate position that entitles them to attend executive session, or they are invited to attend by the board of directors.

Ex officio advisors are not eligible for travel reimbursement from OSBA unless they hold a separate position for which travel reimbursement is provided.

3.6 Vacancies. In the event that any director position, other than the president or immediate past president serving as a second director for a region as set out in Section 3.5.1(e), is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year.

If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board.

All appointed interim directors must run for regional election during the next election cycle following appointment in order to be eligible to continue service on the board of directors past December 31 of the election year. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term.

If there is a vacancy in an OSBA caucus-designated director position, then the caucus shall, as set forth in Section 3.5.3, appoint a new caucus representative to serve the remaining term.

3.7 Resignation. A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

3.8 Removal. A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

3.9 Regular Meetings. An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. The board of directors may schedule additional regular meetings to occur during a calendar year. ~~If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting.~~ All other meetings are special meetings.

3.10 Special Meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. All directors shall be officially notified of a special meeting by written notice delivered personally, by telephone, or electronic mail at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. No matter may be considered at a special meeting other than the matter(s) specified in the notice.

3.11 Place of Meetings. The board of directors may hold annual, regular, or special meetings at any location in the State of Oregon.

3.12 Telephonic/Video Meetings. The board of directors may conduct meetings through the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A director participating in the meeting by this means is deemed to be present at the meeting.

3.1013 Notice of Meetings. All ~~members~~ directors shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice of meetings shall ~~also~~ comply with all procedures and include any information as required by ORS Chapter 192.

3.1114 Waiver of Notice. A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

3.1215 Quorum. A quorum of the board of directors shall consist of a majority of the number of directors in office at the time the meeting begins.

3.1316 Voting. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.

3.1417 Presumption of Assent. A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:

- (a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
- (b) The director's dissent from the action taken is entered in the minutes of the meeting.

3.1518 Compensation. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

3.1619 Director Conflict of Interest. The Association shall maintain a Conflict of Interest policy, the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify ~~its members and~~ the directors of the current Conflict of Interest policy. ~~Each director shall annually complete and return a Conflict of Interest statement.~~

SECTION 4 COMMITTEES AND CAUCUSES

4.1 **Standing Committees.** The board of directors shall maintain the standing committees described below:

4.1.1 Executive Committee. The executive committee shall consist of the five officers of the board of directors: the president as chairman ~~and as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws~~, the president-elect, the vice president, the secretary-treasurer, and the immediate past president. The executive committee ~~may act, pursuant to its delegation delegated of authority to such committee by the board of directors, act~~ in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board ~~of directors by mail, email, on a timeframe consistent with the seriousness and urgency of the matter and within two weeks if practicable. Additionally, executive committee actions will be reported or~~ at the next regular board meeting.

4.1.2 Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, the Association secretary/treasurer and vice president, one ~~Association board director trustee~~ from the PACE board, one district business official, and one at-large board member.

~~Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term. The trustee from the PACE board is recommended by the PACE Board of trustees, appointed by the President, subject to approval by the Board, and will serve a two-year term, with no term limits. The district business official and the at-large board member will be recommended by OSBA staff, appointed by the President, subject to approval by the Board, will serve two-year terms, with no term limits, and staggered start dates starting in January.~~

The finance committee shall operate within the corporation's investment guidelines and the Finance Committee ~~e~~Operating gGuidelines.

4.1.3 Legislative Policy Committee. The board of directors shall maintain a Legislative Policy Committee ("LPC").

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4 and 2.5. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, ~~and the~~ regional representatives elected under the procedures defined in Section 4.1.3(c) and (d), ~~and~~ one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated

voting member as defined in the bylaws of the Oregon Rural School Boards Members Caucus, and one designated voting member as defined in the bylaws of the Oregon school board members PRIDE caucus. All committee members must be elected or appointed directors of a member as defined in Section 2.1. The vice president of the board of directors shall chair the LPC.

~~(b)~~(c) Qualifications. LPC representatives must serve on the board of a member of the Association throughout the duration of their term.

~~(c)~~(d) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may To nominate a candidate to the LPC, and shall do so one or more of the members in the region must timely submit to the board of directors by a formal resolution or motion of the member and timely submission of the nomination form(s) to the office of the Association and the completed nomination form(s). Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. The Nominations and election of the LPC representatives will be closed by a date identified in shall be in accordance with the elections calendar adopted by the board.

~~(d)~~(e) Election. Each LPC member shall be elected by majority of member boards of a region. Each member in a region shall have one vote in the regional elections for the LPC representative. The LPC representative candidate receiving a majority of the votes cast by the members within the region shall be elected. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1 ~~(de)~~. Such elections shall be held using the procedures described in Section 3.5.2.

(f) Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

~~(e)~~(g) Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

~~4.1.4 PACE Trustees. The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~PACE trustees taking office on or after January 1, 2023, may serve three consecutive three year terms and, if eligible, may return after a one year hiatus.~~

4.2 Other Board Committees. The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings,

notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; ~~z~~ provided, ~~however,~~ that no committee of the board of directors may:

- (a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
- (b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
- (c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- (d) Adopt, amend, or repeal the articles of incorporation or bylaws.

4.3 Advisory Committees. The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

4.4 Caucuses. Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. ~~Caucuses shall:~~

4.4.1 ~~Caucuses shall~~ Clearly articulate the vision, mission, ~~z~~ and goals of the Caucus.

4.4.2 ~~Caucuses shall~~ Adopt bylaws for operating, programming, ~~z~~ and governing within the context of the Association bylaws described herein.

4.4.3 ~~Caucuses shall~~ Comply with Association policies and guidelines.

4.4.4 Caucuses shall be added or eliminated to this provision through the bylaw's amendment process described in Section 8.1~~these bylaws~~.

4.4.5 Caucuses shall submit at an end of fiscal year report to the Board of Directors that includes the following:

4.4.5.1 The caucus is meeting regularly;

4.4.5.2 An accounting of the prior year's budget allocation;

4.4.5.3 Identified officers and current bylaws;

4.4.5.4 A summary of the Caucus current goals, the prior year's Caucus activities that support those goals, and how the Caucus goals align with the mission, vision, and goals of OSBA.

The end of fiscal year report will be submitted at the first regularly scheduled board of directors meeting following the end of the fiscal year.

4.4.~~5~~6 The Oregon School Board Members of Color Caucus was established by a vote of the membership in 2018.

~~4.4.57~~ ~~With the adoption of this section, t~~The Oregon Rural School Boards Members Caucus ~~is~~
was established by a vote of the membership in 2023.

[4.4.8 The Oregon school board members PRIDE caucus was established by a vote of the
membership in 2024.]

4.5 Administration. Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association’s principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS

5.1 Eligibility. Effective January 1, 2026, to hold an officer position on the Board of Directors other than the immediate past president, candidates and officers must be a voting member of the OSBA Board of Directors.

5.12 Appointment. The board of directors shall elect officers by majority vote ~~at least 10 days~~ prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

5.23 Designation. The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

5.34 Compensation and Term of Office. Officer terms are one calendar year. No officer, except the secretary-treasurer, shall serve two consecutive terms in the same office, unless the director ~~completed~~completes ~~athe~~ term ~~for of~~ another officer who was unable to complete ~~atheir~~ term, and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.

5.5 Compensation

~~Directors and members of committees~~Officers may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. ~~Directors~~
Officers shall not otherwise be compensated for service in their capacity as ~~directors~~officers.

5.46 Removal and Resignation. Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

5.57 Officers. The officers of the Association are as follows:

- 5.57.1 President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint; any committees positions not otherwise designated in these bylaws or OSBA adopted policy, subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be an ex-officio voting member of all committees established under sections 4.1 and 4.2 of these bylaws. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.
- 5.57.2 President-elect: In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.
- 5.57.3 Vice president: In the absence of the president-elect, the vice president shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.
- 5.57.4 Secretary-treasurer: The secretary-treasurer shall be responsible for keeping ~~in a suitable minute book~~ accurate minutes of all board of director meetings in electronic format in accordance with OSBA's record retention schedule; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; ~~and~~ shall receive, account for, and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are ~~read~~ approved by the board of directors; and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.
- 5.57.5 Immediate past president: The immediate past president shall advise and counsel ~~with~~ other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.
- ~~5.57.6 Assistants: The board of directors may appoint or authorize the appointment of an assistant to the secretary treasurer. Such assistant may exercise the powers of the secretary treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.~~

SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender identity, race, creed, marital status, sex, sexual orientation, religion, color, age, disability, or national origin.

SECTION 7 OSBA PROPERTY AND CASUALTY FOR EDUCATION TRUST

~~PACE Trustees.The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE") as provided in As per the PACE Restated Trust Agreement. the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~It is the policy of OSBA with respect to PACE trustees taking office on or after January 1, 2023, that such trustees will be appointed to no more than~~may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.~~~~

SECTION ~~7~~8 GENERAL PROVISIONS

~~7~~8.1 Amendment of Bylaws.

~~7~~8.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors.

~~7~~8.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

~~7~~8.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

~~7~~8.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

~~7~~8.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

~~7~~8.1.6 Whenever an amendment or new bylaw is adopted, it shall be ~~copied in the minute book~~saved in electronic format in accordance with OSBA's record retention schedule with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

~~7~~8.2 **Inspection of Books and Records.** All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

- 78.3 Checks, Drafts, Etc.** All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.
- 78.4 Deposits.** All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies, or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.
- 78.5 Loans or Guarantees.** The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation, or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.
- 78.6 Execution of Documents.** The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.
- 78.7 Insurance.** The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.
- 78.8 Fiscal Year.** The fiscal year of the Association shall begin on the first day of July and end on the last day of June in each year.
- 78.9 Severability.** A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

* * * * *

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 15, 2023. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.

IV. SUPERINTENDENT'S REPORT



Corvallis

SCHOOL DISTRICT

Superintendent's Report

Shared with the Corvallis School Board during the January 9, 2025 meeting.

School Board Recognition Month

Each January is School Board Recognition Month, a time to express our appreciation for our school board members' tireless efforts in shaping the future of our students and fostering an environment of learning and growth.

Hands Across Corvallis

Later this month, the Corvallis Public Schools Foundation will host its annual "Hands Across Corvallis" breakfast on Thursday, January 30, 2025, from 7:30 to 8:30 a.m., at Corvallis High School. This event will include a brief video and presentations on how the Foundation makes a difference in our students' lives, emphasizing student successes.

The foundation's three priority areas are:

- Educational Access - Assistance for students navigating homelessness, poverty, mental health challenges, and other barriers.
- Learning Enrichment - Experiences, materials, and equipment designed to engage and inspire students in our 13 public schools.
- Graduation Rates – Academic interventions and real-world learning opportunities that help every student find success.

District Website Revision

As part of our district communications audit, we received feedback that our district website is hard to navigate and overloaded with information, making key information hard to find. It is also impersonal, not engaging, and does not increase knowledge of the district's vision, mission, goals, plans, and finances.

To address this, we did a website audit and revision. Feedback from staff, families, and community members and website analytics informed how we prioritized and reduced content, improved navigation and accessibility of information, and increased the visibility and storytelling of our staff and students. Streamlining information will also help us keep information up to date with reduced staff capacity. We will gather feedback on the changes and make adjustments as needed.

There will be no change to the website address (www.csd509j.net) and communications will go to staff and families before the change so they know what to expect. The switch from the old website to the new one will happen at the end of January.

2026-27 School Calendar Survey

We are planning ahead and considering starting the 2026-27 school year before Labor Day, Monday, September 7, 2026, to have an earlier release date in June. This change would also support:

- Summer enrichment programs

- Accommodating inclement weather days
- An earlier start to summer facilities projects
- Student preparation for Advanced Placement (AP) Assessments

To help us determine the best plan moving forward, we are currently asking for feedback from staff.

African American and Black Student Success Grant

A pioneering partnership in Oregon's Mid-Willamette Valley, led by Jason Dorsette, Kelsey Nava Costales, Joanne Miller, and Caleea Kidder an Linus Pauling Assistant Principal, has united the African American Youth Leadership Conference, Kin Cultivate, Linn Benton NAACP, and local school districts in a groundbreaking initiative. Their collaborative vision has secured the prestigious African American and Black Student Success Grant from the Oregon Department of Education, making them one of just 17 selected organizations statewide.

The \$2.3 million grant, distributed over four years, will fund transformative programs across Lebanon, Corvallis, and Greater Albany school districts. These initiatives will address crucial areas of student development and academic achievement, focusing on attendance, literacy, mathematics, self-confidence, and identity formation. This partnership between community leaders and educators marks a significant advancement in educational equity and demonstrates a shared commitment to empowering Black students throughout the Mid-Willamette Valley.

Osborn Aquatic Center

City staff continue to analyze preliminary findings from the structural engineer, with a focus on assessing options to reopening the outdoor areas for limited use. They had initially hoped to open indoor staff areas as well, but this seems less likely based on initial feedback from the structural engineers. This involves a safety assessment by the structural engineers, followed by occupancy certification from the Development Services Division.

V. **PUBLIC COMMENT (7:05 p.m.)***

NOTE: To indicate your desire to comment, please arrive several minutes before the meeting begins, and complete a request card; then, turn it in to the Board Secretary before the meeting begins. See the attached guidelines for providing input to the School Board.

Virtual option: Please contact kimberly.nelson@corvallis.k12.or.us by noon on the day of the Board Meeting to schedule public comment. Please include your name, address, the phone number you will call in from, and the topic of your public comment.



PROVIDING INPUT TO THE SCHOOL BOARD

(Revised 09-17-24)

The Corvallis School Board values the opinions and input of students, staff, parents, and community members. Comments may be provided during certain meetings, and via written correspondence, as outlined below.

Public Comment at School Board Meetings

This option is available when *Public Comment* is an item on the agenda. To offer comments:

- A. Complete all of the requested information on a “Comment Request” card, which can be found on a table near the entrance to the meeting room, and give it to the Board Secretary at the head table **before** the meeting begins. Your testimony may be delayed until all of the information is provided.
- B. When you provide public comment, your name, address, and comments are matters of public record; however, students and staff do not need to provide their addresses.
- C. Keep your comments within the specified time allotted, usually three minutes, to allow time for others to comment. Please be respectful of those who wish to provide comments after you.
- D. Direct your comments to the School Board. The Board Chair will refer questions or requests for action to staff for response at a later date.
- E. If you read from a prepared statement, you may choose to leave your written comments with the Board Secretary to post online with the informational packet of the meeting and to file with the official minutes of the meeting. Handouts are not required but should you wish to provide them, please bring 13 copies and give them to the Board Secretary to distribute.
- F. Speakers may offer objective criticism of District operations and programs but the Board will not hear complaints concerning individual District personnel.
 - Complaints shall be handled following the steps outlined in Board Policy KL and Administrative Regulation KL-AR, copies of which are available at meetings and online at <http://policy.osba.org/corvall/KL/index.asp>.
 - Complaints regarding budget, programs, or other District issues also should be handled by first following the steps outlined in policy KL.
- G. Undue interruption or other interference with the orderly conduct of Board business cannot be allowed.
 - Defamatory or abusive remarks are always out of order.
 - The Board Chair may terminate a speaker’s privilege of address if, after being called to order, the speaker persists in improper conduct or remarks.

Written Correspondence

Letters, emails, and other written materials submitted to the School Board are considered public record. They may be submitted via U.S. mail to: Corvallis School Board, 1555 SW 35th Street, Corvallis, OR 97333. Emails sent to: schoolboard@corvallis.k12.or.us, will reach all Board members as a group as well as the following District staff: Superintendent, Assistant Superintendent, Human Resources Director, Finance and Operations Director, Communications Coordinator, and Executive Assistant to the Superintendent and Board of Directors (also known as Board Secretary).

Telephone Calls

Luhui Whitebear	541-714-3305	Terese Jones	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey	541-829-3411
Judah Largent	541-231-8415	Chris Hawkins	541-602-2045

VI. NEW STANDARDS, DIPLOMA REQUIREMENTS AND
UPCOMING ADOPTIONS UPDATE



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Amy Lesan, Kim Johnson, Nikki McFarland
Meeting Date: January 9, 2025

New Standards, Diploma Requirements, and Upcoming Adoptions Update

NO ACTION REQUIRED

Background

This presentation reviews legislation and requirements impacting instruction in Corvallis Schools.

The presentation overviews significant changes in upcoming educational standards, curriculum, and diploma requirements. These changes require planning and collaboration between educators, the district, and stakeholders. The emphasis on diverse perspectives, inclusion, and social justice is evident in the new standards that aim to provide more holistic and equitable education.

Update on

- **New Standards**
- **Upcoming Adoptions**
- **New Diploma Requirements**

Oregon Standards & Instructional Materials Calendar



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves... together!

Content Area	Standards Revision	Instructional Materials Evaluation	District Implementation
Social Sciences	2024	2025	Fall 2026
World Languages/Arts	2025	2026	2027
Physical Education	2025	2026	Fall 2027
Language Arts	2026	2027	Fall 2028
English Language Proficiency	2027	2028	Fall 2029
Mathematics	2028	2029	
Science	2029	2030	
Health/Physical Education	2030	2031	

Note: Health Standards 2023 Instructional Materials 2024 Implementation 2025 (fall)

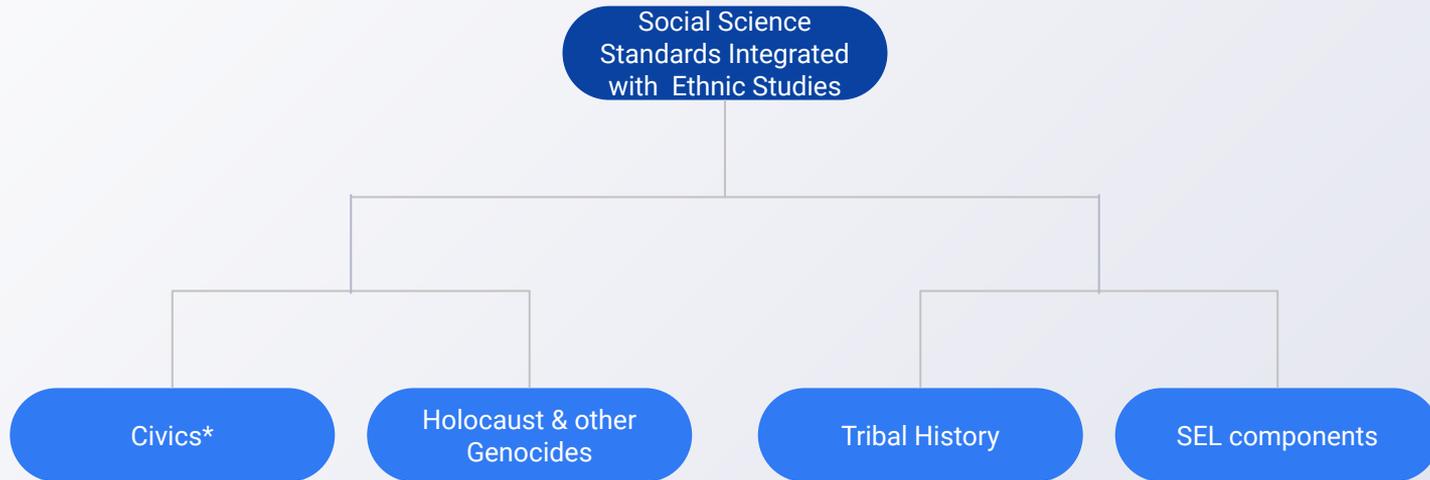
This table represents the anticipated cycle based on the current State Board of Education instructional materials cycle. The dates above are subject to change at the State Board of Education's discretion.

OR has new Health Standards (2023). Materials adoption is this year.

Cross-cutting concepts

- ▶ Social Emotional Learning
- ▶ Improving access and opportunities for students who have been historically underserved in the education system
- ▶ Tribal History/ Shared History
- ▶ Integration with other content areas

OR has new Ethnic Studies Standards (2026). Social Science materials adoption is next year.



Legislation Review

2017 Tribal History/ Shared History (SB 13)

The law requires instruction in the Tribal approved Essential Understandings across five content areas.

Grades 4, 8, 10

Language Arts, Health/PE, Math, Science, Social Science

2021: Holocaust & Other Genocides (SB 664)

The law identified learning concepts related to Holocaust & other genocides education.

Grades k-12

Social Science

2026: Ethnic Studies (HB 2845/ HB 2023)

Ethnic studies standards are integrated with social science standards and implementation is required in 2026.

Grades k-12

Social Science

+Civics and Government graduation requirement (Class of 2026)

Ethnic Studies Standards are Integrated Standards for Social Science Instruction



Ethnic Studies Standards are Social Science standards that cross-cut content areas

- ▶ Language Arts
- ▶ Mathematics
- ▶ Health/ PE
- ▶ Social Sciences

New Oregon Diploma Requirements

- ▶ .5 Civics course requirement (class of 2026)
 - Government
- ▶ .5 Higher Education and Career Path Skills credit (class of 2027)
 - Advisor
- ▶ .5 Personal Financial Education credit (class of 2027)
 - Personal Finance
 - Financial Algebra

This year and beyond

This school year (24/25)

Implementation:

- ▶ HECPS standards in 9-12 Advisor
- ▶ Science K-8
- ▶ Science of Reading K-5

Adoption

- ▶ K-12 Health
- ▶ HS Environmental Science

Next school year (25/26)

Implementation:

- ▶ New Personal Finance course (CHS)
- ▶ Health Materials

Adoption:

- ▶ Social Science

26/27

Implementation:

- ▶ Social Science
- ▶ New diploma requirements

Adoption:

- ▶ Arts and PE

Our learnings from past adoptions & new legislative requirements

What leads to success

- ▶ When multiple perspectives are included
- ▶ When there is adequate time to collaborate
- ▶ When the vision and work is facilitated by a team of leaders

What gets in the way

- ▶ Inconsistent implementation/ lack of accountability
- ▶ Unclear or vague expectations

What we can do better

- ▶ Improve communication and transparency about changes, ensuring that all stakeholders feel heard and valued

Questions

?

VII. LINN BENTON LINCOLN EDUCATION SERVICE DISTRICT
(LBL ESD) - AFFIRM 2025-2027 LOCAL SERVICE PLAN



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: January 9, 2025

Linn Benton Lincoln Education Service District 2025-2027 Local Service Plan

ACTION REQUESTED

Background

At least 90% of the annual State School Fund (SSF), Property Tax, and other qualifying resources allocated to the Linn Benton Lincoln Education Service District (LBL ESD) will be expended on resolution services and are outlined in a Local Service Plan (LSP). The member district superintendents make service decisions for a two-year period. The attached 2025-2027 LSP was adopted by the LBL ESD Board of Directors at its December 2024 meeting. Under Oregon Law, each component school district board must affirm the resolution for the Local Service Plan.

Involvement

Superintendents of the member districts of the LBL ESD.

Cost Impact

Costs will be factored into the annual budget.

ACTION REQUESTED

Approve the LBL ESD Local Service Plan.

MOTION REQUESTED

“I move to approve the LBL ESD 2025-2027 Local Service Plan ”.



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

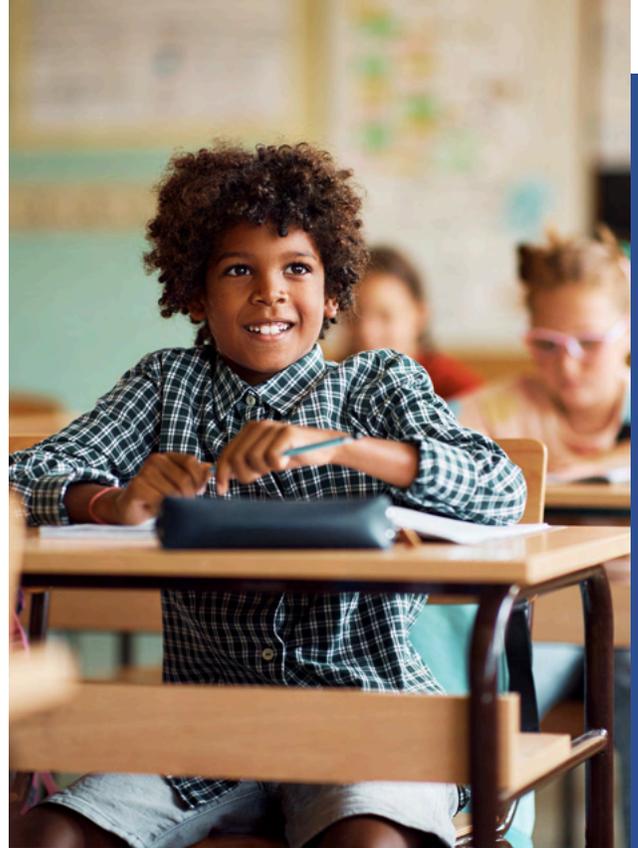
Table of Contents

03 About the ESD

06 Equity Lens

07 Board of Directors

09 Meet the Team



12 Component Districts

14 Calendar

16 Tier 1 Services

34 Tier 2 Services

53 Grants and Contracts

63 District Summary



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

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

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



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

Education Service Districts and Oregon Revised Statutes

Education Service Districts (ESDs) originated in Oregon's first laws establishing a general system of common schools. Through the history of Oregon's regional services system, local governances and state statues 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.

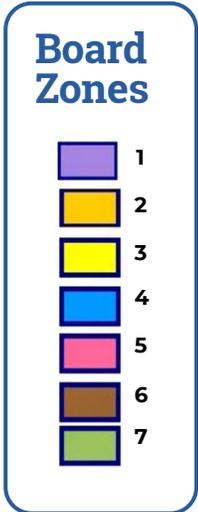
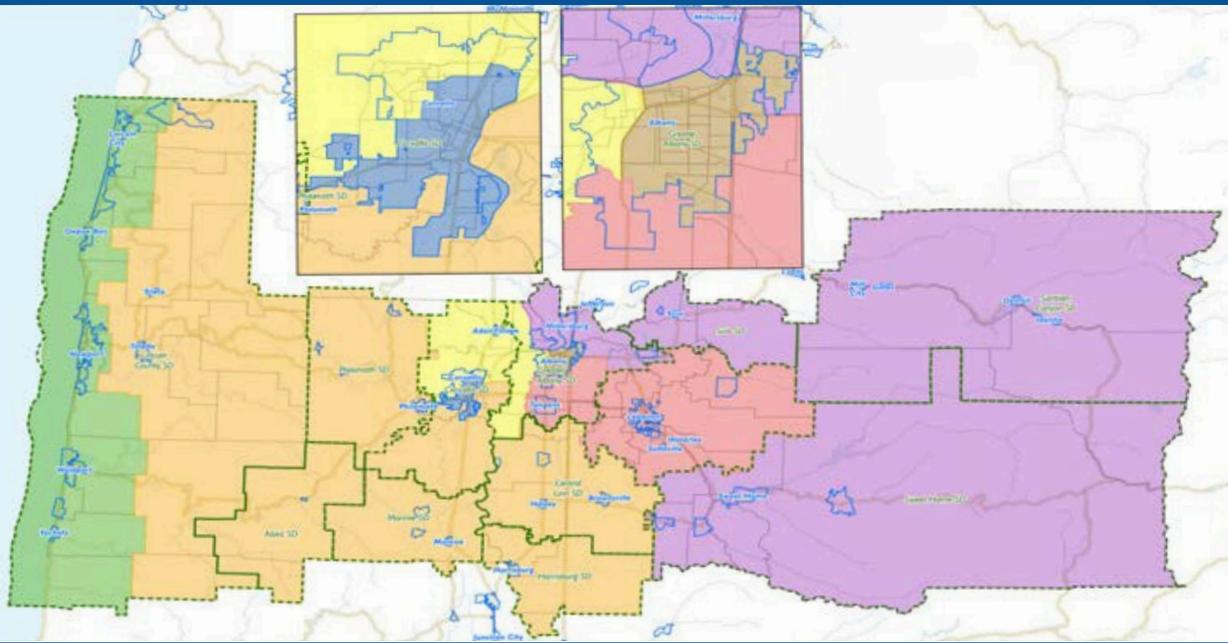
Board Performance Objective 2

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

Board Performance Objective 3

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

Board Zones



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



LBI

SPECIAL
EDUCATION
SERVICES

TIER 1

Special Education 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



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



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



Severe Disability Services

PROGRAM
**Special Education and
Evaluation Services**

CONTACT
Sonya Hart

PROGRAM
INFORMATION

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

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

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

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



Special Education Services



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

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

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

Special Education Evaluation Services

PROGRAM
Special Education and Evaluation Services

CONTACT
Sonya Hart

PROGRAM
INFORMATION





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



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

Home School Registration and Enrollment Management

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

Enhancing education through collaboration



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

SPSS/Student and Family Support Administration

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION



LBI

**TECHNOLOGY
SUPPORT
SERVICES**

TIER 1

Technology Support Services

FUNDING
TIER 1
SERVICES



Business Information System Services Support & Ivisions

PROGRAM
Business Services

CONTACT
Rocco Luiere

PROGRAM
INFORMATION

LBLESD offers comprehensive support services for [Tyler Technology's Infinite Visions Business Information System](#), including Level 1 help desk assistance, acting as a liaison between Tyler Technologies and districts, hosting, system maintenance and configurations. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and 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



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

Network Management

PROGRAM
Technology and Information Services

CONTACT
Tim Jones



Enhancing education through collaboration



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.

Student Information System (SIS) Synergy

PROGRAM
Technology and Information Services

CONTACT
Tim Jones





LBI

ADMINISTRATIVE
SERVICES

TIER 1

Administrative Services



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



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



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

Learning Consultants

PROGRAM
Special Education and Evaluation Services

PROGRAM
INFORMATION

CONTACT
Sonya Hart

Enhancing education through collaboration



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

Occupational Therapy (OT)

PROGRAM
Cascade Regional Inclusive Services

PROGRAM
INFORMATION

CONTACT
Angie Greenwood

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

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

Special Education Services



Physical Therapy (PT)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
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



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

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

Spanish Interpreter and Translation

PROGRAM
Special Education and Evaluation Services

PROGRAM
INFORMATION

CONTACT
Sonya Hart



Special Education Services



Speech Language Pathologists (SLP)

PROGRAM
Special Education and Evaluation Services

PROGRAM INFORMATION

CONTACT
Sonya Hart

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

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

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

Enhancing education through collaboration



Speech Language Pathologist Assistants (SLPA)

PROGRAM
Special Education and Evaluation Services

PROGRAM INFORMATION

CONTACT
Sonya Hart

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

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

Special Education Services



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

504 Plans and Students in Private Schools

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

PROGRAM
INFORMATION





LBI

**SCHOOL
IMPROVEMENT
SERVICES**

TIER 2

School Improvement 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.](#)



LBI

**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



Engineering Support

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

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

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

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



Technology Support Services

FUNDING
TIER 2
SERVICES



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

Infinite Visions Add Ons

PROGRAM
Business Services

CONTACT
Rocco Luiere

PROGRAM
INFORMATION

Enhancing education through collaboration



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

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

Internet Access

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM
INFORMATION

Technology Support Services



Power School Sped Records Management

PROGRAM
Technology and Information Services

CONTACT
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



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

Business Administration Services

PROGRAM
Business Services

CONTACT
Rocco Luiere

PROGRAM
INFORMATION

Enhancing education through collaboration



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

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

E-rate Services

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM
INFORMATION

Administrative Services



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



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.





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



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



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



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



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.



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

Service	ESD	ASD
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

Service	ESD	ASD
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



Linn Benton Lincoln Education Service District
905 4th Avenue, Albany, OR 97321 ~ 541.812.2600 ~ www.lblesd.k12.or.us

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

	ESD	CLSD
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

	ESD	CLSD
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

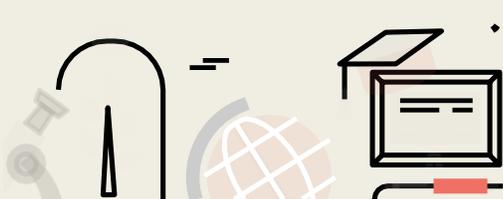
Mandie Wood

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

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

Special Education – Tier 1 Services by Hours	ESD	CSD
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

Other Services	ESD	CSD
Behavior Specialist	258	0
Family Support Liaison	1066	90

ESD Staff Serving District

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

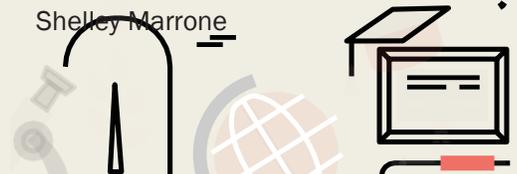
Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



Linn Benton Lincoln Education Service District
905 4th Avenue, Albany, OR 97321 ~ 541.812.2600 ~ www.lblesd.k12.or.us



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

	ESD	ASD
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

	ESD	ASD
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

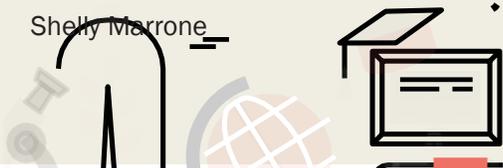
Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelly Marrone



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

	ESD	HSD
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

	ESD	HSD
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

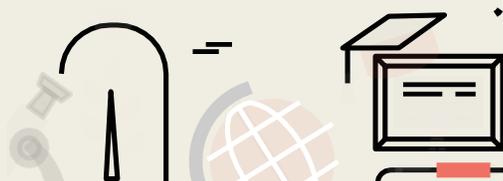
Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



Linn Benton Lincoln Education Service District
905 4th Avenue, Albany, OR 97321 ~ 541.812.2600 ~ www.lblesd.k12.or.us



2024-2025



Lebanon Community Schools

Services provided through LBL ESD

District Executive Summary

- Amy Vektor, 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

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

	ESD	LCS
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

	ESD	LCS
Behavior Specialist	258	0
Family Support Liaison	1066	208

ESD Staff Serving District

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

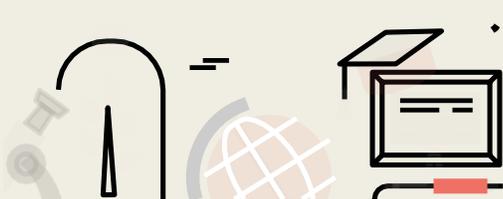
Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



Linn Benton Lincoln Education Service District
905 4th Avenue SE, Albany, OR ~ 541.812.2600 ~ www.lblesd.k12.or.us

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

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

	ESD	LCSD
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

	ESD	LCSD
Behavior Specialist	258	0
Family Support Liaison	1066	0

ESD Staff Serving District

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

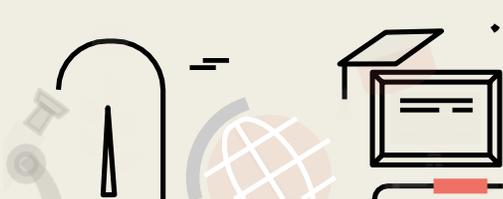
Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



Linn Benton Lincoln Education School District
905 4th Avenue SE, Albany, OR 97321 ~ 541.812.2600 ~ www.lblesd.k12.or.us

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

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

	ESD	MSD
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

	ESD	MSD
Behavior Specialist	258	12
Family Support Liaison	1066	119

ESD Staff Serving District

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

	ESD	PSD
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

	ESD	PSD
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
905 4th Avenue SE, Albany OR, 97321 ~ 541.812.2600 ~ www.lblesd.k12.or.us



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

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

ESD Staff Serving District

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



Linn Benton Lincoln Education Service District

905 4th Avenue SE, Albany, OR 97321 ~ 541.812.2600 ~ www.lblesd.k12.or.us

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

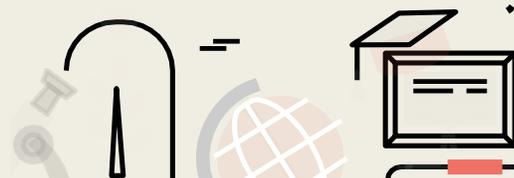
Mandie Wood

Transition Network Facilitator

Josh Barbour

Severe Disabilities Consultant

Shelley Marrone



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

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

ESD Staff Serving District

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
905 4th Ave SE, Albany, OR 97321 ~ 541.812.2600 ~ www.lblesd.k12.or.us



Our 12 Districts



Alesia School District



Central Linn School District



Corvallis School District



Greater Albany Public Schools



Harrisburg School District



Lebanon Community School District



Lincoln County School District



Monroe School District



Philomath School District



Santiam Canyon School District



Scio School District



Sweet Home School District



LBL

**LINN BENTON LINCOLN
EDUCATION SERVICE DISTRICT**

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

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

VIII. OSBA AND COSA RELATED LEGISLATIVE
CONVERSATION AND DEBRIEF



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: January 9, 2025

OSBA AND COSA LEGISLATIVE CONVERSATION AND DEBRIEF

NO ACTION REQUIRED

Background

Director Al-Abdrabbuh will provide an update on Oregon School Boards Association (OSBA) legislative priorities, followed by an update from Superintendent Noss regarding the legislative priorities from the Coalition of Oregon School Administrators (COSA).



Member Advocacy Survey



+

•

○

2025 LEGISLATIVE PRIORITIES

Coalition of Oregon School Administrators

STATE SCHOOL FUND AND STUDENT SUCCESS ACT

- **State School Fund (SSF)**

- ✓ Support Governor Kotek's recommendation on allocating \$11.36 Billion for Current Service Level. These are critical dollars needed to maintain current staffing and programs to stabilize core services for Oregon students.

- **Student Success Act (SSA), the Student Investment Account (SIA), and High School Success (Measure 98)**

- ✓ Ensure that these major grant-in-aid funds continue to stay whole because these targeted investments have helped our schools expand programs and services for students.

SPECIAL EDUCATION FUNDING

- **Special Education Cap**

- ✓ Raise the cap from 11% to 15% and provide additive funding to ensure school districts have the financial resources to serve students with disabilities.

- **High Cost Disability Account**

- ✓ Current funding for students with the most significant special education needs only covers about 40% of expenditures. Additive funding is needed to reimburse 100% of the costs to provide critical services to students.

- **Early Intervention, Early Childhood Special Education (EI/ECSE), and Regional Inclusive Services (RIS)**

- ✓ Fund all three programs to Adequate Service Levels.

UNFUNDED MANDATES

- **Funding for Unfunded Mandates**

- ✓ Secure funding for new K-12 specific mandates like unemployment insurance for classified employees.

- **Address New Unfunded Mandates During the 2025 Session**

- ✓ Any new requirements proposed by the legislature need to include the funding necessary to implement.

K-12 FACILITIES

- **Add Districts in Need of Bond Funding**

- ✓ Create a funding source for districts that cannot pass bonds for facility emergencies and construction of new buildings.

- **2025 Proposal**

- ✓ \$100 million in lottery-backed bonds that do not require local district bond passage to receive emergency or matching funds.

EARLY LITERACY

- **Full Funding**

- ✓ Secure additive, full funding for early literacy success for all districts, and ensure that ESD's can access funding.

- **Further Investments**

- ✓ Support professional learning and capacity building.

- **Streamline Current Efforts**

- ✓ Advocate to permit the spending of Early Literacy Success Dollars in upper elementary grades; and streamline the application and reporting requirements.

- **Protect Other Complimentary Funding**

- ✓ Support the continued funding for Birth through Five Literacy Grants, Kindergarten Partnership and Innovation, and Jumpstart Kindergarten.

SUMMER LEARNING

- **Full Funding**

- ✓ Secure additive, stable, and adequate funding for districts and ESDs.
- ✓ Ensure that minimum funding floors for small districts are adequate to staff and support summer learning programs.

- **Streamline Current Efforts**

- ✓ Streamline planning, programming, and reporting.
- ✓ Explore options to further investments in expanded learning opportunities.

MENTAL HEALTH

- **Support Partnerships and Programs**

- ✓ Strengthen partnerships and expand existing programs and efforts (Community Schools, School-Based Health Centers, Treatment and Care Programs, for example), with a focus on service desert regions.
- ✓ Leverage Medicaid billing, whenever possible.

ATTENDANCE

- **Grow Current Investments and Efforts**

- ✓ Increase investments in multi-tiered systems of support.
- ✓ Grow capacity through more targeted technical assistance and communities of practice.
- ✓ Improve transportation access.

WORKFORCE

- **Protect and Grow Efforts Around Workforce Diversity**
 - ✓ Continue to invest in scholarships and efforts to increase educator workforce diversity.
- **Continue Investments in Hard-to-Staff Positions**
 - ✓ Support Grow-Your-Own and pathway programs, apprenticeships, and ongoing mentoring efforts, especially in Special Education, ESOL, Dual Language, Reading, Advanced Math, and Mental Health and Behavioral.



- +
-
-

QUESTIONS?

IX. CONSOLIDATED ACTION

IX.A. Budget Parameters



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: January 9, 2025

Budget Parameters – Second Reading

ACTION REQUESTED

Background

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district’s decision makers will adhere to as they develop the budget through an understanding that these decisions have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district’s fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

The budget parameters presented for re adoption tonight are rooted in the [GFOA’s Best Practices in School Budgeting](#) and incorporate feedback received from board members during the January 14, 2021 and March 11, 2021 school board meetings. The terms “should” and “shall” are used throughout rather than the word “must” as budget parameters are general guidelines, not policy. Minor language change to represent our commitment to aligning resources to Corvallis School District 509J Board Goals.

Action Requested

Adopt the budget parameters as presented.

Attached

Corvallis School District Budget Parameters.

CORVALLIS SCHOOL DISTRICT BUDGET PARAMETERS

Presented to School Board on January 9, 2025

Budget parameters are general guidelines that the district intends to honor through its budget process. They set forth the ideals that the district's decision-makers will adhere to as they develop the budget through an understanding that these decisions have long-term consequences. Budget parameters are important for creating a shared understanding of the overarching values that underpin budget development. Unlike the district's fiscal policies, which tend to be more technical, budget parameters can be understood and appreciated by all stakeholders, including the public.

Goals for Student Outcomes Should Drive the Budget Process

Clear goals for student outcomes should guide how resources are allocated, how progress is tracked, and how budget decisions are made to prioritize programs and strategies.

Provide Every Student with Equitable Access and Opportunities

The district is committed to educational equity by recognizing institutional barriers and creating access and opportunities that benefit each student. In order to achieve educational equity for each and every student, the district shall make every effort to provide all students with equitable access to high quality curriculum, support, facilities, and other resources, even when this means differentiating resource allocations.

(Excerpted from [Corvallis School District Policy JBB – Educational Equity](#))

Decisions Should Be Informed By Data

Decisions that impact the future of student learning should be centered on evidence of what works. Qualitative and quantitative data on student outcomes, both in terms of student achievement and overall student educational experience, should inform the decision-making process.

Base Resourcing Decisions on the Total Value Created for Students

The budget process should seek to allocate available resources optimally, in a way that will create the most benefit for students given the costs.

- **Prioritize strategies and programs with proven cost-effectiveness**
Strategies and programs that have proven to produce larger gains and close the opportunity gap in learning for all student groups relative to their cost should be given priority for funding. Strategies and programs that are chosen should be implemented fully and faithfully even if that means fewer strategies or programs are implemented.
- **Make student-centered decisions**
Budget decisions should be based on what is best for students, not adults. In some cases, there is pressure to develop a budget that puts the interests of adult stakeholders above the interest of students. That priority should be reversed.

Critically Re-Examine Patterns of Spending

Past patterns of spending may no longer be relevant given changing needs of the community and student body. Hence, the budget process should encourage review of past spending decisions and critically change, where necessary. The district should develop and implement a program review and sunset process to identify and discontinue programs that are not achieving their objectives or that are simply not as effective as available alternatives.

Take a Long-Term Perspective

The district will not be able to make large changes to its educational strategy and resource allocation patterns within a single year. Further, a consistent application of proven strategies over a multi-year period will deliver better results. Therefore, to the degree possible, the district should develop and adhere to a multi-year funding plan for its strategies, with the goal of fully funding and re-aligning resources where necessary to fund high priority elements of the strategies.

Be Transparent

Effective budgeting requires valid information about the true costs of serving students and the outcomes produced for students.

- Make performance data readily available. The budget process should be informed by valid and reliable data on fiscal and academic performance.
- Consider all direct and indirect expenditures in evaluating the cost of educating students.
- Use a consolidated budget that considers all available funds. Acknowledge constraints on categorical spending, but consider all available funds to make the most impact with available resources.
- Be clear on what actions are being funded to help the district reach its ~~student achievement~~ **Board** goals – not just line items and broad expenditure categories.

IX.B. Minutes

IX.B.1. December 12, 2024



MINUTES
Business Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

DRAFT

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 6:32 PM in the Corvallis School District Board Room, 1555 SW 35th Street, Corvallis, OR 97333. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair Chris Hawkins Bernie Wang</p>	<p><u>EXECUTIVE STAFF PRESENT</u> Ryan Noss, Ed.D., Superintendent Melissa Harder, Assistant Superintendent Jennifer Duvall, Human Resources Director Lauren Wolfe, Finance Director Kim Patten, Operations Director</p>
<p><u>BOARD MEMBERS EXCUSED</u> Terese Jones, Ph.D., Co-Vice Chair Judah Largent</p>	

A quorum was present, and due notice had been published.
Chair Whitebear joined the meeting remotely; Co-Vice Chair Tominey chaired the meeting.

II. BOARD MEMBER REPORTS

Director Al-Abdrabbuh:

- Attended a community partners meeting that supports students and community members from international backgrounds and heard from stakeholders.
- Attended the Oregon Business Leadership Summit. OSBA sponsors this annual event, bringing educators, legislators, advocates, and the business community together to discuss the Corporate Activity Tax, which funds the Student Success Act.

Director Hawkins:

- Referred to last month's secondary scorecard dinner and commended principals for their student engagement efforts.
- Visited several elementary schools and noticed different fun activities to engage students.



Director Wang attended the Oliver auditions and shared it was amazing to see the talent of kindergarten through high school students across the district and the strength of the program.

Chair Whitebear:

- Attended the Corvallis Public Schools Foundation board meeting.
- Attended the initial regional meeting regarding legislative priorities and encouraged board members to attend the upcoming meeting.
- Attended the Indian education harvest dinner; being in the community with everyone was great.

Co-Vice Chair Tominey:

- Attended a Cheldelin Middle School Choir Concert.
- Attended the play Puffs at Crescent Valley High School, which included students from both high schools. Appreciates students' opportunities to engage, creating spaces of belonging and allowing students to apply the skills they are developing.

III. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) AND NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) UPDATES

Director Al-Abdrabbuh shared highlights from a written report he provided before the meeting. (The report is available online as part of the information packet for this meeting and will be archived in the official 2024-25 board records.)

IV. SUPERINTENDENT'S REPORT

Superintendent Noss read from a written report and shared information regarding the rights of undocumented students, the upcoming elementary scorecard dinners, and an Osborn Aquatic Center update. (The report is available online as part of the information packet for this meeting and will be archived in the official 2024-25 board records).

V. PUBLIC COMMENT

There was no public comment.

VI. STUDENT TRANSPORTATION OF AMERICA - REPORT

Co-Vice Chair Tominey shared that Student Transportation of America (STA) was invited to report to the Board after hearing several concerns from the community.

Operations Director Kim Patten was joined by Student Transportation of America (STA) representatives Shane Anderson, Mark Jordan, Angela Taylor, and Bill Nieman. STA representatives presented a report on challenges and the work done to improve service



and communication. (The slides are available online as part of the information packet for this meeting and will be archived in the official 2024-25 board records.)

Board members discussed ongoing efforts and challenges related to communication with families and engaged with STA representatives on the issue.

VII. INTEGRATED GUIDANCE ANNUAL REPORT 2023-24

Assistant Superintendent Harder provided highlights from a report the Board received before the meeting. (The report is posted online with this meeting's informational packet and will be filed with the official 2024-25 board records.)

The Board took a break due to network issues and then resumed the meeting.

VIII. FIVE-YEAR STRATEGIC COMMUNICATION PLAN UPDATE

Communications Coordinator Kelly Locey presented slides, shared highlights from the report shared before the meeting, and engaged the board in discussion. (The report and slides are posted online with this meeting's informational packet and will be filed with the official 2024-25 board records.)

IX. OREGON SCHOOL BOARDS ASSOCIATION 2024 ELECTION

The Board received the nominations and resumes for the Oregon School Boards Association positions and the resolutions for review before the meeting. (The information is available online as part of the information packet for this meeting and will be archived in the official 2025-26 board records.)

A. Board of Directors - Position 10

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Director Hawkins to vote for Dr. Luhui Whitebear for position #10 on the Oregon School Boards Association Board of Directors. The motion passed unanimously. Yea: 4, Nay: 0, Absent: 2

B. Legislative Policy Committee - Position 10

MOTION:

It was moved by Chair Whitebear and seconded by Director Hawkins to vote for Soren Rounds for position #10 on the OSBA Legislative Policy Committee. The motion passed unanimously. Yea: 4, Nay: 0, Absent: 2



C. Resolution 1: Amends the OSBA Dues Schedule

MOTION:

It was moved by Chair Whitebear and seconded by Director Wang to adopt Resolution #1: Amend the Oregon School Boards Association Dues Schedule. The motion passed unanimously. Yea: 4, Nay: 0, Absent: 2

D. Resolution 2: Creates the Oregon School Board Members PRIDE Caucus and Designates a Seat on the OSBA Board of Directors and Legislative Policy Committee

MOTION:

It was moved by Director Hawkins and seconded by Director Wang to adopt Resolution #2: Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors. The motion passed unanimously. Yea: 4, Nay: 0, Absent: 2

E. Resolution 3: Adopts the Proposed Amendments to the OSBA Bylaws

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Director Hawkins to adopt Resolution #3: Amend the Oregon School Boards Association 2023 Bylaws. The motion passed unanimously. Yea: 4, Nay: 0, Absent: 2

X. CONSOLIDATED ACTION

The Board received the following information before the meeting for review.

Item C was pulled for discussion.

MOTION:

It was moved by Director Al-Abdrabbuh and seconded by Chair Whitebear to adopt the Consolidated Action items as submitted. The motion passed unanimously. Yea: 4, Nay: 0, Absent: 2

The Board approved the following items.

A. Minutes – November 5, 2024; November 21, 2024 (The documents are available online as part of the informational packet for this meeting and will be archived in the official 2024-25 board records.)

B. Licensed Personnel Action(The documents are available online as part of the informational packet for this meeting and will be archived in the official 2024-25 board records.)



C. Budget Committee Appointment (The documents are available online as part of the informational packet for this meeting and will be archived in the official 2024-25 board records.)

D. Board Policies

- 1. Policy GCDA/GDDA - Criminal Records Checks and Fingerprinting - Revision**
- 2. Policy IGBAF - Special Education IEP**
- 3. Policy IGBAG - Special Education - Procedural Safeguards**
- 4. Policy JBAA - Section - Students****

XI. CONSOLIDATED INFORMATION

The Board received the following information before the meeting for review.

Items A, B, and D3 were pulled for discussion.

A. Virtual Charter School Enrollment (The documents are available online as part of the informational packet for this meeting and will be archived in the official 2024-25 board records.)

B. Budget Parameters (The documents are available online as part of the informational packet for this meeting and will be archived in the official 2024-25 board records.)

C. First Quarter Financial Summary (Unaudited) (The documents are available online as part of the informational packet for this meeting and will be archived in the official 2024-25 board records.)

D. Board Policies

- 1. Policy CCG - Evaluation of Administrators**
- 2. Policy JECB-AR -- Admission of Nonresident Students**
- 3. Policy JECBB-AR -- Resident Transfer Procedures**
- 4. Policy JGAB -- Use of Restraint or Seclusion**
- 5. Policy JGAB-AR -- Use of Restraint and Seclusion**
- 6. Policy KJA-AR -- Distribution of Announcements and Community Information**

XII. BOARD MEMBER COMMENTS

Director Hawkins appreciated Dr. Whitebear's running for Position #10 on the Oregon School Boards Association board and her willingness to work as a strong advocate for our students and community.

Chair Whitebear expressed gratitude for the support for position #10 and shared her experience attending board meetings across the region. She emphasized that the collective voices are stronger, stating that no board should be left out. She expressed pride in serving



and advocating for a united voice, particularly in addressing the lack of funding for Special Education.

Co-Vice Chair Tominey shared that there is one more meeting this year and wished everyone a happy holiday season. Acknowledging that the holidays can be a joyous or challenging time for others, she encouraged the community to take care, rest, and take time for themselves.

XIII. ADJOURNMENT

With no further business, Co-Vice Chair Tominey adjourned the meeting at 9:15 PM.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

IX.B.2. December 19, 2024



MINUTES
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J
DRAFT

I. CALL TO ORDER AND ROLL CALL

The meeting was called to order at 5:32 PM in the Linus Pauling Middle School Commons, 1111 NW Cleveland Ave., Corvallis, OR 97330. The secretary recorded those present as listed below.

<p><u>BOARD MEMBERS PRESENT</u> Luhui Whitebear, Ph.D., Chair Terese Jones, Ph.D., Co-Vice Chair Sami Al-Abdrabbuh, Ph.D. Shauna Tominey, Ph.D., Co-Vice Chair Chris Hawkins Judah Largent Bernie Wang</p> <p><u>EXECUTIVE STAFF PRESENT</u> Melissa Harder, Assistant Superintendent Jennifer Duvall, HR Director Lauren Wolfe, Finance Director Kim Patten, Operations Director</p>	<p><u>STUDENT REPRESENTATIVES PRESENT</u> Claire Williams, CHS Eileen Lewis, CHHS Harvick Mesler, CHHS Zoe DeAmicis, CVHS Laura Chen, CVHS</p> <p><u>SECONDARY ADMINISTRATORS PRESENT</u> Peter Henning, Adams Elementary Tracey Fischer, Bessie Coleman Elementary Nancy Davila Williams, Garfield Elementary Elton Kikuta, Kathryn Jones Harrison Elementary Amy Sampson, Letitia Carson Elementary Chaundra Smith, Lincoln Elementary Byron Bethards, Mt. View Elementary</p>
---	--

A quorum was present, and due notice had been published.

Chair Whitebear welcomed district staff and shared that the Board and presenters would have dinner until 6:00 p.m., then proceed with the Scorecard presentations. There would be limited sound as the board members and guests would rotate tables throughout the meeting.

II. STUDENT REPRESENTATIVE REPORTS

Student representatives provided brief updates regarding events happening around the district.



III. DISTRICT PROGRESS MONITORING

Assistant Superintendent Harder presented a Board Goals document and highlighted the district's efforts to strengthen alignment with the goals. She emphasized how the goals serve as a framework to guide the district's work. (The documents are posted online with the information packet of this meeting and will be archived with the official 2024-25 board records.)

IV. SCHOOL SCORECARD REPORTS

Director Jones joined the meeting at 6:33 PM.

(The documents are posted online with the information packet of this meeting and will be archived with the official 2024-25 board records.)

- A. Adams Elementary School
- B. Bessie Coleman Elementary School
- C. Garfield Elementary School
- D. Kathryn Jones Harrison Elementary School
- E. Letitia Carson Elementary School
- F. Lincoln Elementary School
- G. Mt. View Elementary School

V. REFLECTION

Board members and student representatives shared insights on where they observed alignment with the Board goals during the school rotations.

VI. ADJOURNMENT

With no further business before the Board, chair Whitebear adjourned the meeting at 8:07 p.m.

Luhui Whitebear, Ph.D., Board Chair

Ryan Noss, Ed.D., Superintendent

Prepared By: Kim Nelson

IX.C. Licensed Personnel Action



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Jennifer Duvall, Human Resources Director
Meeting Date: January 9, 2025

Licensed Personnel Action

ACTION REQUESTED

Recommendation to Hire

Name	Position	FTE	Building	Start Date	Contract Status
Gale, Derek	Mental Health Therapist	1.0	Crescent Valley High and College Hill	1/5/2025	Temporary Teacher

Termination/Resignation/Layoff/Retirement

Name	Position	FTE	Building	Effective	Notes
Holmboe, Adi	Third Grade-Dual English	1.0	Lincoln Elementary	12/31/2024	Temporary Position ended
McQuillan, Alexis	Science-MS	.6	Cheldelin Middle	12/31/2024	Resignation

MOTION REQUESTED:

“I move to approve the Licensed Personnel action as submitted.”

IX.D. Board Policies -- **FOR ACTION:**

IX.D.1. Policy CCG - Evaluation of Administrators



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder, Jennifer Duvall
Meeting Date: January 9, 2024

ACTION REQUESTED

Board Policy CCG—Evaluation of Administrators—Revision—Second Read

Background

OAR 581-022-2405 requires districts to “adopt and implement personnel policies which address...evaluation procedures.” Policy CCG requires the superintendent to implement and supervise an evaluation system for administrators with the goal of developing and strengthening the administrator’s professional abilities and improving the instructional program and management of the school or school system.

This policy review is required by OSBA and includes a review of any employment contracts before revision to ensure there is no conflicting language. The attached revision has been reviewed. Many of the legal requirements in this policy apply only to those who meet the definition of administrator in ORS 342.815.

Involvement

Staff members: Melissa Harder, Jennifer Duvall

Cost Impact

None.

Function

Approval of revisions.



Corvallis

SCHOOL DISTRICT

Code: CCG
Adopted: 7/90
Revised/Readopted: 3/10/97, 1/11/99, 6/17/13, 2/1/18

Evaluation of Administrators

The superintendent will implement and supervise an evaluation system for administrators. The purpose of administrator evaluations is to assist an administrator with developing and strengthening their professional abilities, to improve the instructional program and management of the school system, and for supervisors to make recommendations regarding their employment and/or salary status.

Evaluation and support systems established by the district must evaluate administrators on a regular cycle. A formal evaluation will be conducted regularly.

The evaluation shall be conducted according to the following guidelines:

1. Evaluative criteria for each position will be in written form and made available to the administrator.
2. Evaluations will be made by the superintendent and/or a qualified, licensed designee.
3. Evaluations will be in writing and discussed with the administrator by the person who conducts the evaluation.
4. The administrator being evaluated will have the right to attach a memorandum to the written evaluation, and have the right of appeal through established grievance procedures, if applicable.

An administrator's evaluations shall use the following educational leadership-administrator standards¹ adopted by the State Board of Education.

1. Visionary leadership;
2. Instructional improvement;
3. Effective management;
4. Inclusive practice;

¹These standards are aligned with the Interstate School Leaders Licensure Consortium (ISLLC) and the Educational Leadership Constituents Council (ELCC) standards for Education Leadership.

5. Ethical leadership; and
6. Socio-Political context.

Administrator evaluations shall be based on the core administrator standards adopted by the Oregon State Board of Education. The standards shall be customized based on collaborative efforts with the administrators and any exclusive bargaining representative of the administration

Local evaluation and support systems established by the district for administrators must be designed to meet or exceed the requirements defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, including:

1. Four performance level ratings of effectiveness;
2. Consideration of multiple measures of administrator practice and responsibility which may include, but are not limited to:
 - a. Classroom-based assessments including observations, lesson plans and assignments;
 - b. Portfolios of evidence;
 - c. Supervisor reports; and
 - d. Self-reflections and assessments.
3. Consideration of evidence of student academic growth and learning based on multiple measures of student progress including performance data of students, schools and districts that is both formative and summative. Evidence may also include other indicators of student success;
4. A summative evaluation method for considering multiple measures of professional practice, professional responsibilities, and student learning and growth to determine the administrator's professional growth path;
5. Customized by the district, which may include individualized weighting and application of the standards.

An evaluation using the administrator standards must attempt to:

1. Strengthen the knowledge, skills, disposition, and administrative practices of the administrator.
2. Refine the support, assistance, and professional growth opportunities offered to the administrator, based on the individual needs of the administrator and the needs of the students, the school, and the district.

3. Allow the administrator to establish a set of administrative practices and student learning objectives that are based on the individual circumstances of the administrator, including other assignments of the administrator.
4. Establish a formative growth process for each administrator that supports professional learning and collaboration with other teachers and administrators.
5. Use evaluation methods and professional development, support, and other activities that are based on curricular standards and are targeted to the needs of the administrator.
6. Address ways to help all educators strengthen their culturally responsive practices.

The superintendent shall regularly report to the Board on the implementation of the evaluation and support systems and educator effectiveness.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)

[ORS 332.505](#)

[ORS 342.120](#)

[ORS 342.513](#)

[ORS 342.815](#)

[ORS 342.850](#)

[ORS 342.856](#)

[OAR 581-022-2405](#)

[OAR 581-022-2410](#)

[OAR 581-022-2420](#)

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

IX.D.2. Policy JGAB - Use of Restraint and
Seclusion



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder & Sabrina Wood
Meeting Date: January 9, 2024

ACTION REQUESTED

Board Policy JGAB—Use of Restraint or Seclusion**—Revision—Second Read

Background

This is a required policy revision. The procedures for responding to an incident of restraint or seclusion are found in ORS 339.294 and were amended by Senate Bill 1024 (2023). These amended procedures are represented in the required changes to policy JGAB and the accompanying AR.

Changes to the policy include the preservation and disclosure of any existing record, including audio or video, of a restraint or seclusion incident, a change in specifying the type of restraint and seclusion training program the district uses, and the addition of possible discipline up to and including dismissal for staff members who violate this policy and the accompanying AR.

Involvement

Staff members: Melissa Harder & Sabrina Wood

Cost Impact

None.

Function

Approval of revisions.



Corvallis

SCHOOL DISTRICT

Code: JGAB
Adopted: 1/14/08
Revised/Readopted: 1/09/12; 8/19/13; 8/18/14; 5/10/18; 1/09/20

Use of Restraint or Seclusion**

The Board is dedicated to the development and application of best practices within the district's public educational/behavioral programs. The Board establishes this policy and its administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students.

The use of the following types of restraint on a student in the district is prohibited:

1. Chemical restraint.
2. Mechanical restraint.
3. Prone restraint.
4. Supine restraint.
5. Any restraint that involves the intentional and nonincidental use of a solid object¹, including a wall or the floor, to impede a student's movement, unless the restraint is necessary to prevent an imminent life-threatening injury or to gain control of a weapon.
6. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, neck or throat.
7. Any restraint that places, or creates a risk of placing, pressure on a student's mouth, unless the restraint is necessary for the purpose of extracting a body part from a bite.
8. Any restraint that impedes, or creates a risk of impeding, breathing.
9. Any restraint that involves the intentional placement of the hands, feet, elbow, knee or any object on a student's neck, throat, genitals or other intimate parts.
10. Any restraint that causes pressure to be placed, or creates a risk of causing pressure to be placed, on the stomach or back by a knee, foot or elbow bone.
11. Any action designed for the primary purpose of inflicting pain.

¹ The use of a solid object, including furniture, a wall, or the floor, by district staff performing a restraint is not prohibited if the object is used for the staff's own stability or support while performing the restraint and not as a mechanism to apply pressure directly to the student's body.

The use of a seclusion cell is prohibited.

Restraint or seclusion may not be used for discipline, punishment, retaliation or convenience of staff, contractors or volunteers of the district.

Restraint may be imposed on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

Seclusion may be used on a student in the district only under the following circumstances:

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
2. Less restrictive interventions would not be effective.

If restraint or seclusion is used on a student, by trained staff or other staff available in the case of an emergency when trained staff are not immediately available due to the unforeseeable nature of the emergency, e.g., teacher, administrator, it will be used only for as long as the student's behavior poses a reasonable risk of imminent and substantial physical or bodily injury to the student or others and less restrictive interventions would not be effective. Students will be continuously monitored by staff for the duration of the restraint or seclusion.

Definitions

1. Restraint" means the restriction of a student's actions or movements by holding the student or using pressure or other means.

"Restraint" does not include:

- a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
- b. Assisting a student to complete a task if the student does not resist the physical contact; or
- c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:
 - (1) Break up a physical fight;
 - (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
 - (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

2. “Seclusion” means the involuntary confinement of a student alone in a room from which the student physically is prevented from leaving. Seclusion includes, but is not limited to, the involuntary confinement of a student alone in a room with a closed door, whether the door is locked or unlocked.

“Seclusion” does not include the removal of a student for a short period of time to provide the student with an opportunity to regain self-control if the student is in a setting from which the student is not physically prevented from leaving, or a student being left alone in a room with a closed door for a brief period of time if the student is left alone for a purpose that is unrelated to the student’s behavior.

3. “Seclusion cell” means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.
4. “Serious bodily injury” means any significant impairment of the physical conditions of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.
5. “Substantial physical or bodily injury” means any impairment of the physical condition of a person that requires some form of medical treatment.
6. “Mechanical restraint” means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

“Mechanical” restraint does not include:

- a. A protective or stabilizing device ordered by a licensed physician; or
- b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.
7. “Chemical restraint” means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed or other qualified health professional acting under the professional’s scope of practice.
8. “Prone restraint” means a restraint in which a student is held face down on the floor.
9. “Supine restraint” means a restraint in which a student is held face up on the floor.

Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in Oregon Administrative Rule (OAR) 581-021-0568.

The district shall only utilize a training program ~~of~~ for restraint or seclusion to train staff and use in the district which has been approved by the Oregon Department of Education (ODE).

The district shall preserve, and may not destroy, any records related to an incident of restraint or seclusion, including an audio or video recording. The records must be preserved in the original format and without alteration in accordance with law.

An annual review of the use of restraint or seclusion during the preceding school year shall be completed and submitted to ODE to ensure compliance with district policies and procedures.

The results of the review and annual report shall be documented and shall include at a minimum:

1. The total number of incidents involving restraint;
2. The total number of incidents involving seclusion;
3. The total number of seclusions in a locked room;
4. The total number of students placed in restraint;
5. The total number of students placed in seclusion;
6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;
7. The total number of students placed in restraint or seclusion more than ten times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint or seclusion for each student;
8. The total number of restraint or seclusion incidents carried out by untrained individuals;
9. The demographic characteristics² of all students upon whom restraint or seclusion was imposed;
10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website and to the Board. At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

The district shall investigate all complaints regarding the use of restraint or seclusion practices according to the procedures outlined in Board policy KL - Public Complaints and KL-AR - Public Complaint Procedure. The complaint procedure is available at the district's administrative office and is available on the home page of the district's website.

² Including race, ethnicity, gender, disability status, migrant status, English proficiency and status as economically disadvantaged, unless the demographic information would reveal personally identifiable information about an individual student.

The complainant, whether an organization or an individual, may appeal a district's final decision to the Oregon Department of Education pursuant to OAR 581-002-0001 to 581-002-0023. This appeal process is represented in administrative regulation KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff. A staff member who violates this policy or its administrative regulation may be subject to discipline, up to and including dismissal.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)

[ORS 339.250](#)

[ORS 339.285](#)

[ORS 339.288](#)

[ORS 339.291](#)

[ORS 339.294](#)

[ORS 339.297](#)

[ORS 339.300](#)

[ORS 339.303](#)

[OAR 581-021-0061](#)

[OAR 581-021-0550](#)

[OAR 581-021-0553](#)

[OAR 581-021-0556](#)

[OAR 581-021-0563](#)

[OAR 581-021-0566](#)

[OAR 581-021-0568](#)

[OAR 581-021-0569](#)

[OAR 581-021-0570](#)

[OAR 581-022-2267](#)

[OAR 581-022-2370](#)

Cross Reference(s):

JGA - Corporal Punishment

JGDA/JGEA - Discipline of Students with Disabilities

X. CONSOLIDATED INFORMATION

X.A. November 2024 Financial Summary (Unaudited)



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Lauren Wolfe, Director of Finance
Meeting Date: January 9, 2025

November 2024 Financial Summary (Unaudited) NO ACTION REQUIRED

Background

The Financial Summary for the General Fund for the period ending November 30, 2023 and November 30, 2024 follows this report. Year-to-date operating revenues through the end of November 2024 total \$63.7 million or 66.76% of total budgeted operating revenues as compared to \$62.7 million or 64.48% through the end of November 2023. As usual, local property tax revenues came in in November, which accounts for the large increase in revenue for this month. There are two notable variances between revenue sources for the period ending November 30 compared to last year:

1. Other Local Sources: Year-to-date revenues total \$1.03 million or 47.72% of total budgeted other local source revenue as compared to \$.514 million or 8.77% in the prior period. This is related to the timing of receipts of Medicaid Administrative Claiming (MAC) funds as well as a continued increase in interest earnings on investments. This may have a positive impact on total revenue for the year.
2. Federal Sources: Year-to-date revenues total \$.110 million or 79.09% of total federal source revenue as compared to \$.066 million or 22.67% in the prior period. This is related to the timing of receipts of Medicaid claim reimbursements and is not anticipated to impact overall revenue for the year.

Year-to-date operating expenditures through the end of November 2024 total \$27.7 million or 27.53% of total budgeted operating expenditures as compared to \$28.2 million or 30.52% through the end of November 2023. There are two notable variances between expenditure requirements for the period ending October 31 compared to last year:

1. Supplies and Materials: Year-to-date expenditures total 1.2 million or 28.69% of total budgeted supplies and materials requirements as compared to \$2.6 million or 52.53% in the prior period. We are continuing to monitor spending in this area to determine how it will impact annual spending.
2. Capital Outlay: Year-to-date expenditures total \$.081 million or 264.06% of total budgeted capital outlay requirements as compared to \$.099 million or 56.09% in the prior period. All major capital outlay was paid for using bond funds in the last several budget cycles. As these funds were fully expended in the prior budget year,

expenditures have shifted to the General Fund. The Board should anticipate an increase in capital outlay appropriations in an upcoming supplemental budget.

Currently, the projected general fund ending balance is \$14,249,345 or 14.79% of total resources net of the beginning fund balance.

Monitoring Fiscal Impacts:

As of November 30, we are monitoring the fiscal impact of the following:

1. **Audited Ending Fund Balance:** We anticipate the 2023-24 audit will be completed by December 31, 2024. At this time, we will have a final ending fund balance, which carries forward into the current fiscal year as the beginning fund balance.
2. **Governor's Budget:** Governor Kotek released her recommended budget for the 2025-2027 biennium with a suggested \$11.4B investment into the State School Fund. This is a promising starting point for K12 education.

If you have any questions or request for additional information, please do not hesitate to contact me.

Supplementary Materials

1. General Fund Financial Summary as of November 30, 2024
2. Schedule of Investments as of November 30, 2024

Corvallis School District 509J
Schedule of Investments
November 30, 2024

Type of Investment	Investment Date	Maturity/ Call Date	No. of Days	Bond Equivalent Yield	Purchase Price	Par (Maturity) Value
U.S. Treasury Obligations:						
US Government-Sponsored Enterprises:	06/13/24	09/12/25	456	5.125%	\$100.27	3,000,000
Commercial Paper:						
Total Investments Outside of Local Government Investment Pool:						\$ 3,000,000

Local Government Investment Pool:	Monthly Distribution Yield	
General Account	5.00%	54,369,324
Total Investments Inside of Local Government Investment Pool ¹		\$ 54,369,324

1 The maximum amount (in any combination of accounts) that the Local Government Investment Pool (LGIP) allows is \$61,749,000

Total Investments **\$ 57,369,324**

Compliance with Investment Policy

Type of Investment	Maximum % of Portfolio per Policy DFA	Current Percent
U.S. Treasury Obligations	100.0%	0.0%
U.S. Government Agency Securities and Instrumentalities of Government-Sponsored Corporations	90.0%	5.2%
State of Oregon Local Government Investment Pool (LGIP)	100.0%	94.8%
Bankers Acceptances	25.0%	0.0%
Repurchase Agreements	25.0%	0.0%
Certificates of Deposits	50.0%	0.0%
Commercial Paper	10.0%	0.0%
State of Oregon and Oregon Local Government Securities	25.0%	0.0%
TOTAL		100.00%

Benchmarks as of 11/30/2024:

3 Month U.S. Treasury Yield Curve Rate	4.58%
3 Month Jumbo Certificate of Deposit Rate	4.11%



CORVALLIS SCHOOL DISTRICT 509J

General Fund | 2024 - 2025 Financial Summary

For the Period Ending November 30, 2024

	2023 - 2024	YTD	Prior Year % of Actual	2024 - 2025 Adopted Budget	2024 - 2025	YTD	% of Budget	Annual Forecast	Variance Favorable/ (Unfavorable)
	Actuals				Actuals				
RESOURCES									
Operating Revenues									
Local Property Tax Revenue	\$ 30,983,900.12		89.42%	\$ 35,672,175	\$ 31,112,688.32		87.22%	\$ 35,560,161	\$ (112,014)
Local Option Levy	9,165,637		89.43%	10,503,933	9,226,734		87.84%	10,536,605	\$ 32,672
Other Local Sources	514,288		8.77%	2,157,191	1,029,511		47.72%	1,903,092	\$ (254,099)
Intermediate Sources	-		0.00%	882,413	-		0.00%	882,413	\$ -
State School Fund	21,976,751		50.49%	43,923,724	22,225,903		50.60%	45,135,054	\$ 1,211,330
Other State Resources	-		0.00%	2,150,000	175		0.01%	2,150,000	\$ -
Federal Sources	66,483		22.67%	140,000	110,722		79.09%	140,000	\$ -
Other Sources	2,625		100.00%	-	3,100		-	5,000	\$ 5,000
Total Operating Revenues	\$ 62,709,684		64.48%	\$ 95,429,436	\$ 63,708,833		66.76%	\$ 96,312,325	\$ 882,889
Beginning Fund Balance*	14,493,943		100.00%	17,043,343	19,388,190		113.76%	19,388,190	2,344,847
TOTAL RESOURCES	\$ 77,203,626		69.08%	\$ 112,472,779	\$ 83,097,023		73.88%	\$ 115,700,515	\$ 3,227,736
REQUIREMENTS									
Operating Expenditures									
Salaries	\$ 13,512,414		29.97%	\$ 49,415,758	\$ 13,812,147		27.95%	\$ 48,427,443	\$ 988,315
Associated Payroll Costs	6,676,046		28.70%	28,598,631	7,655,712		26.77%	28,026,658	\$ 571,973
Purchased Services	3,832,062		25.17%	14,190,848	3,860,694		27.21%	16,715,232	\$ (2,524,384)
Supplies and Materials	2,560,781		52.53%	4,119,885	1,182,134		28.69%	1,900,846	\$ 2,260,238
Capital Outlay	99,095		56.09%	30,800	81,332		264.06%	181,980	\$ (151,180)
Other Objects	1,503,441		57.37%	1,810,973	1,088,563		60.11%	2,699,010	\$ (888,037)
Transfers	-		0.00%	2,377,204	-		0.00%	3,500,000	\$ (1,122,796)
Total Operating Expenditures	\$ 28,183,839		30.52%	\$ 100,544,099	\$ 27,680,581		27.53%	\$ 101,451,170	\$ (865,872)
Contingencies	-		-	7,157,208	-		0.00%	-	-
Unappropriated Ending Fund Balance	-		-	4,771,472	-		0.00%	-	-
TOTAL REQUIREMENTS	\$ 28,183,839		30.52%	\$ 112,472,779	\$ 27,680,581		24.61%	\$ 101,451,170	\$ (865,872)

*unaudited beginning fund balance subject to change

PROJECTED ENDING FUND BALANCE \$ 14,249,345
14.79%

X.B. Board Policies -- **FOR INFORMATION**

X.B.1. Policy EBC - Emergency Plan and First Aid



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: January 9, 2025

NO ACTION REQUIRED

Board Policy EBC—Emergency Plan and First Aid**—New—First Read

Background

House Bill 3584 was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians, and employees within 24 hours of a safety threat action that was not a drill.

This update also includes a revision of other policies, resulting from recommendations on reorganization, and may include recoding and/or reassigning content to a different policy or policy section. Policy EBC is new and highly recommended. This policy informs districts about the requirement for an emergency procedures plan (OAR 581-022-2225), and other minimum standards for providing emergency care to students.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Review of revisions.



Code: EBC
Adopted:
Revised/Readopted:

Emergency Plan and First Aid**

The district will maintain a comprehensive safety program for all employees and students. This program will include a plan for responding to emergency situations. The superintendent will consult with community and county agencies while developing this plan. The district's emergency plan will meet any requirements of the State Board of Education.

Copies of the emergency plan will be available in every school office and other strategic locations throughout the district. Parents or guardians will be informed of the district's plan.

In each district facility, procedures for handling health emergencies will be established and made known to staff. Each district facility and district vehicle will be equipped with appropriate first-aid supplies and equipment. All employees are expected to know where first-aid supplies and equipment are kept in their work areas.

Each school in the district shall have, at a minimum, at least one staff member with a current first-aid/CPR/AED card for every 60 students enrolled and who are trained annually on the district and building emergency plans. Emergency planning will include the presence of at least one staff member with a current first-aid/CPR/AED card for every 60 students for school-sponsored activities where students are present.

The district shall provide instruction to staff and students in the emergency plan and safety program.

END OF POLICY

Legal Reference(s):

[ORS 30.800](#)

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 433.260](#)

[OAR 581-053-0420\(2\)\(f\)\(B\)](#)

[ORS 433.441](#)

[OAR 437-002-0042](#)

[OAR 437-002-0120](#) - 0139

[OAR 437-002-0161](#)

[OAR 437-002-0360](#)

[OAR 437-002-0377](#)

[OAR 581-022-2030\(3\)\(c\)](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

[OAR 581-053-0003\(40\)](#)

[OAR 581-053-0220\(3\)\(e\)\(B\)\(iii\)](#)

[OAR 581-053-0320\(5\)\(b\)](#)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

X.B.2. Policy EBC/EBCA - Emergency Procedures
and Disaster Plans



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: January 9, 2025

NO ACTION REQUIRED

Board Policy EBC/EBCA—Emergency Procedures and Disaster Plans—Delete—First Read

Background

House Bill 3584 was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians, and employees within 24 hours of a safety threat action that was not a drill.

This update also includes a revision of other policies, resulting from recommendations on reorganization, and may include recoding and/or reassigning content to a different policy or policy section. Policy EBC/EBCA needs to be deleted in order to adopt Policies EBC and EBCA separately with new titles and content.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Review of revisions.



Code: EBC/EBCA
Adopted: 6/11/20
Revised/Readopted:

Emergency Procedures and Disaster Plans

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and safety threats on district property. The superintendent will consult with community and county agencies while developing this plan.

The district's Emergency Procedures Plan will meet the standards of the State Board of Education. The plan will also be based in a commitment to equity as outlined in Board Policy JBB – Educational Equity.

Copies of the Emergency Procedures Plan will be available in every school office and other strategic locations throughout the district. Parents will be informed of the district's plan for the care of students during an emergency situation. The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

In the case of long-term disruption to district operations as a result of a pandemic flu, declared public health emergency or other catastrophe, the district emergency plan shall at a minimum include the following:

1. Who is in charge of the district plan;
2. What steps the district will take to stop the spread of disease;
3. How sick students will be identified;
4. Transportation plan for sick students;
5. Disease containment measures for the district;
6. Communication plan for staff, students and parents;
7. Continuing education plan for students;
8. Procedures for dealing with student privacy rights;
9. Employee leave procedures during a pandemic flu or other catastrophe;

10. Employee pay and benefit plan and procedures;
11. Facility utilization by other agencies procedures;
12. Business operations plan for offsite operation or alternative measures].

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 433.260](#)

[ORS 433.441](#)

[OAR 437-002-0161](#)

[OAR 581-022-2030\(3\)\(c\)](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

DELETED

X.B.3. Policy EBCA - Safety Threats



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: January 9, 2025

NO ACTION REQUIRED

Board Policy EBCA—Safety Threats—New—First Read**

Background

House Bill 3584 was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians, and employees within 24 hours of a safety threat action that was not a drill. The bill states that communication should be “provided in a manner that communicates relevant facts and details as necessary and useful.”

This update also includes a revision of other policies, resulting from recommendations on reorganization, and may include recoding and/or reassigning content to a different policy or policy section. Policy EBCA is new and required by ORS 339.324 which outlines the actions of a school district when a safety threat action has occurred.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: EBCA
Adopted:
Revised/Readopted:

Safety Threats**

“Safety threat action” means a lockdown, secure, shelter in place, or evacuation that: (a) is initiated by a school in response to a safety threat; and (b) is not a planned drill.

When a school or the district initiates a safety threat action, the school or district shall issue an electronic communication as expediently as possible and not later than 24 hours after initiation of the safety threat action. The communication will be issued in culturally appropriate languages to effectively communicate with parents and guardians of students attending the school at which the safety threat action occurred.

The communication must include:

1. A general description of the issue that caused the safety threat action to be taken;
2. The duration of time the safety threat action was taken, from when the action was initiated until when it concluded;
3. Actions taken by the school or district to resolve the situation that caused the safety threat action and actions taken to protect student safety; and
4. An explanation of how the situation was resolved.

The communication shall be provided in a manner that communicates relevant facts and details as may be necessary or useful for parents and guardians to understand any potential threats to student safety, and to assist parents and guardians in helping students understand and mentally process the incident and any resulting trauma.

A communication will also be issued to employees of the school at which the safety threat action occurred and must include the same information as above and any additional information as may be permitted by relevant confidentiality and privacy requirements.

The Board may use Oregon Revised Statute (ORS) 192.660(2)(k) to conduct an executive session to consider matters related to school safety or a plan that responds to safety threats made toward a school in the district.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 332.107](#)

[ORS 339.324](#)

X.B.4. Policy EBCB - Emergency Procedure Drills
and Instruction



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: January 9, 2025

NO ACTION REQUIRED

Board Policy EBCB—Emergency Procedure Drills and Instruction—Revision—First Read

Background

House Bill 3584 was passed in the 2023 legislative session. The bill requires districts to adopt policy language about using electronic communication to notify parents, guardians, and employees within 24 hours of a safety threat action that was not a drill.

This update also includes a revision of other policies, resulting from recommendations on reorganization, and may include recoding and/or reassigning content to a different policy or policy section. Revision to policy EBCB is highly recommended. This policy includes information about required instruction and drills on emergency procedures.

Updates to the policy include the addition of the Oregon Fire Code in policy language (with a link included in Legal References), allowance for districts to provide additional instruction related to other disasters, and reference to the communication requirements described in board policy EBCA - Safety Threats**.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: EBCB
Adopted: 7/92
Revised/Readopted: 3/10/97, 1/11/99, 6/18/12, 10/13/14, 2/8/16

Emergency Procedure Drills and Instruction

Each building will conduct emergency procedure drills in accordance with the provisions of Oregon Revised Statutes and the applicable Oregon Fire Code.

All schools are required to instruct and drill students on district emergency procedures so that students they can respond to an emergency without confusion and panic. The emergency procedures shall include drills and instruction on fires, earthquakes, and safety threats. Instruction on emergency procedures shall be conducted for at least 30 minutes each school month.

The first emergency evacuation drill shall be conducted within 10 days of the beginning of classes.

~~Drills for students and instruction on fires, earthquakes, and safety threats shall be conducted for at least 30 minutes each school month.~~

Fire Emergencies

~~The district will conduct monthly fire drills. At least one fire drill will be held within the first 10 days of the school year.~~ Drills and instructions on fire emergencies shall include routes and methods of exiting the school building.

Earthquake Emergencies

At least two drills on earthquakes shall be conducted each year.

Drills and instruction for earthquake emergencies shall include the earthquake emergency response procedure of “drop, cover, and hold on” during the earthquake. When based on the evaluation of specific engineering and structural issues related to a building, the district may include additional response procedures for earthquake emergencies.

Safety Threats

At least two drills on safety threats shall be conducted each year. Drills and instruction on safety threats shall include procedures related to lockdown, ~~lockout~~ secure, shelter-in-place, and evacuation, and other appropriate actions to take when there is a threat to safety, and will include explanation of the district’s communication strategy following a safety threat action (See Board policy EBCA - Safety Threats**).

~~The Board may use ORS 192.660(2)(k) to conduct an executive session to consider matters related to school safety or to discuss a plan that responds to safety threats made toward a school in the district. The district may provide additional instruction relating to other disasters such as flooding, drought, excessive snowfall or wildfires¹.~~

The district will collaborate with local units of government and state agencies associated with emergency procedures training and planning shall review the emergency procedures.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\)\(k\)](#)

[ORS 336.071](#)

[ORS 476.030\(+\)](#)

[ORS 339.324](#)

[OAR 581-022-2225](#)

~~OAR 581-022-1420~~

[OREGON STATE FIRE MARSHAL, OREGON FIRE CODE \(2014\).](#)

~~Cross Reference(s):~~

~~Policy EBCD—Emergency Closures~~

~~Policy GBE—Staff Health and Safety~~

~~Policy JHHA—Safety and Emergency Response~~

¹ The Oregon Department of Education has resources available at <https://www.oregon.gov/ode/schools-and-districts/grants/pages/threat-and-hazard-resources.aspx>.

X.B.5. Policy GBNAB/JHFE - Suspected Abuse of a
Child Reporting Requirements



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: January 9, 2025

NO ACTION REQUIRED

Board Policy GBNAB/JHFE — Suspected Abuse of a Child Reporting Requirements** — New — First Read

Background

Policy GBNAB/JHFE and Policy JHFE/GBNAB are the same policy regarding Suspected Abuse of a Child Reporting Requirements. These policies are “double coded” and live in two places because the policy applies to both staff (G) and students (J). Corvallis School District did not have policy GBNAB/JHFE in our board policies so this is a new policy.

The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.

ORS 339.372 requires school boards to adopt a policy on reporting suspected child abuse so policies GBNAB/JHFE and JHFE/GBNAB are required. Updates include the double-coding of the policy and reference to the centralized child abuse reporting system.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Review of revisions.



Code: GBNAB/JHFE

Adopted:

Revised/Readopted:

Suspected Abuse of a Child Reporting Requirements**

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall immediately make a report to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system² or to a law enforcement agency within the county where the person making the report is located at the time of the contact. Any district employee who has reasonable cause to believe that **any person**³ with whom the employee is in contact has abused a child shall immediately report in the same manner described above.

The report must contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors⁴, agents⁵, volunteers⁶, or students will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to (DHS) through its centralized child abuse reporting system or to a law enforcement agency, and to a designated licensed administrator.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

³ "Person" could include adult, student or other child.

⁴ "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.

⁵ "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.

⁶ "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.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the Assistant Superintendent who shall also report to the Board chair.

The district will post the name and contact information of the designees for each school building, in the respective school, designated to receive reports of suspected abuse and the procedures in GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child, the designee will follow upon receipt of a report, the contact information for making a report to law enforcement or the centralized child abuse reporting system of DHS and a statement that the duty to report suspect abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation GBNAB/JHFE-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support the report, a district employee suspected of abuse 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 abuse 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 the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described

above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee 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 abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. 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 or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

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 district shall make available to students, district employees, contractors, agents, and volunteers a policy of 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 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. Texting or electronically communicating with a student through contact information gained as a volunteer for the district is prohibited.

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

END OF POLICY

Legal Reference(s):

[ORS 339.370](#) - 339.400

[ORS 419B.005](#) - 419B.050

[OAR 581-022-2205](#)

[ORS 418.257](#) - 418.259

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Cross Reference(s):

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

GCAB - Personal Electronic Devices and Social Media - Staff

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

X.B.6. Policy JHFE/GBNAB - Suspected Abuse of a
Child Reporting Requirements



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: January 9, 2025

NO ACTION REQUIRED

Board Policy JHFE/GBNAB—Suspected Abuse of a Child Reporting Requirements**—Revision—First Read

Background

Policy GBNAB/JHFE and Policy JHFE/GBNAB are the same policy regarding Suspected Abuse of a Child Reporting Requirements. These policies are “double coded” and live in two places because the policy applies to both staff (G) and students (J).

The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.

ORS 339.372 requires school boards to adopt a policy on reporting suspected child abuse so policies GBNAB/JHFE and JHFE/GBNAB are required. Updates include the double-coding of the policy and reference to the centralized child abuse reporting system.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: JHFE/GBNAB
Adopted: 9/13/10
Revised/Readopted: 1/09/12; 11/04/13; 3/05/20

~~Reporting of Suspected Abuse of a Child~~ **Suspected Abuse of a Child Reporting Requirements****

Any district employee who has reasonable cause to believe that **any child** with whom the employee has come in contact has suffered abuse¹ shall ~~orally report or cause an oral report~~ immediately by telephone or otherwise to the local office of make a report to the Oregon Department of Human Services (DHS) or its designee through the centralized child abuse reporting system² or to the a law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to Oregon Revised Statute (ORS) 419B.010. Any district employee who has reasonable cause to believe that **any adult or student person**³ with whom the employee is in contact has abused a child shall immediately report or cause a report to be made in the same manner described above. to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010.

~~If known,~~ The report shall **must** contain, ~~if known,~~ the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the abuse and the identity of a possible perpetrator.

Abuse of a child by district employees, contractors⁴, agents⁵, volunteers⁶, or students will not be tolerated. All district employees, contractors, agents, volunteers and students are subject to this policy and the accompanying administrative regulations.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

³ "Person" could include adult, student or other child.

⁴ "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.

⁵ "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.

⁶ "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.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to ~~the Oregon Department of Human Services (DHS) or its designee~~ through its centralized child abuse reporting system or ~~the local~~ to a law enforcement agency pursuant to ORS 419B.015; and to ~~the~~ a designated licensed administrator.

The district will designate a licensed administrator and an alternate licensed administrator, in the event that the designated licensed administrator is the suspected abuser, for each school building to receive reports of suspected abuse of a child by district employees, contractors, agents, volunteers or students.

If the superintendent is the alleged perpetrator the report shall be submitted to the Assistant Superintendent who shall also report to the Board chair.

The district will post the name and contact information of the designees for each school building, ~~in the respective school,~~ designated to receive reports of suspected abuse and the procedures ~~in JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child,~~ the designee will follow upon receipt of a report, the contact information for making a report to ~~local~~ law enforcement ~~and or the local centralized child abuse reporting system of DHS office or its designee~~ and a statement that the duty to report suspect abuse is in addition to the requirements of reporting to a designated licensed administrator.

When a designee receives a report of suspected abuse, the designee will follow procedure established by the district and set forth in administrative regulation JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child. All such reports of suspected abuse will be reported to a law enforcement agency or DHS, ~~or its designee,~~ for investigation, and the agency will complete an investigation regardless of any changes in the relationship or duties of the person who is the alleged abuser.

When there is reasonable cause to support the report, a district employee suspected of abuse 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 abuse 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 the person, as allowed by state and federal law, who was subjected to the suspected abuse about any actions taken by the district as a result of the report.

A substantiated report of abuse by an employee shall be documented in the employee's personnel file. A substantiated report of abuse by a student shall be documented in the student's education record.

The initiation of a report in good faith, pursuant to this policy, may not adversely affect any terms or conditions of employment or the work environment of the person initiating the report or who may have been subjected to abuse. If a student initiates a report of suspected abuse of a child by a district employee, contractor, agent, volunteer or student, in good faith, the student will not be disciplined by the district or

any district employee, contractor, agent or volunteer. Intentionally making a false report of abuse of a child is a Class A violation.

The district shall provide training each school year to district employees on the prevention and identification of abuse, the obligations of district employees under ORS 339.388 and ORS 419B.005 - 419B.050 and as directed by Board policy to report suspected abuse of a child, and appropriate electronic communications with students. The district shall make available each school year the training described above to contractors, agents, volunteers, and parents and legal guardians of students attending district-operated schools, and will be made available separately from the training provided to district employees. The district shall provide each school year information on the prevention and identification of abuse, the obligations of district employees under Board policy to report abuse, and appropriate electronic communications with students to contractors, agents and volunteers. The district shall make available each school year training that is designed to prevent abuse to students attending district-operated schools.

The district shall provide to a district employee 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 abuse;
2. A description of the investigatory process and possible consequences if a report of suspected abuse is substantiated; and
3. A description of the prohibitions imposed on district employees, contractors, and agents when they attempt to obtain a new job, as provided under ORS 339.378. 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 or probable cause to believe the district employee, contractor or agent engaged in abuse, unless criteria found in ORS 339.378(2)(c) are applicable.

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 district shall make available to students, district employees, contractors, agents, and volunteers a policy of 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 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. Texting or electronically communicating with a student through contact information gained as a volunteer for the district is prohibited.

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

END OF POLICY

Legal Reference(s):

[ORS 339.370](#) - 339.400

[ORS 419B.005](#) - 419B.050

[OAR 581-022-2205](#)

[ORS 418.257](#) - 418.259

[Senate Bill 155 \(2019\)](#)

Greene v. Camreta, 588 F.3d 1011 (9th Cir. 2009), vacated in part by, remanded by Camreta v. Greene, 131 S. Ct. 2020 (U.S. 2011); vacated in part, remanded by Greene v. Camreta 661 F.3d 1201 (9th Cir. 2011).

Cross Reference(s):

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

GCAB - Personal Electronic Devices and Social Media - Staff

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

X.B.7. Policy GBNAB/JHFE-AR(1) - Reporting of
Suspected Abuse of a Child



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: January 9, 2025

NO ACTION REQUIRED

Board Policy GBNAB/JHFE-AR (1)—Suspected Abuse of a Child Reporting Requirements**—New—First Read

Background

ORS 339.372 requires school boards to have procedures for reporting on and responding to reports of, suspected abuse of a child. Administrative regulation GBNAB/JHFE-AR(1) is required. This AR is “double coded” and lives in two places because the administrative regulations apply to both staff (G) and students (J). Corvallis School District did not have GBNAB/JHFE-AR (1) in our board policies so this is a new AR.

The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.

Updates include the double-coding of the policy and reference to the centralized child abuse reporting system.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: GBNAB/JHFE-AR(1)

Adopted:

Revised/Readopted:

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall make a report immediately to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system² or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that **any person**³ with whom the employee is in contact has abused a child shall immediately report.

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to DHS through the centralized child abuse reporting system or to a law enforcement agency and to a designated licensed administrator or alternate licensed administrator for their school building.

The report must contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

If the superintendent is the alleged abuser the report shall be submitted to the assistant superintendent who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a child and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse,

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

³ "Person" could include adult, student or other child.

including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of person who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave⁴ and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not been violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated⁵ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however, the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

⁴ The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

⁵ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS or its designee or law enforcement pursuant to law.

Definitions

1. Oregon law defines “abuse” in ORS 419B.005(1).
2. “Child” means an unmarried person who is under 18 years of age or is a child in care, as defined in ORS 418.257.
3. A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by policy or this administrative regulation, the employee will be disciplined up to and including dismissal.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE-AR(3) – Abuse of a Child Investigations Conducted in District Premises). The administrator or designee should not deny the interview based on the investigator’s refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officers wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend their investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

X.B.8. Policy JHFE/GBNAB-AR(1) - Reporting of
Suspected Abuse of a Child



Corvallis

SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Melissa Harder
Meeting Date: January 9, 2025

NO ACTION REQUIRED

Board Policy JHFE/GBNAB-AR(1)—Suspected Abuse of a Child Reporting Requirements**—Revision—First Read

Background

ORS 339.372 requires school boards to have procedures for reporting on and responding to reports of, suspected abuse of a child. Administrative regulation JHFE/GBNAB-AR(1) is required. This AR is “double coded” and lives in two places because the administrative regulations apply to both staff (G) and students (J).

The Oregon Department of Human Services (DHS) reports the purpose of Senate Bill 231 (2023) was to align state law with the agency’s current process for receiving child abuse reporting, through a centralized child abuse reporting system established by DHS. Reports must still be submitted to DHS as directed or to a law enforcement agency.

Updates include the double-coding of the policy and reference to the centralized child abuse reporting system.

Involvement

Staff members: Melissa Harder

Cost Impact

None.

Function

Review of revisions.



Corvallis

SCHOOL DISTRICT

Code: JHFE/GBNAB-AR(1)
Adopted: 6/28/99
Revised/Readopted: 11/7/05, 5/8/06, 12/8/08, 4/6/09, 9/14/09, 8/23/10, 12/12/11, 10/7/13, 11/1/18, 3/5/20

Reporting of Suspected Abuse of a Child

Reporting

Any district employee having reasonable cause to believe that **any child** with whom the employee comes in contact has suffered abuse¹ shall ~~orally make a report or cause an oral report~~ immediately ~~by telephone or otherwise to the local office of the~~ to the Oregon Department of Human Services (DHS) through the centralized child abuse reporting system² or to a law enforcement agency within the county where the person making the report is at the time of their contact. Any district employee who has reasonable cause to believe that ~~any adult or student~~ **any person**³ with whom the employee is in contact has abused a child shall immediately report ~~or cause a report to be made in the same manner to DHS or its designee or to the law enforcement agency within the county where the person making the report is located at the time of the contact pursuant to ORS 419.010.~~

Any district employee who has reasonable cause to believe that another district employee, contractor, agent, volunteer or student has engaged in abuse, or that a student has been subjected to abuse by another district employee, contractor, agent, volunteer or student shall immediately report such to ~~the DHS or its designee~~ through the centralized child abuse reporting system ~~or the local~~ to a law enforcement agency pursuant to ORS 419B.015, and to ~~the~~ a designated licensed administrator or alternate licensed administrator for their school building.

~~If known,~~ The report shall ~~must~~ contain, if known, the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, including any evidence of previous abuse, the explanation given for the suspected abuse, any other information that the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

¹ Includes the neglect of a child; abuse is defined in ORS 419B.005.

² How to report abuse or neglect: [Oregon DHS](#). Call 855-503-SAFE (7233)

³ "Person" could include adult, student or other child.

If the superintendent is the alleged abuser the report shall be submitted to the assistant superintendent who shall refer the report to the Board chair.

A written record of the abuse report shall be made by the employee reporting the suspected abuse of a child and will include: name and position of the person making the report; name of the student; name and position of any witness; description of the nature and extent of the abuse, including any information which could be helpful in establishing cause of abuse and identity of the abuser; description of how the report was made (i.e., phone or other method); name of the agency and individual who took the report; date and time that the report was made; and name of person who received a copy of the written report.

The written record of the abuse report shall not be placed in the student's educational record. A copy of the written report shall be retained by the employee making the report and a copy shall be provided to the designee that received the report.

When the designee receives a report of suspected abuse of a child by a district employee, and there is reasonable cause to support the report, the district shall place the district employee on paid administrative leave⁴ and take necessary actions to ensure the student's safety. The employee shall remain on leave until DHS or law enforcement determines that the report is substantiated and the district takes the appropriate employment action, or cannot be substantiated or is not a report of abuse and the district determines that either 1) an employment policy was violated and the district will take appropriate employment action against the employee, or 2) an employment policy has not be violated and no action is required by the district against the employee.

When the designee receives a report of suspected abuse by a contractor, agent or volunteer, the district may prohibit the contractor, agent or volunteer from providing services to the district. If the district determines there is reasonable cause to support the report of suspected abuse, the district shall prohibit the contractor agent or volunteer from providing services. The district may reinstate the contractor, agent or volunteer, and such reinstatement may not occur until such time as a report of suspected abuse has been investigated⁵ and a determination has been made by law enforcement or DHS that the report is unsubstantiated.

The written record of each reported incident of abuse of a child, action taken by the district and any findings as a result of the report shall be maintained by the district.

If, following the investigation, the district decides to take an employment action, the district will inform the district employee of the employment action to be taken and provide information about the appropriate appeal process. The employee may appeal the employment action taken through the appeal process provided by the applicable collective bargaining agreement.

If the district is notified that the employee decided not to appeal the employment action or if the determination of an appeal sustained the employment action, a record of the findings of the

⁴ The district employee cannot be required to use any accrued leave during the imposed paid administrative leave.

⁵ The district will investigate all reports of suspected abuse, unless otherwise requested by DHS ~~or its designee~~ or law enforcement pursuant to law.

substantiated report and the employment action taken by the district will be placed in the records on the school employee maintained by the district. Such records created are confidential and not public records as defined in Oregon Revised Statute (ORS) 192.311, however the district may use the record as a basis for providing information required to be disclosed about a district employee under ORS 339.378(1). The district will notify the employee that information about substantiated reports may be disclosed to a potential employer.

Definitions

1. Oregon law ~~recognizes these types of abuse:~~ defines “abuse” in ORS 419B.005(1).
 - a. ~~Physical;~~
 - b. ~~Neglect;~~
 - c. ~~Mental injury;~~
 - d. ~~Threat of harm;~~
 - e. ~~Sexual abuse and sexual exploitation.~~
2. “Child” means an unmarried person who is under 18 years of age ~~or is a child in care, as defined in ORS 418.257.~~
3. A “substantiated report” means a report of abuse that a law enforcement agency or DHS determines is founded.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Upon request from law enforcement or DHS the district shall immediately provide requested documents or materials to the extent allowed by state and federal law.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by ~~this policy~~ ~~or this administrative regulation~~, the employee will be disciplined up to and including dismissal.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a

student shall present themselves at the school office and contact the school administrator, unless the school administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (See JHFE-AR(3) – Abuse of a Child Investigations Conducted in District Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator shall refuse access to the student.

Law enforcement officers wishing to remove a student from the premises shall present themselves at the office and contact the administrator or designee. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Nothing prevents the district from conducting its own investigation, unless another agency requests to lead the investigation or requests the district to suspend their investigation, or taking an employment action based on information available to the district before an investigation conducted by another agency is completed. The district will cooperate with agencies assigned to conduct such investigations.

XI. BOARD MEMBER COMMENTS (8:50 p.m.)*

XII. ADJOURNMENT (9:05 p.m.)*