

Regular School Board Meeting

Wednesday, January 14, 2026 6:00 PM

Santiam Elementary School, 450 SW Evergreen Rd., Mill City, OR 97360

1. Call to Order

2. Flag Salute

3. Approval of / or Changes to the Agenda Action

4. Public Comment

The Santiam Canyon School Board of Directors values the opinion and input of students, staff, parents and the community members. Please keep comments to 3 minutes or less. If you intend to speak to the board, please fill out an intent prior to the call to order and hand it to the board chair. Before you begin your comments, please state your name and if you are speaking for an organization, please state that organization. For more information about public comments at a board meeting, please see Santiam Canyon School District Policy BDDH.

5. Consent Agenda

5.1. December 16, 2025 Board Minutes

5.2. Surplus List

6. Staff Report

6.1. Educational Spotlight-Jenny Longfellow, Reading Specialist SES

6.2. ORCA-Allison Galvin/ Steve Nielsen

6.3. SES-Alisha Hansen

6.4. SJSHS-Blane Lazar

6.5. SJSHS Student Report-Sky Seeley

6.6. Financial Report-Nichole Cooper

6.7. Superintendent Report- Krista Nieraeth

6.8. Enrollment Report- Krista Nieraeth

6.9. Regular Attenders- Krista Nieraeth

7. Action Items

7.1. Second Read of Policies

7.1.1. BCH-Consultants to the Board

- 7.1.2. BD/BDA- Board Meetings
- 7.1.3. BDC- Executive Sessions
- 7.1.4. BDDA-Notification of Board Meetings
- 7.1.5. CB- Superintendent
- 7.1.6. CF-District Administration
- 7.1.7. IGAJ- Traffic Safety Education
- 7.1.8. IGAM- Distance Learning
- 7.2. Board Member Vacancy Discussion
- 7.3. Budget Adoption Calendar
- 7.4. ESD Local Service Plan (LSP) Explanation

8. **Informational Items**

- 8.1. Q-Hut Discussion
- 8.2. First Read of Policies
 - 8.2.1. DBEA- Budget Committee
 - 8.2.2. FEB- Selection of an Architect (DELETE)
 - 8.2.3. FEF/FEFB- Construction Contacts- Bidding and Awards (DELETE)
 - 8.2.4. GBNAA/JHFF- Suspected Sexual Conduct with Students and Reporting Requirements
 - 8.2.5. GCAA-Standards for Competent and Ethical Performance of Oregon Educators
 - 8.2.6. IF- District Curriculum
 - 8.2.7. ICGG- Service Learning (DELETE)
 - 8.2.8. IKF- Graduation Requirements
 - 8.2.9. IKFB- Graduation Exercises
 - 8.2.10. JHCA- Immunization, School Sports Participation, Concussions, and Other Brain Injuries
 - 8.2.11. JHFF/GBNAA- Suspected Sexual Conduct with Students and Reporting Requirements
 - 8.2.12. JOA- Directory Information
 - 8.2.13. KG- Community Use of District Facilities
 - 8.2.14. KG- AR- Community Use of District Facilities
- 8.3. Board Training Discussion

9. **Items for Next Meeting / Board Comments**

10. **Important Board Dates**

11. **Motion To Adjourn**

Santiam Canyon School Board of Directors
Regular School Board Meeting
December 16th, 2025 6:00 pm
Santiam Elementary School Commons

Board Members Present: Elizabeth Reeser, Melissa Allison, Lynda Harrington, Carl Anderson,

Staff Present: Krista Nieraeth, Blane Lazar, Alisha Hansen, Alicia Boyd, Sam Proctor, Lisa Follis, Nichole Cooper

Student: None

Visitors: Melody Rossiter

1.0 Call to Order:

Mrs. Reeser called the board meeting to order at 6:01 pm.

2.0 Flag Salute:

Mrs. Reeser led the Pledge of Allegiance

3.0 Approval of/or Changes to the Agenda:

Mrs. Reeser asked to add 7.3 to the action items to accept the resignation of Josh Childress and 7.4 to declare a vacancy of Zone 1 Position 2.

Mrs. Harrington motioned to accept the agenda as amended.

Mrs. Allison second.

No Discussion. Motion passed 4-0

4.0 Public Comment

None

5.0 Consent Agenda

Mrs. Harrington motioned to accept the consent agenda.

Mrs. Allison seconded.

No Discussion. Motion passed 4-0

6.0 Staff Reports

6.1 Educational Spotlight- Mrs. Boyd, CTE Culinary Teacher SJSHS. Mrs. Boyd gave a presentation on the current projects being done by the culinary class. The full presentation can be found online. Ms. Nieraeth asked how board members can order from the food cart? Mrs. Boyd gave a brief timeline on when ordering is done and how to place an order if they would like to.

Ms. Nieraeth let the board know that there will be updates from different staff at each month's board meeting.

6.2. ORCA - Ms. Galvin- Ms. Galvin's report was presented to the board, as she was absent from the meeting. It can be found online.

6.3. SES - Mrs. Hansen – Mrs. Hansen presented her report to the board, which can be found online.

6.4 SJHHS - Mr. Lazar- Mr. Lazar presented his report to the board, which can be found online.

6.5 SJSHS Student Report – Student was not able to attend and will be rescheduled at a later date.

6.6 Student Services - Mrs. Rist- Mrs. Rist presented her report to the board, which can be found online.

6.7 Financial Report – Mrs. Cooper presented her report to the board, which is available online.

6.8 Superintendent Report – Ms. Nieraeth presented her report to the board, which is available online.

6.9 Enrollment Report- Ms. Nieraeth gave the enrollment report for this year and historical data for last year. The report can be found online.

6.10 Regular Attenders Report- Ms. Nieraeth gave the regular attenders report. The report can be found online.

7.0 Action Items

7.1 Second Read of Policies

7.1.1 - BBB - Board Elections

7.1.2 - BBBA - Board Member Qualifications

7.1.3 - BBD - Board Member Removal from Office

7.1.4- BBE - Vacancies on the Board

7.1.5 - DN - Disposal of District Property

7.1.6 - IICA - Field Trips and Special Events

7.1.7 - IICAA - Trips

Mr. Anderson made a motion to accept all policies in Agenda Item 7.1.

Mrs. Allison second.

No Discussion. Motion passed 4-0

7.2 SIA Grant Agreement - 2025 - 27

Ms. Nieraeth gave the board an overview and requirements for the SIA grant agreement. The contract has been presented to the board in a public forum as required. Mrs. Allison asked if this is a new contract or a renewal. Ms. Nieraeth stated it is a renewal and outlined the requirements per the contract guidelines.

Mrs. Allison motion to approve the SIA Grant Agreement a presented.

Mr. Anderson second

No Discussion. Motion passed 4-0

- 7.3 First Read of Policies
 - 7.3.a BCH - Consultants to the Board
 - 7.3.b BD/BDA - Board Meetings
 - 7.3.c BDC - Executive Sessions
 - 7.3.d BDDA - Notification of Board Meetings
 - 7.3.e CB - Superintendent
 - 7.3.f CF - District Administration
 - 7.3.g IGAJ - Traffic Safety Education
 - 7.3.h IGAM - Distance Learning

Ms. Nieraeth discussed each policy and advised the board as to the next step with each policy.

Ms. Nieraeth said there will be quite a few policy updates on the board agendas in the upcoming months.

- 7.4 Accept Resignation of Josh Childress - Zone One, Position Two

Mrs. Reeser read the resignation letter to the board.

Mrs. Harrington Motioned to accept resignation from the board.
Mrs. Allison Second.

No Discussion. Motion passed 4 - 0

- 7.5 Declare Vacancy of Zone One Position Two

Ms. Nieraeth stated a date would need to be set for the application deadline and a date to choose a candidate. Ms. Nieraeth suggested accepting the applications up to February 3rd, 2026, and choose a candidate at the February 11th, 2026, meeting giving the board a few weeks to look over the applications. Ms. Nieraeth stated the board can either have each candidate interview or they can choose a candidate from the applications but all things related to picking from a candidate must be done in the public meeting. Mr. Anderson suggested January 31st, 2026, be the cutoff date. Ms. Nieraeth suggested January 29th, 2026 at 4pm be the deadline and will have the vacancy announced in several places, such as our website and

Facebook page. for the community to know and then how and when to apply by. Mrs. Follis will ensure that the vacancy gets on the readerboard, in the Canyon Weekly, and on the radio.

Mr. Anderson motioned to declare the vacancy of Zone One, Position Two.
Mrs. Allison Second.

No Discussion. Motion passed 4-0

8.0 Items for the Next Meeting / Board Comments

Mrs. Harrington discussed her wish to have the board talk about the Q-Hut and its condition. Ms. Nieraeth asked for Mrs. Harrington to call her office so that they could discuss it, including

Regular Session Closed: 7:32 pm

Time moved to Executive Session: 7:33 pm

9.0 Executive Session

To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))

Executive Session Closed 7:54 pm

Regular Session Reopened 7:55 pm

10.0 Motion to Adjourn

Mr. Anderson motioned to adjourn.
Mrs. Harrington Second.

No Discussion. Motion passed 4-0

Meeting adjourned at 7:56 pm



Krista Nieraeth <krista.nieraeth@santiam.k12.or.us>

Tech Surplus

1 message

Sam Proctor <sam.proctor@santiam.k12.or.us>
To: Krista Nieraeth <krista.nieraeth@santiam.k12.or.us>

Mon, Jan 12, 2026 at 11:04 AM

Hi Krista,
Here is the Tech Surplus list. Everything listed below is either physically broken or so old it can't be used anymore.
25 Monitors
60 Ipads
45 Chromebooks
20 Towers
8 Power Supplies.



Sam Proctor, Technology Director
Santiam Canyon School District
150 SW Evergreen St.
Mill City, OR 97360
503-897-2321 ext 309



UFLLI

FOUNDATIONS

What is the Science of Reading?

The Science of Reading is not a program or curriculum.

It is a large body of research, built over decades, that explains how the brain learns to read and what instruction is most effective.

In simple terms, it tells us what works when teaching children to read and why it works.

University of Florida Literacy Institute - UFLI

An explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed [scope and sequence](#) designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.

What specific skills are targeted in the program?

UFLI Foundations targets the following foundational reading skills:

- Phoneme blending and segmentation practice
- Accuracy and automaticity of grapheme-phoneme correspondences
- Decoding automaticity of words with previously learned concepts
- Explicit introduction of new concepts
- Decoding and encoding practice
- Reading and spelling irregular words
- Reading and spelling connected text

Language Comprehension

Background Knowledge
Vocabulary
Language Structure
Verbal Reasoning
Literacy Knowledge

Word Recognition

Phonological Awareness
Decoding
Sight Recognition

SCARBOROUGH'S READING ROPE

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
language
comprehension

Staff Training & Implementation

- All general education instructional assistants
- Kindergarten, 1st, and 2nd grade teachers
- Special education teacher and assistants
- Substitute instructional assistants

UFLI is currently implemented in:

- Kindergarten and 1st grade small group reading instruction
- 2nd grade red zone small reading groups

UFLI also serves as our primary intervention curriculum

UFLI in action at Santiam Elementary



Data - Striving to Improve!

STAR Spring 2025					
Grade Level	Total Students	Red	Yellow	Blue	Green
K	34	3%	12%	35%	50%
1st	38	4%	10%	24%	63%
2nd	32	6%	16%	6%	72%
3rd	51	7%	12%	20%	61%
4th	39	15%	13%	13%	59%
5th	49	14%	29%	12%	45%
	243				
	Total %	8%	15%	18%	59%



UFLLI

FOUNDATIONS

How does it work?

UFLI Foundations provides teachers with detailed but easy to follow lesson plans that all follow this eight-step routine:

1. Phonemic Awareness
2. Visual Drill
3. Auditory Drill
4. Blending Drill
5. New Concept
6. Word Work
7. Irregular Words
8. Connected Text

Steps 1 through 4 serve as a warm-up and review of previously taught concepts. Step 5 is an explicit introduction to a new concept including guided practice reading and spelling words. Steps 6 through 8 are opportunities to apply concepts through reading and writing activities at the word and text level.



School Leader Report
January 14, 2026

Enrollment

January 5, 2026	December 2, 2025	January 3, 2025	January 3, 2024
2,833	2,768	2,660	2,355

School Year Events

- Semester Transition: ORCA students finish their first semester on Monday, January 26, 2026, with the second semester beginning on January 29, 2026. ORCA staff have shared their excitement for the high level of overall engagement so far with their students this term and are eager to review data at the end of the month to gauge progress.
- Intent to Return: The annual Intent to Return (ITR) process opens on Monday, February 9, 2026. ITR is for currently enrolled families to communicate their intent for the next school year. This process is critical as it drives our enrollment and budgeting projections.
- 2026-27 Enrollment: Also on February 9, 2026, enrollment for the 2026-27 school year opens. The goal is that ORCA is ahead of the other virtual schools for next year’s enrollment, so we are top of mind for families looking for a change moving into next school year.

Collaboration with SCSD

While we have always had a great relationship with the Santiam Canyon School District, recent legislation and its interpretation have prompted a collaborative effort between ORCA and the SCSD to advocate for our students and maintain a student-centered approach at a statewide level. It has been an honor partnering with Superintendent Nieraeth for this work. She is a strong leader focusing on doing what is best for the district.

Legislative Session

The legislative session this year is a short session. While we do not anticipate any significant new bills, ORCA remains aware of any educational funding initiatives that may arise from the funding challenges districts are facing. We are actively forecasting the 2026-27 budget with the funding we anticipate, while also being able to make long-term adjustments, if necessary.

Financial Audit

The 2024-25 Financial Audit with Pauly Rogers is in the final stages. We are thrilled to have another clean audit, showcasing our fiscal responsibility and long-term planning. This audit is shared with Superintendent Nieraeth and the Oregon Department of Education once we receive the final draft.



SANTIAM ELEMENTARY SCHOOL

STAND TOGETHER • FIND YOUR PATH • NEVER GIVE UP

Alisha Hansen, Principal
Savannah Bradd, Office Manager/Registrar
450 SW Evergreen St.
P.O. Box 198
Mill City, OR 97360

alisha.hansen@santiam.k12.or.us
savannah.bradd@santiam.k12.or.us
503-897-4034 Fax
503-897-2368 Ph.

Board Report - January, 2026

Events:

- Tiger Assembly: January 8th
- New Golden Tiger Attendance Award : The Golden Tiger for best class attendance
- Math & Reading: Winter Star benchmarking begins next week
- Lunch taste testing w/ soups galore: 3rd-5th graders
- Lock-In Drill: January 20th
- Attendance letters to families were sent out for students that had 89% or lower attendance
- Savannah Bradd (Head Secretary) will go on Maturity leave on January 24th. Jen Crow (special education IA) will sub in her position until May
- Our Sunshine Committee brought our staff a popcorn bar!
- Winter Clubs begin January 26th
 - Choir-Kimberly Singletary
 - Art and Crafts- Joy Beshay, Melinda Tobey, Grace Stave (HS student volunteer)
 - Line Dancing- Savannah Koobs
 - Dance Club- Kayllyn Courtney & Chloe Cates
 - Book Club- Angie Moreno & Mila Moreno (MS student volunteer)

Upcoming PD:

- Continuation of Science of Reading with our IA's (strong connection with UFLI)
- Staff Meetings: DOK (Depth of Knowledge)

Small Reading Groups:





Blane Lazar, Principal
Amber Jungwirth, Vice Principal
Monica Burmeister, Office Manager

300 SW Cedar St, PO Box 199
Mill City, OR 97360
503-897-2311 Ph. 503-897-3154 Fax

JANUARY 2026 BOARD NOTES

STUDENT GUEST

Sky Seeley - Senior, Class of 2026

Been on our campus for just over 2 years
Transferred in from a much bigger high school
Experience at SJSHS has been good
Kind, caring, student with a beautiful personality
Participated in School of Rock, Sports Medicine, Yearbook, Volleyball

WOLVERINE EMPLOYEE FOCUS

Dale Hopson - Day Custodian/Community Member/Parent

Dale Hopson, our day custodian, consistently demonstrates genuine care for our school and a strong commitment to maintaining a clean, safe, and welcoming environment. He takes pride in his work and goes beyond his daily responsibilities by engaging with students using humor and kindness, often making a positive and lasting impact on their day. Dale is a well-rounded professional with a wide range of skills that directly support the operation and overall functionality of our school, making him an invaluable member of our staff. Thank you Dale for all you do!

MARK YOUR CALENDARS

January 16th - Home basketball games (5:30 & 7:00)

- Both teams vs. Colton High School
- Pep Band will be performing
- Cheer performing at boys game

January 20th - Home basketball games (5:30 & 7:00)

- Both teams vs. Delphian High School
- Pep Band will be performing
- Cheer performing at boys game

March 9th to March 19th - Doernbechers Event

- Raising money for Doernbechers Children's Hospital
- Leadership students visiting Doernbechers on Jan. 26th
- Events at school and locally including 2 assemblies, local partnerships, flamingo flocking, staff vs. students basketball, bingo, fun run, dance, change for change, SES change drive and so much more
- Raised \$8,000 last year, a record amount (\$5,500 goal)
- Staff challenges, \$10,000 = Dean of Students surprise
- Want this to be a community event, please get involved

SANTIAM WOLVERINES



STAND TOGETHER • FIND YOUR PATH • NEVER GIVE UP

Blane Lazar, Principal
Amber Jungwirth, Vice Principal
Monica Burmeister, Office Manager

300 SW Cedar St, PO Box 199
Mill City, OR 97360
503-897-2311 Ph. 503-897-3154 Fax

April 17th - Santiam Scholarship Auction

- Raising money for student scholarships
- Fun evening with food and auctions
- Attend and support our Class of 2026

SJSHS NEWS AND NOTES-

NEW Club Announcement

- Music Production Club by Evan Merklin
 - Students are recording and producing their own music
- Shop Club by Don Taylor
 - Students are working on automotive and woodworking projects

End 1st Semester Strong

- Homework Help Club
- Teachers encouraging students

WOLVERINE ATHLETIC CORNER-

Wrestling

- Coached by Kerry Crowston
- Possibly 4 wrestlers could qualify for state

Boys Basketball

- Coached by Trevor Bodine
- Ranked #37 in state, 2-11 overall record
- Next Home Game - Friday, January 16th at 7:00 pm

Girls Basketball

- Coached by Hannah Thompson
- Ranked #26 in state, 3-9 overall record
- Next Home Game - Friday, January 16th at 5:30 pm

UPCOMING EVENTS-

January 17	Winter Formal
January 21	High School Seniors visiting Chemeketa
January 29	1st Semester Ends
February 2	2nd Semester Starts
February 2 - 5	Counselor Appreciation Week
March 9 - 19	Doernbechers Event
April 17	Santiam Scholarship Auction



January 8, 2026

TO: Santiam Canyon Board
FROM: Michelle Glover, Business Services Specialist
RE: Financial Statements for fiscal year 2025-26

Board Members,

Attached are the financial statements through December 31, 2025. The reports include:

- General Fund Statement of Revenues – Budget vs. Actual
- General Fund Statement of Expenditures – Budget vs. Actual
- Total Appropriations for the year

Fiscal Year 2025–26

For July 1 through December 31, actual revenues and expenditures show an estimated Ending Fund Balance of \$5,614,470. Of this total, \$1,881,338 is set aside as Contingency and Unappropriated Ending Fund Balance. Now that the audit is almost finalized, the fund balance has been updated to reflect the projected beginning fund balance, which is higher than we initially budgeted for. Until the audit is finalized, this amount could still change slightly.

Updates

January is a busy month. The audit will be finalized by the end of the month, budget season is starting, and we are all anxiously awaiting the next revenue forecast that will be released on February 4th. This revenue forecast will be used to rebalance the state budget during the short legislative session.

Investments

As of December 31, 2025, Santiam Canyon's investments total \$14,609,573.27 in the Local Government Investment Pool, earning an annualized interest rate of 4.25%.

Please don't hesitate to reach out with any questions or concerns about these statements.

Santiam Canyon School District 129J
 General Fund: Statement of Revenues Budget Vs. Actual
 For the Fiscal Year 2025-2026

Source	Budget 2025-2026	Actual YTD Rev. 12/31/2025	Projected through 6/30/2025	Total Estimated 2025-26	(Over)/Under Budget	Budget 2024-25	Estimated YTD Rev. 6/30/2025
SSF Funding							
1111 Current Year Property Taxes	2,583,621	2,554,462	176,055	2,730,517	(146,896)	2,442,678	2,581,560
1112 Prior Year's Property Taxes	29,286	31,713	18,315	50,028	(20,742)	30,417	51,960
1114 Payment in Lieu of Property Taxes	13,370	(400)	12,968	12,568		12,523	11,772
1190 Penalties & Interest on Investments	13,567	-	6,432	6,432		10,112	4,794
2101 County School Funds	2,500	-	2,500	2,500	-	2,500	3,384
3101 State School Support Funds	39,521,666	23,047,833	16,332,619	39,380,452	141,214	34,313,011	35,047,829
3101 SSF - Due from ODE FY24/25				-	-		1,559,988
3101 SSF - Small HS Grant				-	-		30,566
3101 SSF - Small HS/HC disability FY24/25				-	-		49,564
3103 Common School Fund	465,672	-	465,672	465,672	-	415,262	140,220
3104 State Timber	300,000	323,858	36,142	360,000	(60,000)	300,000	455,858
Total SSF Funding	42,929,682	25,957,466	17,050,702	43,008,168	(86,423)	37,526,503	39,937,495
Total SSF Revenue	\$ 42,929,682	\$ 25,957,466	\$ 17,050,702	\$ 43,008,168	\$ (86,423)	\$ 37,526,503	39,937,495
Non State School Support Formula Sources							
Local Sources							
1510 Earnings on Investments	450,000	299,946	150,054	450,000	-	300,000	550,732
1710 Admissions/Fees	10,000	5,698	4,302	10,000	-	10,000	5,803
1910 Rentals	1,000	-	60	60	940	5,000	300
1920 Donations from Private Sources	18,000	-	15,726	15,726	2,274	25,000	21,841
1943 Serv Provided to Charter School	1,535,796	895,907	636,885	1,532,792	3,004	1,314,999	1,418,175
1960 Recovery of Prior Year Expenditures		7,558		7,558	(7,558)		303
1980 Indirect Fees		-					54,054
1990 Miscellaneous Local Revenue	38,388	14,083	24,305	38,388	-	40,000	34,724
1991 Miscellaneous ERATE	6,500	6,221	279	6,500	-	6,500	11,757
Total Non Formula Local Sources	2,059,684	1,229,413	831,612	2,061,025		1,701,499	2,097,689
Intermediate Sources							
2102 ESD Apportionment	288,000	32,020	255,980	288,000	-	200,000	372,575
2199 - Other Inter. Sources (HERT)	500	486		486	14		985
2800 Revenue in Lieu of Taxes	500	-	-	-	500	500	-
Total Intermediate Sources	289,000	32,506	255,980	288,000	500	200,500	373,560
State/Federal Sources							
3299 Other Restricted Grants-In-Aid- YTP		-	-	-	-		9,979
4201 Foster Care Transportation	5,000	-	-	-			2,450
4703 Carl Perkins	2,500	-	-	-			-
4801 Federal Forest		-	-	-			10,253
Total State/Federal Sources	7,500	-	-	-	-	-	22,682
Other Sources							
5400 Beginning Fund Balance*	5,226,881	-	5,864,194	5,864,194	(637,313)	5,100,000	5,109,577
Total Other Sources	5,226,881	-	5,864,194	5,864,194	(637,313)	5,100,000	5,109,577
Total Non SSF Revenue	\$ 7,583,065	\$ 1,261,919	6,972,572	\$ 8,213,218	\$ (636,813)	\$ 7,001,999	7,603,508
Total Resources	\$ 50,512,747	\$ 27,219,385	\$ 29,887,468	\$ 51,221,387	\$ (723,236)	\$ 44,558,502	\$ 47,541,003
				\$ 45,579,917			
				\$ 5,641,470			
				\$ 1,881,338			
				\$ 3,760,132			

Santiam Canyon School District 129J
 General Fund: Statement of Expenditures Budget Vs. Actual
 For the Fiscal Year 2025-2026

Function	Budget 2025-2026	Actual YTD EXP 12/31/2025	Projected through 6/30/2025	Total Estimated 2025-26	(Over)/ Under Budget	% Committed	Budget 2024-25	Actual YTD Exp. 6/30/2025
Instruction								
1111 Elementary, K-5 or K-6	1,853,942	553,205	1,060,137	1,613,342	240,600	87.02%	1,656,791	1,441,777
1121 Middle/Junior High Programs	858,829	261,776	477,138	738,913	119,916	86.04%	806,930	666,743
1122 Middle/Junior High School Extracurricular	101,947	15,893	37,214	53,106	48,841	52.09%	103,118	53,716
1131 High School Programs	1,405,712	455,818	837,634	1,293,452	112,260	92.01%	1,251,124	1,151,209
1132 High School Extracurricular	395,609	162,196	199,925	362,122	33,487	91.54%	338,941	310,250
1140 Pre-Kindergarten Program	35,000	-	25,188	25,188	9,812	71.97%	35,000	25,188
1210 Programs for the Talented and Gifted	6,729	1,023	2,385	3,408	3,321	50.65%	6,388	3,236
1220 Restrictive Pgms for Students w/Disabilities	750,378	212,592	524,613	737,205	13,173	98.24%	579,380	569,209
1223 Community Transition Centers	-	-	-	-	-	0.00%	12,233	-
1250 Programs for Students w/Severe Disabilities	529,991	148,386	351,787	500,173	29,818	94.37%	400,919	378,363
1271 Remediation	21,304	166	14,886	15,052	6,252	70.65%	29,133	20,583
1283 District Alternative Programs	30,800	6,362	8,173	14,535	16,265	47.19%	22,800	10,760
1288 Charter School Payments	36,325,251	19,658,769	14,670,290	34,329,059	1,996,192	94.50%	31,951,262	30,274,302
1288 Charter School Payments - May FY2425 ADJ	-	-	-	-	-	0.00%	-	1,804,085
1291 English Second Language Programs	25,948	68	16,178	16,246	9,702	62.61%	13,499	8,452
Total Instruction	\$ 42,341,440	\$ 21,476,254	\$ 18,225,548	\$ 39,701,802	\$ 2,639,638		\$ 37,207,518	36,717,874
Support Services								
2112 Attendance Services	-	0.00	-	-	-		32,144	0.00
2120 Guidance Services	252,735	105,470	220,780	326,250	(73,515)	129.09%	230,218	120,103.22
2139 Health Servcies	3,100	16,847	483	17,331	(14,231)	559.05%	3,100	29,647
2143 Psychological Services	1,500	-	-	-	1,500	0.00%	1,500	-
2150 Speech Pathology and Audiology Services	36,800	-	-	-	36,800	0.00%	26,836	-
2190 Service Directions, Student Support Svcs	201,460	89,519	107,912	197,431	4,029	98.00%	107,110	120,659
2222 Library/Media Center	111,191	19,060	81,998	101,058	10,133	90.89%	106,073	96,406
2230 Assessment and Testing	9,100	3,026	-	3,026	6,074	33.26%	9,100	-
2240 Staff Development	63,447	20,281	25,219	45,499	17,948	71.71%	56,893	40,799
2310 Board of Education	101,500	32,811	56,304	89,115	12,385	87.80%	97,000	85,164
2321 Office of the Superintendent Services	486,416	236,379	232,685	469,064	17,352	96.43%	436,732	420,131
2410 Office of the Principal Services	607,208	376,163	412,408	788,571	(181,363)	129.87%	551,882	546,328
2520 Fiscal Services	274,045	135,426	140,926	276,352	(2,307)	100.84%	221,986	223,855
2542 Care and Upkeep of Building Services	1,532,994	799,943	433,163	1,233,106	299,888	80.44%	1,458,502	1,173,186
2543 Care and Upkeep of Grounds Services	196,061	63,897	72,503	136,401	59,660	69.57%	161,582	112,413
2544 Maintenance	-	-	-	-	-	0.00%	9,786	-
2550 Student Transportation Services	805,845	330,089	314,477	644,566	161,279	0.00%	781,867	525,333
2574 Printing, Publishing and Duplicating Services	48,250	27,851	14,151	42,001	6,249	87.05%	46,250	40,260
2649 Other Staff Services	5,200	1,931	409	2,340	2,860	45.00%	5,200	1,240
2669 Other Support Services-Central	330,707	182,539	117,372	299,911	30,796	90.69%	282,678	306,904
Total Support Services	\$ 5,067,559	\$ 2,441,231	\$ 2,230,789	\$ 4,672,020	\$ 395,539		\$ 4,626,439	\$ 3,842,427
Community Services								
3100 Food Service	55,110	12,601	26,494	39,095	-		53,240	23,986
Total Community Services	\$ 55,110	\$ 12,601	\$ 26,494	\$ 39,095	\$ -	\$ -	\$ 53,240	\$ 23,986
Other Requirements								
4150 Building Acquisition, Construction, and Improvem	-	-	-	-	-	0.00%	5,000	-
5200 Transfers of Funds	1,167,000	-	1,167,000	1,167,000	-	100.00%	817,000	1,105,856
6000 Contingency	1,281,338	-	-	-	1,281,338	100.00%	1,299,305	-
7000 Unappropriated Ending Fund Balance	600,000	-	-	-	600,000	100.00%	550,000	-
Total Other Requirements	\$ 3,048,338	\$ -	\$ 1,167,000	\$ 1,167,000	\$ 1,881,338		\$ 2,671,305	\$ 1,105,856
Total Requirements	\$ 50,512,447	\$ 23,930,086	\$ 21,649,831	\$ 45,579,917	\$ 4,916,515		\$ 44,558,502	\$ 41,690,143

Santiam Canyon School District 129J

Appropriations: Budget Vs. Actual

For the Fiscal Year 2025-2026

General Fund (100)	Appropriations	YTD	Encumbrances	Totals	Resolutions	(Over)/Under Budget
1000 Instruction	\$ 42,341,440	\$ 21,476,254	\$ 17,223,280	\$ 38,699,534		\$ 3,641,906
2000 Support Services	\$ 5,067,559	\$ 2,390,862	\$ 1,963,659	\$ 4,354,521		\$ 713,038
3000 Community Services	\$ 55,110	\$ 12,601	\$ 26,494	\$ 39,095		\$ 16,015
5200 Transfers	\$ 1,167,000	\$ -	\$ -	\$ -		\$ 1,167,000
6000 Contingency	\$ 1,281,338	\$ -	\$ -	\$ -		\$ 1,281,338
Sub Total	\$ 49,912,447	\$ 23,879,717	\$ 19,213,433	\$ 43,093,150		\$ 6,819,297
Special Revenue Funds						
1000 Instruction	\$ 3,349,972	\$ 565,916	\$ 1,037,984	\$ 1,603,900		\$ 1,746,072
2000 Support Services	\$ 1,455,488	\$ 137,987	\$ 77,122	\$ 215,109		\$ 1,240,379
3000 Community Services	\$ 753,427	\$ 206,837	\$ 247,834	\$ 454,671		\$ 298,756
4000 Facility Acquisition	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
5100 Debt Service	\$ 34,487	\$ 8,226	\$ 6,934	\$ 15,160		\$ 19,327
6000 Contingency	\$ 750,000	\$ -	\$ -	\$ -		\$ 750,000
Sub Total	\$ 6,593,374	\$ 918,966	\$ 1,369,874	\$ 2,288,840		\$ 4,304,534
PERS Bond Debt Service (302, 303, 304)						
2000 Support Services	\$ 20	\$ 0	\$ -	\$ 0		\$ 20
5100 Debt Service	\$ 1,685,267	\$ 450,132	\$ -	\$ 450,132		\$ 1,235,135
6000 Contingency	\$ 339,386	\$ -	\$ -	\$ -		\$ 339,386
Sub Total	\$ 2,024,673	\$ 450,133	\$ -	\$ 450,133		\$ 1,574,541
Facilities (400)						
4000 Facilities Acquisition	\$ 2,500,000	\$ 11,677	\$ -	\$ 11,677		\$ 2,488,323
6000 Contingency	\$ 250,000	\$ -	\$ -	\$ -		\$ 250,000
Sub Total	\$ 2,750,000	\$ 11,677	\$ -	\$ 11,677		\$ 2,738,323
Total Appropriations	\$ 61,280,494	\$ 25,260,492	\$ 20,583,307	\$ 45,843,799		\$ 15,436,695
Total Unappropriated	\$ 1,559,124	\$ -	\$ -	\$ -		\$ 1,559,124
TOTAL	\$ 62,839,618	\$ 25,260,492	\$ 20,583,307	\$ 45,843,799		\$ 16,995,819

A significant portion of the District’s cash is invested in the **Oregon Local Government Investment Pool (LGIP)**. Over the past two years, the LGIP interest rate has ranged from approximately 4.25% to just over 5.3%, which closely followed broader market interest rates during that time. As market rates increased in 2024, our earnings rose accordingly, and as rates began to gradually decline in late 2024 and 2025, the LGIP rate adjusted as expected.

Based on the monthly interest earned shown here, generally \$40,000 to \$55,000 per month, the LGIP has provided a strong and competitive return for a low-risk public investment option.

LGIP is considered a very safe place to hold public funds. It is managed by the **Oregon State Treasury**, invested conservatively, and used by school districts and local governments statewide. The pool is designed to prioritize principal protection and liquidity, meaning funds remain secure and readily available for operations while still earning interest.

Overall, the District’s use of LGIP reflects a prudent approach that balances safety, accessibility, and reasonable earnings on public funds.

Month	Year	Interest Earned	Interest Rate
December	2023	\$ 54,966.21	4.25
January	2024	\$ 43,029.09	5
February	2024	\$ 39,724.68	5.2
March	2024	\$ 42,629.79	5.2
April	2024	\$ 42,646.08	5.2
May	2024	\$ 49,722.27	5.2
June	2024	\$ 43,442.37	5.2
July	2024	\$ 51,061.56	5.27
August	2024	\$ 47,188.92	5.3
September	2024	\$ 44,901.05	5.3
October	2024	\$ 42,457.13	5.11
November	2024	\$ 41,783.33	4.99
December	2024	\$ 50,555.76	4.85
January	2025	\$ 47,129.05	4.73
February	2025	\$ 44,127.85	4.7
March	2025	\$ 48,165.20	4.64
April	2025	\$ 45,328.25	4.6
May	2025	\$ 49,717.64	4.6
June	2025	\$ 38,316.42	4.6
July	2025	\$ 44,497.92	4.6
August	2025	\$ 49,610.62	4.6
September	2025	\$ 50,641.85	4.6
October	2025	\$ 51,097.15	4.57
November	2025	\$ 49,131.79	4.43
December	2025	\$ 54,966.21	4.25
		\$ 1,166,838.19	



Santiam Canyon School District 129J

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Mill City, Oregon 97360
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Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
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Lisa Follis, District Secretary

Santiam Canyon School District Board Report January 2026

1. STAND TOGETHER- We celebrate our strengths and differences

a. STAFFING UPDATES

- i. Current Job Openings:
 1. SJSHS Office Manager
 2. Certified subs
 3. Classified subs
- ii. We are working on finalizing our coaches for the spring season.

b. STAFF WINTER LUNCHEON

On the last day of school before Winter Break, all staff gathered to celebrate the holiday season and spend time building community. We were fortunate to have Norm Williams and his crew cater lunch for staff, and we were also able to gift district sweatshirts as a small token of appreciation.

I am deeply thankful for the hard work our staff does each and every day on behalf of our students, and I hope everyone enjoyed a restful and joyous holiday season.

2. FIND YOUR PATH- We prepare for the future

a. STRATEGIC PLAN

Through the district's work with Inflexion, a Strategic Plan was developed during the 2023–2024 school year. At the last board meeting, there was discussion about having board members review the plan and consider two key questions:

1. Do we still support the identified student outcomes?
2. Does the board wish to continue using the current metrics and reporting structure?

The Strategic Plan has been included in my board report so we can discuss when and how the board would like to engage in this work.

b. PRESCHOOL PARTNERSHIP

Lisa Follis and I are meeting with Kaytlyn Courtney in the coming week to discuss the possibility of providing meals to the preschool through the district's participation in the National School Lunch

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The following has been designated to coordinate compliance with these legal requirements and may be contacted at the Santiam Canyon School District office for additional information and/or compliance issues; Title II Coordinator, Title IX Coordinator and Section 504 Coordinator: Director of Special Programs, 150 SW Evergreen St./PO Box 197, Mill City, OR 97360, (503) 897-2321

Program (NSLP). Through NSLP, the district would be eligible for reimbursement for meals served to preschool students. Currently, the preschool does not serve meals to the morning group and provides only a snack to the afternoon group. Our hope is that offering consistent, nutritious meals to preschool students will help support student health, engagement, and readiness to learn, while also reducing barriers for families.

3. NEVER GIVE UP- We push through to reach our goals

a. DISTRICT AND SCHOOL FACILITIES

In December, during a significant rainstorm, the district experienced several facility-related issues, including drainage concerns at Santiam Jr./Sr. High School (SJSHS) and a leaking roof at the Switchback House. The roof at the Switchback House is scheduled to be replaced later this winter, and the district has contracted with Willamette Sewer and Drain to address drainage issues between the two gyms at the high school.

Northside Electric has replaced the remaining fluorescent ballasts at both SJSHS and Santiam Elementary School (SES) with LED ballasts to ensure the district is fully compliant with state law taking effect in 2030. Additionally, motion-sensor lighting was installed in the gym hallway to improve energy efficiency. The exterior door at the back of the cafeteria was replaced over Winter Break, and all kitchen hoods along with the fire suppression system in the main cafeteria were also replaced during that time. The district is currently awaiting completion of the electrical portion of the fire suppression system, which is required before the griddle can be legally and safely used for meal preparation.

Over the break, inspectors from G2 Consultants conducted asbestos testing in all district buildings where students may be present as part of updating the district's Asbestos Hazard Emergency Response Act (AHERA) plan. This plan establishes procedures to manage asbestos risks and protect staff and students from potential exposure. Only two buildings in the district contain asbestos-containing materials. These areas will be inspected every six months, with required reports filed accordingly. I will be working with custodial staff at both sites to ensure they receive training on proper inspection and handling procedures for the identified asbestos areas.

I would like to give a huge shout-out to our custodial team of Dale Hopson, Chris Minton, Boogie Williams, Emily Larson, George Morriera, and Roy Rameriz, as well as our groundskeeper, Chuck Follis, for the outstanding work they do to keep our buildings and grounds clean, safe, and functioning well. Each day, this group ensures that our staff and students have clean facilities in which to learn and work, and that our grounds are well maintained and presentable.

They are consistently responsive to requests from administrators and from me, and they approach their work with dedication and care each and every day. I am truly grateful for their continued hard work and commitment to our district.

b. TRANSPORTATION AND WINTER WEATHER

As we move into the winter weather season, I would like to acknowledge Melody Rossiter and her team at First Student, Inc., for their outstanding work in helping the district ensure safe road

conditions for students who ride our buses, as well as for staff and families traveling to and from school.

Melody is highly communicative and proactively reaches out the day before predicted weather events. Together, we review multiple weather sources and forecasts. On the morning of school, her staff drives district routes to assess road conditions and provide real-time reports on weather and safety. Melody and I then review all available information, including how buses are likely to perform under those conditions, before making decisions about whether to operate on a normal schedule or to delay or cancel school.

My goal is always to make a final decision no later than 5:45 a.m. so staff and families have adequate time to plan. Melody and her team play a critical role in helping the district make the safest possible decision for our community.

I would also like to thank Todd Reeser for providing early-morning reports on road conditions in the Mill City and Gates areas, which further supports this decision-making process. It truly takes a village to do this work each day, and I am grateful for the dedication and teamwork of everyone involved.



Strategic Plan

Santiam Canyon School District will inspire students to stand together, find their path and never give up. We will instill students with the character, skills and knowledge required to find their path of success and purpose in this ever changing world.

<p>STAND TOGETHER <i>WE CELEBRATE OUR STRENGTHS AND DIFFERENCES</i></p>	<p><u>Metrics and Reporting</u></p> <ul style="list-style-type: none">• Student attendance rates and trends (quarterly)• Student behavior tracking and response strategies• 9th grade on-track status (quarterly)• Staff satisfaction survey results (annually)• Parent survey and parent engagement statistics (annually)
<p>STUDENT OUTCOME All students will successfully progress through our pre-K to high school system.</p>	<p><u>Metrics and Reporting</u></p> <ul style="list-style-type: none">• K-5 interim reading assessment data (triannually)• State assessment results and trends (annually)• Student engagement survey (biannually)• Staffing and programming assessment (annually)• College and career visitations report (biannually)
<p>FIND YOUR PATH <i>WE PREPARE FOR THE FUTURE</i></p>	<p><u>Metrics and Reporting</u></p> <ul style="list-style-type: none">• graduation and dropout rate analysis (biannually)• Dropout rate analysis (biannually)• Post-secondary survey (annual)• District budget and forecast (monthly)• Facilities assessments and planning (annual)
<p>NEVER GIVE UP <i>WE PUSH THROUGH TO REACH OUR GOALS</i></p>	

District Enrollment

Grade Level	2025-2026 SY										2024-2025 SY									
	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1	9/1	10/1	11/1	12/1	1/1	2/1	3/1	4/1	5/1	6/1
KG	82	100	103	106	107	0	0	0	0	0	90	105	112	116	115	115	112	115	116	115
1st	116	121	123	125	127	0	0	0	0	0	104	109	111	112	113	122	122	125	123	123
2nd	120	126	125	130	132	0	0	0	0	0	133	135	140	143	140	139	138	141	142	141
3rd	146	151	153	154	152	0	0	0	0	0	150	163	168	165	161	166	176	180	187	188
4th	185	189	191	199	202	0	0	0	0	0	145	157	166	167	170	170	169	167	177	178
5th	164	170	177	191	194	0	0	0	0	0	178	190	195	197	196	208	209	216	227	226
6th	199	203	214	220	225	0	0	0	0	0	190	209	219	235	240	262	265	274	290	290
7th	267	266	284	303	307	0	0	0	0	0	244	267	277	294	302	327	338	355	366	370
8th	328	336	355	359	361	0	0	0	0	0	268	299	314	327	330	349	367	381	386	385
9th	290	305	313	323	328	0	0	0	0	0	252	277	296	313	325	345	360	371	381	375
10th	333	361	371	379	383	0	0	0	0	0	295	323	356	369	375	393	411	424	430	426
11th	380	389	406	419	422	0	0	0	0	0	331	346	364	382	383	409	425	440	444	438
12th	383	389	392	398	399	0	0	0	0	0	320	333	341	353	353	344	346	347	345	342
Total ADM	2993	3106	3207	3306	3339	0	0	0	0	0	2700	2913	3059	3173	3203	3349	3438	3536	3614	3597

ENROLLMENT

Grade	In building/ORCA	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
As of 9/1/24	In building	37	37	37	48	41	48	53	51	46	44	41	40	42	565
As of 9/1/24	ORCA	53	67	96	102	104	130	137	193	222	208	254	291	278	2135
As of 9/1/24	TOTAL	90	104	133	150	145	178	190	244	268	252	295	331	320	2700

As of 10/1/24	In building	36	37	37	49	42	48	52	49	46	44	39	37	41	557
As of 10/1/24	ORCA	69	72	98	114	115	142	157	218	253	233	284	309	292	2356
As of 10/1/24	TOTAL	105	109	135	163	157	190	209	267	299	277	323	346	333	2913

As of 11/1/24	In building	37	38	36	51	43	49	52	49	46	44	38	37	41	561
As of 11/1/24	ORCA	75	73	104	117	123	146	167	228	268	252	318	327	300	2498
As of 11/1/24	TOTAL	112	111	140	168	166	195	219	277	314	296	356	364	341	3059

As of 12/1/24	In building	38	38	36	52	43	48	52	49	46	47	39	37	41	566
As of 12/1/24	ORCA	78	74	107	113	124	149	183	245	281	266	330	345	312	2607
As of 12/1/24	TOTAL	116	112	143	165	167	197	235	294	327	313	369	382	353	3173

As of 1/1/25	In building	39	38	36	52	44	46	51	49	47	48	36	36	40	562
As of 1/1/25	ORCA	76	75	104	109	126	150	189	253	283	277	339	347	313	2641
As of 1/1/25	TOTAL	115	113	140	161	170	196	240	302	330	325	375	383	353	3203

As of 2/1/25	In building	38	39	35	51	45	48	53	49	48	40	35	38	40	559
As of 2/1/25	ORCA	77	83	104	115	125	160	209	278	301	305	358	371	304	2790
As of 2/1/25	TOTAL	115	122	139	166	170	208	262	327	349	345	393	409	344	3349

As of 3/1/25	In building	35	37	34	50	43	51	53	49	48	40	37	39	40	556
As of 3/1/25	ORCA	77	85	104	126	126	158	212	289	319	320	374	386	306	2882
As of 3/1/25	TOTAL	112	122	138	176	169	209	265	338	367	360	411	425	346	3438

As of 4/1/25	In building	35	38	33	51	42	51	53	52	49	38	38	39	40	559
As of 4/1/25	ORCA	80	87	108	129	125	165	221	303	332	333	386	401	307	2977
As of 4/1/25	TOTAL	115	125	141	180	167	216	274	355	381	371	424	440	347	3536

As of 5/1/25	In building	34	38	33	51	41	49	51	51	48	39	38	38	40	551
As of 5/1/25	ORCA	82	85	109	136	136	178	239	315	338	342	392	406	305	3063
As of 5/1/25	TOTAL	116	123	142	187	177	227	290	366	386	381	430	444	345	3614

As of 6/1/25	In building	34	38	33	51	41	49	50	51	48	39	38	38	40	550
As of 6/1/25	ORCA	81	85	108	137	137	177	240	319	337	336	388	400	302	3047
As of 6/1/25	TOTAL	115	123	141	188	178	226	290	370	385	375	426	438	342	3597

REGULAR ATTENDERS - 2025 - 26

>90% Positive Attendance

Grade Level	Enrollment #		Enrollment #		Enrollment #		Enrollment #		Enrollment #		Enrollment #		Enrollment #		Enrollment #	
	1-Oct	1-Nov	1-Dec	1-Jan	1-Feb	1-Mar	1-Apr	1-May	1-Jun							
KG	28	82.2%	28	71.4%	27	63.0%	27	74.1%								
1st	34	64.7%	36	66.7%	36	55.6%	37	67.6%								
2nd	42	83.7%	40	77.5%	39	71.8%	39	79.5%								
3rd	34	73.5%	33	66.7%	32	71.8%	32	71.9%								
4th	52	75.0%	52	75.0%	52	71.2%	52	71.2%								
5th	46	63.0%	46	71.4%	46	73.9%	46	73.9%								
6th	49	63.2%	47	68.1%	47	60.0%	47	59.6%								
7th	55	65.5%	55	65.5%	53	62.3%	53	54.9%								
8th	55	61.8%	52	50.0%	50	52.0%	47	61.7%								
9th	51	70.6%	51	68.6%	49	73.5%	49	63.3%								
10th	40	75.0%	39	51.3%	38	55.3%	36	50.0%								
11th	41	43.9%	41	68.3%	41	56.1%	39	53.8%								
12th	39	78.9%	38	68.4%	40	67.5%	41	65.0%								
Schoolwide	566	69.3%	558	66.8%	550	64.2%	545	65.12%	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!



Santiam Canyon School District 129J

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Board Recommendation Form

To: Santiam Canyon School District 129J Board of Directors

Prepared By: Krista Nieraeth, Superintendent

Date: January 14, 2026

Background: In reviewing district policies, it was noticed that many of our policies are at least 5 – 10 years old and warranted a review to either update or delete. I worked with OSBA to review our district policies and will be bringing policies to the board for adoption or deletion. At the December board meeting, I presented to the board 8 policies as a 1st read for the board to consider. The board was able to review prior to the policies at that meeting, had time to comment and ask clarifying questions. At the January meeting, I am presented the policies for a 2nd read, which leads to adoption.

Action Requested: To approve all policies as presented.

Motion Requested: “I motion to approve policies listed under Agenda Item 7.1 as presented.”

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**Santiam Canyon
School District 129**

Code: **BCH**
Adopted: 9/02/99
Readopted: 2/11/15
Orig. Code(s): BCH

Consultants to the Board

As the need for expertise to solve problems confronting the district arise, the administration and the Board have the option to hire consultants.

Such advisors may include attorneys, auditors, architects, agents of record and others with technical skills or professional training.

END OF POLICY

Legal Reference(s):

[ORS 332.072](#)

[ORS 332.075](#)

[ORS 332.505](#)

2nd Read
Delete

OSBA Model Sample Policy

Code: BD/BDA
Adopted:

Board Meetings

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening¹ of a quorum of the Board as the district’s governing body to make a decision² or to deliberate³ toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

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

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. For information how to give or submit public comment, it is outlined in Board policy BDDH - Public Comment at Board Meetings⁴.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law⁵. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

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

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

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

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

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

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

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

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

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

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

1. Regular, Special and Emergency Meetings

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

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings.

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

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

2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic

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

communications among participants and using an intermediary to communicate among participants. Such communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Communications outside of a Board meeting may contain:

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

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

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

3. Private or Social Meetings

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

4. Work Sessions

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

5. Executive Sessions

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

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

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

{⁸}Mandatory Training

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

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)

[ORS 255.335](#)

[ORS 332.040 - 332.061](#)

[ORS 433.835 - 433.875](#)

2nd Read

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

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

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

[House Bill 2805](#) (2023).

2nd Read

OSBA Model Sample Policy

Code: BDC
Adopted:

Executive Sessions

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

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

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

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.¹ (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer², employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))
6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))

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

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

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

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

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

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

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

Minutes shall be kept for all executive sessions.

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

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 332.045](#)

[ORS 332.061](#)

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

Oregon Government Ethics Commission, [Staff Advisory Opinion](#) No. 22-106S

[House Bill 2806](#) (2023)

2nd Read

**Santiam Canyon
School District 129**

Code: **BDDA**
Adopted: 9/02/99
Readopted: 2/11/15
Orig. Code(s): BDDA

Notification of Board Meetings

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for regular meetings and of the principal subjects to be considered.

Notices to individuals with disabilities shall be given in an appropriate form upon request and with appropriate advance notice. Auxiliary aids and services available to ensure equally effective communications with qualified persons with disabilities may include large print, Braille, audio recordings and readers. Primary consideration will be given to the requests of the person with a disability in the selection of appropriate auxiliary aids and services.

No special meeting will be held without at least 24 hours notice to the Board members and the general public except in cases of emergency.

In an emergency, a meeting may be held with notice as is appropriate under the circumstances but minutes will explain the emergency situation.

Dates of regular Board meetings will be provided to district employees, interested members of the public and the news media.

END OF POLICY

Legal Reference(s):

[ORS 192.610](#) - 192.690
[ORS 332.045](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Americans with Disabilities Act Amendments Act of 2008.

Cross Reference(s):

ACA - Americans with Disabilities Act
BD/BDA - Board Meetings/Regular Board Meetings
BDC - Executive Sessions
BDDH - Public Participation in Board Meetings

OSBA Model Sample Policy

Code: CB
Adopted:

Superintendent

The superintendent¹ is designated as the district’s chief executive officer. Under the Board’s direction, the superintendent exercises general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board’s policies and is accountable to the Board for that management. The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts.

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 332.515](#)
[OAR 581-022-2405](#)
[OAR 584-005-0005\(51\)](#)

¹ The term “superintendent” includes an interim superintendent.

² “Local, state or federal law” means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

2nd Read

**Santiam Canyon
School District 129**

Code: **CF**
Adopted: 9/02/95
Readopted: 3/11/15
Orig. Code(s): CF

District Administration

The principal is the administrative and supervisory head of his or her school. They are responsible for administering the policies of the Board, under the direction of the superintendent.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)

2nd Read

**Santiam Canyon
School District 129**

Code: **IGAJ**
Adopted: 5/03/01
Readopted: 7/08/15
Orig. Code(s): IGAJ

Traffic Safety Education

If a traffic safety education program is provided by the district, the program will be made available to all eligible resident students. The district will charge a tuition rate as established by the Board.

Eligible nonresident students may enroll in the traffic safety education program if resources are available. Nonresident students will be charged tuition.

No resident student shall be denied enrollment in the district's traffic safety education program based solely on the ability to pay tuition.

The district will develop procedures for establishing tuition rates, enrolling nonresident students and reducing or waiving tuition.

END OF POLICY

Legal Reference(s):

[ORS 336.790 - 336.815](#)

[ORS 339.141](#)

[ORS 802.110](#)

[ORS 802.345](#)

[OAR 737-015-0010 to -0100](#)

2nd Read
Delete

**Santiam Canyon
School District 129**

Code: **IGAM**
Adopted: 2/02/06
Readopted: 7/08/15
Orig. Code(s): IGAM

Distance Learning

The district supports distance learning as a viable methodology for delivering direct classroom instruction, program enrichment and staff development.

Licensed teachers may be assigned to a distance learning program without additional license requirements. Teachers offering instruction via live, interactive satellite must hold a current license either from the employing state or Oregon and pass a nationally recognized basic skills test.

The district may contract with the Superintendent of Public Instruction to provide online courses through the Oregon Virtual School District. The district may also allow students to access the online courses offered by the Oregon Virtual School District.

END OF POLICY

Legal Reference(s):

[ORS 342.140](#)
[ORS 342.173](#)
[ORS 342.400](#)
[ORS 354.410 - 354.430](#)

[OAR 584-036-0017](#)



Santiam Canyon School District 129J

Post Office Box 197
150 SW Evergreen St.
Mill City, Oregon 97360
Office (503) 897-2321

Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
Lindsay Sloan, AP & Payroll
Lisa Follis, District Secretary

Board Recommendation Form

To: Santiam Canyon School District 129J Board of Directors

Prepared By: Krista Nieraeth, Superintendent

Date: January 14, 2026

Background: Each year, the Board adopts a budget calendar to guide the review and adoption of the district's budget for the upcoming fiscal year. This process is governed by mandated timelines and deadlines that the district must meet. Nichole Cooper, SCSD Business Manager, has developed a budget calendar for this spring that aligns with all required statutory timelines and deadlines.

Action Requested: To approve the budget calendar as presented.

Motion Requested: "I motion to approve the 2026 – 2027 budget calendar as presented."



Santiam Canyon School District 129J

Post Office Box 197
150 SW Evergreen St.
Mill City, Oregon 97360
Office (503) 897-2321

Krista Nieraeth, Superintendent
Nichole Cooper, Business Manager
Lindsay Sloan, AP & Payroll
Lisa Follis, District Secretary

2026-2027 BUDGET CALENDAR

January 14, 2026	Approval of 2026-2027 Budget Calendar Review Open Budget Committee Vacancies
February 27, 2026	Staff Budget Requests Due
March 11, 2026	Board fills by appointment all Budget Committee Vacancies Review Budget Assumptions with the Board
April 10, 2026	Publish Notice of Budget Committee Meeting (ORS 294.401(5)) (5-30 days prior to meeting) (*Publish on website) (Publish both meeting dates, 5-13-26 & 5-20-26)
May 6, 2026	Early Release of Budget Document (7 days prior to Budget Meeting)
May 13, 2026	Budget Committee Meeting – 1 st Meeting, 6:00pm
May 20, 2026	Budget Committee Meeting – 2 nd Meeting, 6:00pm (If Needed) Budget Approval
May 29, 2026	Publish Budget Summary (ORS 294.421 (2)) (5-30 days prior to Budget Hearing)
June 10, 2026	Public Hearing on Budget – 6:00pm Adopt Budget, Levy Taxes, Make Appropriations (No later than June 30, 2026)
Prior to July 15 th , 2026	Submit Notice of Property Taxes to County Assessor



LBL

LINN BENTON LINCOLN
EDUCATION SERVICE DISTRICT

2025-2027

Fall 2025 Revision



LOCAL SERVICE PLAN

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

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

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



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

Education Service Districts and Oregon Revised Statutes

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

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

An education service district plays a key role in:

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



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

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

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

Equity Lens

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

Equity:

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



Purpose:

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



Procedure:

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

1

Who Does It Impact?

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

2

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

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

3

Whose Voices Are at the Table?

Have we intentionally involved our partners?

4

Can We Do About It?

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

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

Meet our **BOARD OF DIRECTORS**



Bill Hays
Zone 1
Term Expires 6.30.28



Lori Greenfield
Zone 2
Term Expires 6.30.28



Michael Thomson
Zone 3
Term Expires 6.30.28



Denise Hughes-Tafen
Zone 4
Term Expires 6.30.28



Amy Vctor
Zone 5
Term Expires 6.30.27



Miriam Cummins
Zone 6
Term Expires 6.30.27



Eddie Symington
Zone 7
Term Expires 6.30.27

GOALS & BOARD OBJECTIVES

Board Performance Objective 1

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

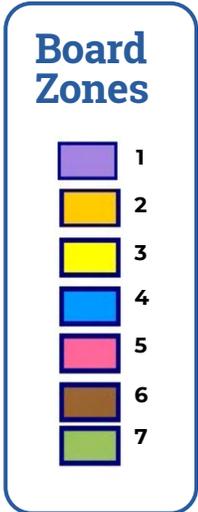
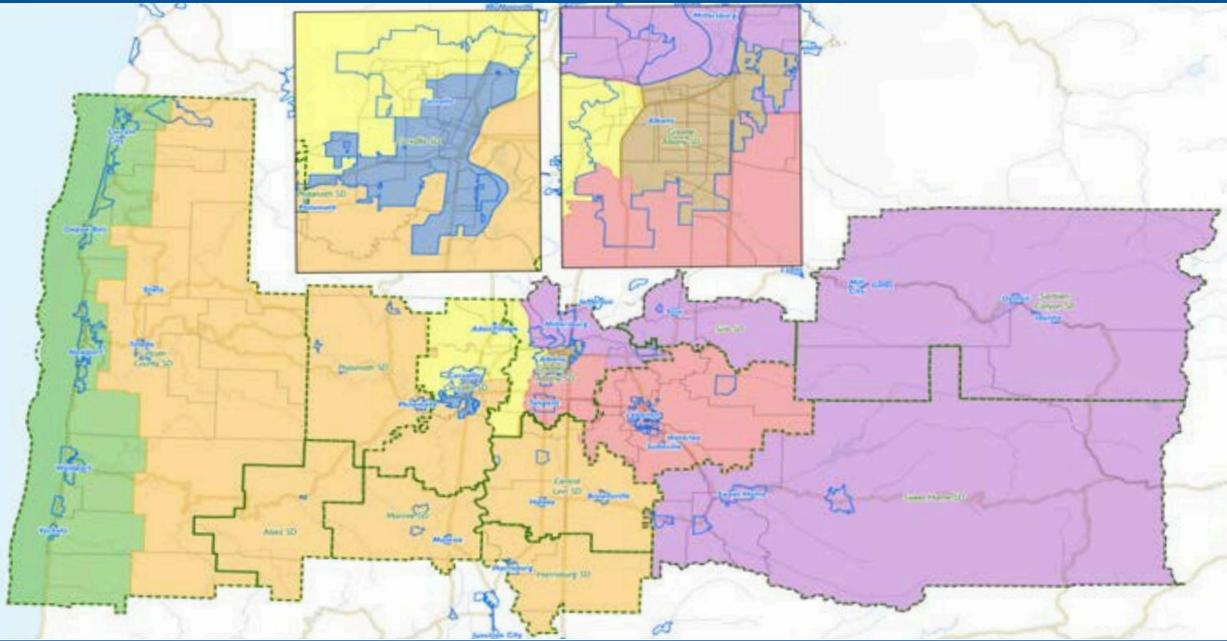
Board Performance Objective 2

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

Board Performance Objective 3

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

Board Zones



Zone 1

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

Zone 2

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

Zone 3

Corvallis (North)
Greater Albany (part)

Zone 4

Corvallis (part)

Zone 5

Lebanon
Greater Albany (part)

Zone 6

Greater Albany (part)

Zone 7

Lincoln County (part)

Budget Committee

Jim Gourley

Zone 1 Term Expires:
6/30/27

Sarah Finger McDonald

Zone 4 Term Expires:
6/30/2027

Vacant

Zone 7 Term Expires:
6/30/2025

Risteen Follett

Zone 2 Term Expires:
6/30/2029

Nichole Piland

Zone 5 Term Expires:
6/30/2027

Jean Wooten

At Large Term Expires:
6/30/2029

Todd Noble

Zone 3 Term Expires:
6/30/2029

Ryan Mattingly

Zone 6 Term Expires:
6/30/2027

Meet our **EXECUTIVE TEAM**



Jason Hay
Superintendent



Nancy Griffith
Assistant Superintendent



Rocco Luiere
Executive Financial Officer



Kristina Wonderly
Executive Director
Human Resources



Tim Jones
Executive IT Officer



Autumn Belloni
Executive Director of
Early Intervention and SpEd



Mission

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

Vision

Enhancing education through collaboration.

Values/Voice Personality

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

Education **LEADERSHIP TEAM**



Catie Dalton
Early Intervention/Early
Childhood Special Ed.



Alex Nalivaiko
Long Term Care
and Treatment



Sonya Hart
Special Education and
Evaluation Services



Steve Martinelli
Cascade Regional
Inclusive Services



Tina Linn
Early Intervention/Early
Childhood Special Ed.



Liz Wallace
Strategic Partnerships
for Student Success



Kimberly McCutcheon Gross
Early Intervention/Early
Childhood Special Ed.

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

Enterprise LEADERSHIP TEAM



September Johnson
Human Resources



Jennifer Kessel
Technology and
Information Services



Katie Davis
Technology and
Information Services



Kayla Stuck
E-rate Services



Lisa Schoen
Administrative
Services



Nathan Rouzard
Marketing and
Business Development



Richard Thomas
Technology and
Information Services



Sean Yoder
Business Services



Lisa McConnell
Facilities
Coordinator

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

LBL Component School Districts



Alsea 7J
P.O. Box B 301 South 3rd
Street Alsea, OR 97324

Superintendent: Stacy Knudson
<http://alsea.k12.or.us/>
541-487-4305



Central Linn 552C
P.O. Box 200 32433 Highway
228 Halsey, OR 97348

Superintendent: Dr. Robert Hess
<http://centrallinn.k12.or.us/>
541-369-2813



Corvallis 509J
1555 SW 35th Street
Corvallis, OR 97333

Superintendent: Dr. Ryan Noss
<https://www.csd509j.net/>
541-757-5841



Greater Albany 8J
718 Seventh Avenue SW
Albany, OR 97321

Superintendent: Andy Gardner
<https://albany.k12.or.us/>
541-967-4511



Harrisburg #7
P.O. Box 208 865 LaSalle Street
Harrisburg, OR 97446

Superintendent: Steve Woods
<https://www.harrisburg.k12.or.us/>
541-995-6626



Lebanon Community #9
485 S Fifth Street
Lebanon, OR 97355

Superintendent: Jennifer Meckley
<http://lebanon.k12.or.us/>
541-451-8511

LBL Component School Districts



Lincoln County 1212
NE Fogarty Street
Newport, OR 97365

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



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

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



Philomath 17J
1620 Applegate Street
Philomath, OR 97370

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



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

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



Scio 95
38875 NW First Avenue
Scio, OR 97374

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



Sweet Home 55
1920 Long Street
Sweet Home, OR 97386

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

LBL Planning Calendar for Developing & Approving Resolution Services



September/October

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

October/November

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

November

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

January

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

February

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

March

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

April/May

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

Resolution Services

Enrollment for Year 1 of the 2024-2026 Biennium

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

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

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

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

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



Augmentative and Alternative Communication (AAC)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

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

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

Special Education Services

FUNDING
TIER 1
SERVICES



Early Childhood Special Education Evaluation

PROGRAM

Early Intervention/Early Childhood Special Education

CONTACT

Tina Linn, Catie Dalton and Kimberly McCutcheon-Gross

PROGRAM
INFORMATION

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

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

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

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



Special Education Services



Mild/Moderate Occupational Therapy (OT)

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

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

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

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



Special Education Services



Mild/Moderate Physical Therapy (PT)

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

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

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

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



Special Education Services



Severe Disability Services

PROGRAM

**Special Education and
Evaluation Services**

CONTACT

Sonya Hart

PROGRAM
INFORMATION

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

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

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

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



Special Education Services



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

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

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

Special Education Services

PROGRAM
Special Education and Evaluation Services

CONTACT
Sonya Hart

PROGRAM
INFORMATION



Special Education Services



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

504 Plans and Students in Private Schools

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Autumn Belloni

PROGRAM
INFORMATION





LBI

**SCHOOL
IMPROVEMENT
SERVICES**

TIER 1

School Improvement Services

FUNDING
TIER 1
SERVICES



CPI Training

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

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

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

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

*Pending continued grant fund.



School Improvement Services

FUNDING
TIER 1
SERVICES



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

Home School Registration and Enrollment Management

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

Enhancing education through collaboration



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

SPSS/Student and Family Support Administration

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Nancy Griffith

PROGRAM
INFORMATION



LBI

**TECHNOLOGY
SUPPORT
SERVICES**

TIER 1

Technology Support Services

FUNDING
TIER 1
SERVICES



Business Information System Services Support & Ivisions

PROGRAM
Business Services

CONTACT
Rocco Luiere

PROGRAM
INFORMATION

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



Technology Support Services

FUNDING
TIER 1
SERVICES



Cyber Safety Service

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

Enhancing education through collaboration



Desktop Support for Tier 1 LBL Staff

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

Technology Support Services

FUNDING
TIER 1
SERVICES



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

Network Management

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

Enhancing education through collaboration



Student Information System (SIS) Synergy

PROGRAM
**Technology and
Information Services**

CONTACT
Jennifer Kessel

PROGRAM
INFORMATION

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

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



LBI

**ADMINISTRATIVE
SERVICES**

TIER 1

Administrative Services



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

Courier Services

PROGRAM
Facilities Services
CONTACT
Lisa McConnell

PROGRAM
INFORMATION



Tier 2 Resolutions Services

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

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

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

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





LBI

SPECIAL
EDUCATION
SERVICES

TIER 2

Special Education Services



Augmentative and Alternative Communication Support (AAC)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

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

Enhancing education through collaboration



Autism Consultation

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

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

Special Education Services



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

Learning Consultants

PROGRAM
Special Education and Evaluation Services

PROGRAM
INFORMATION

CONTACT
Sonya Hart

Enhancing education through collaboration



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

Occupational Therapy (OT)

PROGRAM
Cascade Regional Inclusive Services

PROGRAM
INFORMATION

CONTACT
Steve Martinelli

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

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

Special Education Services



Physical Therapy (PT)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



School Psychologists

PROGRAM
**Special Education and
Evaluation Services**

CONTACT
Sonya Hart

PROGRAM
INFORMATION

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

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

Special Education Services

FUNDING
TIER 2
SERVICES



Spanish Interpreter and Translation

PROGRAM
Special Education and Evaluation Services

PROGRAM
INFORMATION

CONTACT
Sonya Hart

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

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



Special Education Services



Speech Language Pathologists (SLP)

PROGRAM
Special Education and Evaluation Services

PROGRAM
INFORMATION

CONTACT
Sonya Hart

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

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

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

Enhancing education through collaboration



Speech Language Pathologist Assistants (SLPA)

PROGRAM
Special Education and Evaluation Services

PROGRAM
INFORMATION

CONTACT
Sonya Hart

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

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



LBI

**SCHOOL
IMPROVEMENT
SERVICES**

TIER 2

School Improvement Services



Behavior Consultation Services

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

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

Enhancing education through collaboration



Family Support Services

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

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



LBI

**TECHNOLOGY
SUPPORT
SERVICES**

TIER 2

Technology Support Services

FUNDING
TIER 2
SERVICES



Additional SIS Synergy Modules

PROGRAM
Technology and Information Services

CONTACT
Jennifer Kessel

PROGRAM
INFORMATION



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

Explore our diverse offerings, including:

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

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



Technology Support Services



Data Integrations

PROGRAM
**Technology and
Information Services**

CONTACT
Jennifer Kessel

PROGRAM
INFORMATION

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

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



Technology Support Services



Engineering Support

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

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

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

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



Technology Support Services

FUNDING
TIER 2
SERVICES



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

Infinite Visions Add Ons

PROGRAM
Business Services

CONTACT
Rocco Luiere

PROGRAM
INFORMATION

Enhancing education through collaboration



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

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

Internet Access

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

Technology Support Services



Power School Sped Records Management

PROGRAM
Technology and Information Services

CONTACT
Jennifer Kessel

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



Web Design and Maintenance

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

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

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



LBI

ADMINISTRATIVE
SERVICES

TIER 2

Administrative Services



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

Business Administration Services

PROGRAM
Business Services

CONTACT
Rocco Luiere

PROGRAM
INFORMATION

Enhancing education through collaboration



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

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

E-rate Services

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM
INFORMATION

Administrative Services



Creative Services

PROGRAM
Business Services

CONTACT
Nathan Rouzaud

PROGRAM
INFORMATION

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

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

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

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

Enhancing education through collaboration



Special Education Administration Services

PROGRAM
Special Education and Evaluation Services

CONTACT
Autumn Belloni

PROGRAM
INFORMATION

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



LBI

**OTHER GRANTS
& CONTRACTS**

GRANTS



EI/ECSE Grant

PROGRAM

**Early Intervention/Early
Childhood Special Education**

CONTACT

Autumn Belloni

PROGRAM
INFORMATION

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

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

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

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

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



Regional Inclusive Services Grant

Cascade Regional Inclusive Services

CONTACT
Autumn Belloni

PROGRAM
INFORMATION

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

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

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

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





Long Term Care and Treatment Grant

PROGRAM

Long Term Care and Treatment

CONTACT

Nancy Griffith

PROGRAM INFORMATION

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

Farm Home School

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

Wake Robin School

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

Old Mill Center Classroom

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

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





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

Capacity Building Implementation Support Services

PROGRAM

**Strategic Partnerships
for Student Success**

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

Our Capacity Building Implementation Support Services include:

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

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

Grants and Contracts



The Statewide Education Initiatives Account Grant (SEIA) from ODE

PROGRAM

**Strategic Partnerships
for Student Success**

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



School Safety and Prevention Systems Grant (SSPS) from ODE

PROGRAM

**Strategic Partnerships
for Student Success**

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

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

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

Grants and Contracts



Grow Your Own Grant (GYO) from the EAC

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



Instructional Mentor Program Collaboration with WREN

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

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

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

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

Grants and Contracts



Family Support Fund Grants

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



IHN-CCO Agile Fund Grant

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

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

Grants and Contracts



Integrated Community Partner Grant

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

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

Enhancing education through collaboration



Juvenile Crime Prevention Grant

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Nancy Griffith

PROGRAM
INFORMATION

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

Grants and Contracts



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

Medicaid Billing Support Services

PROGRAM
Strategic Partnerships for Student Success

PROGRAM
INFORMATION

CONTACT
Nancy Griffith
Liz Wallace





LBI



DISTRICT SUMMARY

Our 12 Districts



Alesia School District



Central Linn School District



Corvallis School District



Greater Albany Public Schools



Harrisburg School District



Lebanon Community School District



Lincoln County School District



Monroe School District



Philomath School District



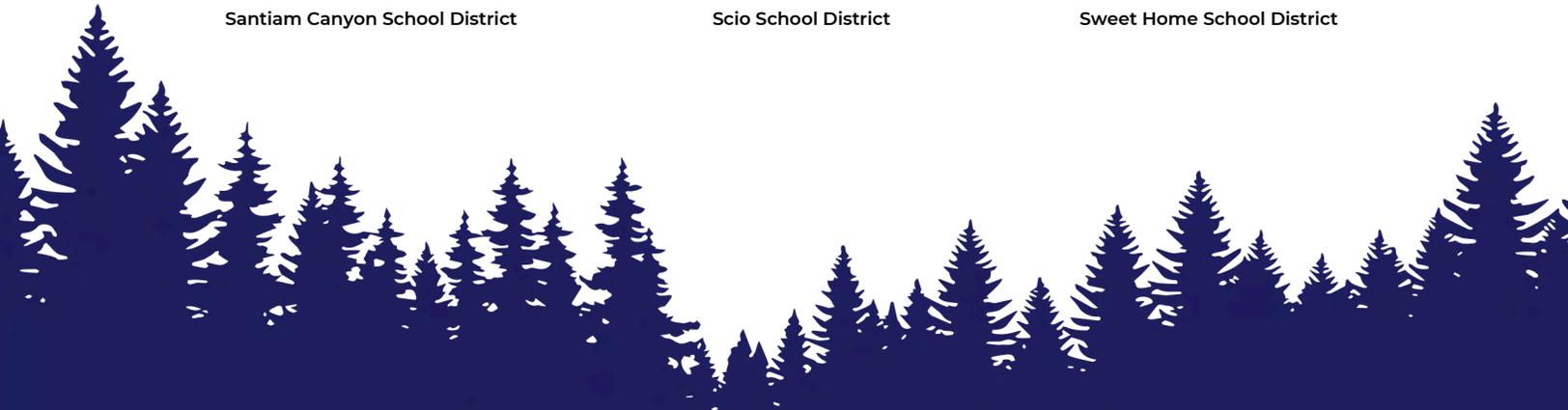
Santiam Canyon School District



Scio School District



Sweet Home School District



LBL

LINN BENTON LINCOLN
EDUCATION SERVICE DISTRICT

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

OSBA Model Sample Policy

Code: DBEA

Adopted:

Budget Committee

(Version 2)

Organization, Membership and Terms of Office

The district budget committee will consist of the [five] [seven] members of the Board and [five] [seven] electors appointed by the Board as required by law. [The term of the appointed members of a budget committee in a district that prepares an annual budget, will each be three years, with appointments made so that, as nearly as practicable, the terms of one-third of the members end each year.] [The appointive members of a budget committee in a district that prepares a biennial budget shall be appointed to four-year terms. The terms shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end each year.] At least one member of the budget committee must be a member of the district's educational equity advisory committee. {¹} The Board will establish appropriate timelines and procedures for the appointment of budget committee members.

A majority of the constituted committee is required for passing an action item. Majority for a [14-member budget committee is 8] [10-member budget committee is 6]. Therefore, if only [8] [6] members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of the district budget.

Meetings of the Budget Committee

The district's budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not

¹ {Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025. The budget committee is not required to include a member of the educational equity advisory committee until a vacancy on the budget committee occurs by a member who is not also a member of the school district board.}

previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated district budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

[ORS 174.130](#)

[ORS 192.610 - 192.695](#)

[ORS 294.305 - 294.565](#)

[ORS 328.542](#)

[ORS 329.711](#)

[ORS 433.835 - 433.875](#)

[OAR 581-022-2307](#)

1st Read

**Santiam Canyon
School District 129**

Code: **FEB**
Adopted: 9/02/99
Readopted: 5/13/15
Orig. Code(s): FEB

Selection of Architect

The Board may employ a licensed architect to design the plans of each proposed building, building addition or extensive renovation.

In selecting architects, the following criteria shall include but not be limited to:

1. Experience in school construction;
2. Evidence of relevant experience in the design and construction of facilities that provide appropriate accessibility and usability for persons with disabilities;
3. Creative design ability;
4. Technical knowledge to control the design so the best results are obtained for the smallest amount of money;
5. Executive and business ability to oversee the proper performance of contracts;
6. Proven ability in all major phases of planning and construction: pre-design planning, schematic design, design development, bidding, construction;
7. Ability and temperament to work cooperatively with others, willingness to consult with staff on educational specifications;
8. Extent and experience of architectural staff in relation to the scope of the planned project.

The architect will be selected by the Board on the basis of the above criteria and will be employed under contract.

END OF POLICY

Legal Reference(s):

[ORS Chapters 279A, 279B and 279C](#)

[ORS 332.107](#)

[ORS 455.642](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2006); 28 C.F.R. Part 35 (2006).
Americans with Disabilities Act Amendments Act of 2008.

**Santiam Canyon
School District 129**

Code: **FEF/FEFB**
Adopted: 5/13/15

Construction Contracts - Bidding and Awards

The Board will serve as its own Local Contract Review Board.

The Board will procure contracts for construction or renovation of facilities according to the provisions of state law and Oregon Administrative Rules. Prequalification of bidders may be required by the district.

Contractors shall be registered as required by Oregon law.

For every contract for which a bond is required, a bond with good and sufficient sureties will be required of the contractor. The purpose of the bond is to ensure:

1. The obligations of the contract are faithfully performed;
2. Payment is promptly made to all persons supplying labor or materials to the contractor or subcontractor for the work provided in the contract;
3. All contributions for workers' compensation and unemployment insurance are made promptly;
4. All sums required to be deducted and retained from the contractor's and subcontractor's employees' wages are paid.

END OF POLICY

Legal Reference(s):

[ORS Chapters 279A, 279B](#) and [279C](#)

Cross Reference(s):

DJ - District Purchasing
DJC - Bidding Requirements

OSBA Model Sample Policy

Code: GBNAA/JHFF

Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements *

{Required policy. ORS 339.372 establishes the requirement for boards to adopt policy on suspected sexual conduct.}

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, and students⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

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

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

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

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

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

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

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

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

Any district employee ^{6}, contractor, agent or volunteer who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to the ^{7}designated licensed administrator or the alternate designated licensed administrator, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy GBNAB/JHFE – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to the ^{8}designated licensed administrator position title who shall report the suspected sexual conduct to the Board chair.

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

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

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

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

⁶ {The following language in brackets, i.e., [, contractor, agent or volunteer], is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.}

⁷ {ORS 339.372 requires the district to have a policy that designates the licensed administrators and requires the district to post the names and contact information of the designees in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

⁸ {A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

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

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

~~[House Bill 2136 \(2021\).](#)~~

~~[Senate Bill 51 \(2021\).](#)~~

[House Bill 4160 \(2024\).](#)

R10/05/21|12/24|LF

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

OSBA Model Sample Policy

Code: GCAA
Adopted:

Standards for Competent and Ethical Performance of Oregon Educators

Application of Rules

1. Oregon Administrative Rules were adopted by the Teacher Standards and Practices Commission (TSPC) in accordance with Oregon Revised Statutes (ORS).
2. Oregon Administrative Rules (OAR) may be used as criteria by the TSPC in matters pertaining to the revocation or suspension of licenses issued by TSPC under Oregon law or the discipline of any license holder or any person who has held a license at any time within five years prior to issuance of the notice of charges under ORS.
3. The TSPC determines whether an educator's performance is ethical or competent in light of all the facts and circumstances surrounding the educator's performance as a whole.
4. The TSPC will promptly investigate complaints:
 - a. The TSPC may at its discretion defer action to charge an educator against whom a complaint has been filed under law when the investigation report indicates that disciplinary action against the educator is pending at the local district level or when criminal charges are pending or are likely to be filed against the educator. In considering whether to defer action to charge an educator, the TSPC shall consider all relevant circumstances including the nature and seriousness of the allegations and whether the educator is currently employed as a teacher or school administrator;
 - b. The executive secretary shall regularly inform the TSPC of the status of any complaints on which the TSPC has deferred action.

Definitions

The following definitions apply to Oregon Administrative Rules unless otherwise indicated by context:

1. "Administrator": any educator who holds a valid Oregon administrative license or registration and who works in a position requiring an administrative license;
2. "Competent": discharging required duties as set forth in these rules;
3. "Educator": any licensed or registered or certified person who is authorized to be engaged in the instructional program including teaching, counseling, school psychology, administering and supervising;
4. "Ethical": conforming to the professional standards of conduct set forth in these rules;
5. "Sexual conduct": means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent or a volunteer that involve a student that are:

- a. Sexual advances or requests for sexual favors directed toward the student; or
- b. Of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with the student’s educational performance, or of creating an intimidating or hostile educational environment.

“Sexual conduct” does not include:

- a. Touching or other physical contact:
 - (1) That is necessitated by the nature of the district employee’s job duties or by the services required to be provided by the contractor, agent, or volunteer; and
 - (2) For which there is no sexual intent.
- b. Verbal, written or electronic communications that are provided as part of an education program that meets the state educational standards or a policy approved by the Board
- c. Conduct or communications described in above if the district employee, contractor, agent or volunteer is also a student and the conduct or communications:
 - (1) Arise out of a consensual relationship between students;
 - (2) Do not create an intimidating or hostile educational environment; and
 - (3) Are not prohibited by law, any policies of the district or any applicable employment agreements.

6. “Sexual harassment”: any unwelcome conduct with an individual which includes but is not limited to sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:

- a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;
- b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
- c. Such conduct unreasonably interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

7. “Teacher”: any person who holds a teacher’s license as provided in ORS 342.125.

8. “Student”: means any person who is:

- a. In any grade from kindergarten through grade 12; or
- b. Twenty-one years of age or younger and receiving educational or related services from an education provider that is not a post-secondary institution of education; or
- c. Who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days one calendar year prior to the sexual conduct.

The Competent Educator

The teacher or administrator demonstrates a commitment to:

- 1. Recognize the worth and dignity of all persons and respect for each individual;

2. Encourage scholarship;
3. Promote democratic and inclusive citizenship;
4. Raise educational standards;
5. Use professional judgment; and
6. Promote equitable learning opportunities.

Curriculum and Instruction

The competent educator measures success by the progress of each student toward realization of personal potential as a worthy and effective citizen. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding and the thoughtful formulation of goals as they are appropriate for each individual.

The competent teacher demonstrates:

1. Use of state- and district-adopted curriculum and goals;
2. Skill in setting instructional goals and objectives expressed as learning outcomes;
3. Use of current subject matter appropriate to the individual needs of students;
4. Use of students' growth and development patterns to adjust instruction to individual needs consistent with number of students and amount of time available; and
5. Skill in the selection and use of teaching techniques conducive to student learning.

The competent administrator demonstrates:

1. Skill in assisting individual staff members to become more competent educator by complying with federal, state and local law, rules and lawful and reasonable district policy and contracts;
2. Knowledge of curriculum and instruction appropriate to assignment;
3. Skill in implementing instructional programs through adequate communication with staff; and
4. Skill in identifying and initiating any needed change which helps each student toward realization of personal learning potential.

Supervision and Evaluation

The competent educator is a student of human behavior and uses this knowledge to provide a climate that is conducive to learning and that respects the rights of all persons without discrimination. The competent educator assumes responsibility for the activities planned and conducted through the district's program and assists colleagues to do the same. The competent educator gathers relevant information and uses it in the planning and evaluation of instructional activities.

The competent teacher demonstrates:

1. Multiple ways to assess the academic progress of individual students;
2. Skill in the application of assessment data to assist individual student growth;
3. Procedures for evaluating curriculum and instructional goals and practices;
4. Skill in the supervision of students; and
5. Skill in differentiating instruction.

The competent administrator demonstrates:

1. Skill in the use of assessment data to provide effective instructional programs;
2. Skill in the implementation of the district's student evaluation program;
3. Skill in providing equal opportunity for all students and staff; and
4. Skill in the use of employee and leadership techniques appropriate to the assignment and according to well-established standards which ensure due process for the staff for which the administrator is responsible for evaluating.

Management Skills

The competent educator is a person who understands students and is able to relate to them in constructive and culturally competent ways. The competent educator establishes and maintains good rapport. The competent educator maintains and uses records as required and as needed to assist the growth of students.

The competent teacher demonstrates skills in:

1. Establishing and maintaining classroom management that is conducive to learning;
2. Using and maintaining district property, equipment and materials appropriately;
3. Using and maintaining student records as required by federal and state law and district policies and procedures;
4. Using district and school business and financial procedures; and
5. Using district lawful and reasonable rules and regulations.

The competent administrator demonstrates:

1. Leadership skills in managing the school, its students, staff and programs as required by lawful and reasonable district policies, rules and regulations, state and federal laws and regulations and other programs as assigned and assures that staff is informed of these requirements; and
2. Skills in planning and staff assignment.

Human Relations and Communications

The competent educator works effectively with others — students, staff, parents and patrons. The competent educator is aware of the ways the community identifies with the school, as well as community needs and ways the school program is designed to meet these needs. The competent educator can communicate with knowledge, clarity and judgment about educational matters, the school and the needs of students.

The competent teacher demonstrates:

1. Willingness to be flexible in cooperatively working with others; and
2. Skill in communicating with students, staff, parents and other patrons.

The competent administrator demonstrates:

1. Skill in helping students, staff, parents and other patrons to learn about the school, the district and its program;
2. Skill in communicating district and school goals to staff and the public;
3. Willingness to be flexible in cooperatively working with others; and
4. Skill in reconciling conflict.

The Ethical Educator

The ethical educator is a person who accepts the requirements of membership in the teaching profession and acts at all times in ethical ways. In so doing the ethical educator considers the needs of the students, the district and the profession.

The ethical educator, in fulfilling obligations to the student, will:

1. Keep the confidence entrusted in the profession as it relates to confidential information concerning a student and the student's family;
2. Refrain from exploiting professional relationships with any student for personal gain or in support of persons or issues; and
3. Maintain an appropriate professional student-educator relationship by:
 - a. Not demonstrating or expressing professionally inappropriate interest in a student's personal life;
 - b. Not accepting or giving or exchanging romantic or overly personal gifts or notes with a student;
 - c. Reporting to the educator's supervisor if the educator has reason to believe a student is or may be becoming romantically attached to the educator; and
 - d. Honoring appropriate adult boundaries with students in conduct and conversations at all times.

The ethical educator, in fulfilling obligations to the district, will:

1. Apply for, accept, offer or assign a position of responsibility only on the basis of professional qualifications and will adhere to the conditions of a contract or the terms of the appointment;

2. Conduct professional business, including grievances, through established lawful and reasonable procedures;
3. Strive for continued improvement and professional growth;
4. Accept no gratuities or gifts of significance that could influence judgment in the exercise of professional duties; and
5. Not use the district's or school's name, property or resources for noneducational benefit without approval of the educator's supervisor or the appointing authority.

The ethical educator, in fulfilling obligations to the profession, will:

1. Maintain the dignity of the profession by respecting and obeying the law, exemplifying personal integrity and honesty;
2. Extend equal treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Respond to requests for evaluation of colleagues and to keep such information confidential as appropriate; and
4. Respond to requests from a TSPC representative for information, furnish documents to TSPC, and participate in interviews with a TSPC representative relating to a TSPC investigation, except subject to the exercise of any legal right or privilege.

END OF POLICY

Legal Reference(s):

[OAR 584-020-0000 - 0035](#)

House Bill 4160 (2024).

OSBA Model Sample Policy

Code: IF
Adopted:

District Curriculum Development (Version 1)

The Board believes it is necessary to continually develop and modify the district’s curriculum to meet changing needs in technology and fields of knowledge and to assure the full, rounded and continuing development of students. While keeping with the requirements of state law, the Board authorizes the superintendent, in consultation with staff, parents and the community, to review the curriculum ~~periodically~~ and to advise the Board on needed curriculum changes. [Decision making within the curriculum review process should also be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures[, surveys of parent perceptions] and professional staff recommendations.]

The Board or a committee or administrator responsible for making a decision for regarding the use of textbooks or other instructional materials must not prohibit the use of or refuse to approve the use of textbooks or instructional materials on the basis that the textbooks or instructional materials include a perspective, study or story of, or are created by, any individual or group identified in ORS 337.260.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 332.075\(1\)](#)

[ORS 336.035](#)

[ORS 336.067](#)

[ORS 337.260](#)

[ORS 659.850](#)

[OAR 581-021-0045](#)

[OAR 581-021-0046](#)

[OAR 581-022-2000](#)

[OAR 581-022-2030](#)

[OAR 581-022-2250](#)

[OAR 581-022-2300](#)

[OAR 581-022-2305](#)

[OAR 581-022-2310](#)

[OAR 581-022-2315](#)

Senate Bill 1098 (2025)

**Santiam Canyon
School District 129**

Code: **IGCG**
Adopted: 11/06/08
Readopted: 7/08/15
Orig. Code(s): IGCG

Service Learning

The Board supports the concept of service learning as a teaching methodology and encourages its use in the schools. As used in this policy, “service learning” means a teaching/learning strategy requiring students to develop and apply knowledge and skills through challenging projects that meet real community needs. Citizenship, academic subjects and skills are taught through learning activities tied to academic content standards and/or local performance standards.

The superintendent may develop and implement service learning with the input of staff, students, parents, community and higher education, as appropriate.

Recommendations for curriculum revisions that require the addition or deletion of existing courses, represent a change in the courses and/or units of credit required for graduation and/or impact existing staffing patterns shall be submitted to the Board for approval. All other recommended changes must be submitted by the principal to the superintendent for approval.

The superintendent is directed to identify existing district policies, administrative regulations and other district practices that may be barriers to effective implementation of service learning. Identified policies will be referred to the Board for review and revision, as appropriate. The superintendent will also submit service learning funding needs to the Board as part of the budget planning process.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 336.014](#)

[ORS 336.175](#)
[ORS 341.315](#)

[OAR 581-022-1130](#)

OSBA Model Sample Policy

Code: IKF
Adopted:

Graduation Requirements**

{If the district has additional credit or graduation requirements above the state requirements, the district is required to include those additional credits and graduation requirements in policy (see OAR 581-022-2000(1)). OAR 581-022-2115(13) requires districts to also have a policy on student-initiated test impropriety (model language to meet this requirement is also in policy IL – Assessment Program); OAR 581-022-2120 requires districts to have a policy about proficiency in Essential Skills in student languages of origin (currently waived through the 2027-28 school year); OAR 581-022-2020(3) requires districts to establish criteria for the certificate of attendance in policy.}

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

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

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

1. In foster care¹;
2. Experiencing homelessness²;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program;
or
7. ³Enrolled in an approved recovery school under ORS 336.680.

For any student identified above, the district shall accept any credits earned by the student in an educational program⁴ in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state.

¹ "Foster child" is defined in ORS 30.297.

² ORS 329.451(2) and OAR 581-022-use the term "homeless." See OAR 581-022-2000 for additional information.

³ Applies to high school diplomas awarded on or after January 1, 2026.

⁴ "Educational program in this state" means an educational program that is provided by a school district, a public charter school, an approved recovery school (applies to diplomas awarded on or after January 1, 2026), the Youth Corrections Education

Diploma

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

1. Three credits in mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
2. Four credits in language arts⁵ (shall include the equivalent of one unit in written composition);
3. Three credits in science;
4. Three credits in social sciences (shall include 0.5 unit of US civics⁶ credit in addition to at least 2.5 units of credit aligned to the Oregon State Board adopted standards for US and world history, geography, economics and ⁷financial literacy);
5. ⁸One-half credit of higher education and career path skills;
6. ⁹One-half credit of personal financial education;
7. One credit in health education;
8. One credit in physical education; and
9. Three credits in career and technical education, the arts or world languages¹⁰ (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements outlined above, a student must:

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

⁵ "Language arts" includes reading, writing and other communications in any language, including English.

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

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

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

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

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

1. ¹¹Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile;
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)); and
4. Participate in career-related learning experiences.

Modified Diploma

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

1. The student has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or
2. The student has a documented history of a medical condition that creates a barrier to achievement.

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

1. Three credits in language arts;
2. Two credits in mathematics;
3. Two credits in science;
4. Two credits in social sciences (which may include history, civics, geography and economics (including personal finance));
5. ¹²One-half credit in personal financial education;
6. ¹³One-half credit in higher education and career path skills;
7. One credit in health education;
8. One credit in physical education; and

¹¹ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

¹² This unit of credit applies to all students who are awarded a modified diploma on or after January 1, 2027.

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

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

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

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

1. ¹⁴Demonstrate proficiency in the Essential Skills of reading, writing and apply mathematics in a variety of settings;
2. Develop an education plan and build an education profile; and
3. Demonstrate extended application of standards through a collection of evidence (or include evidence in existing collection(s)).

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

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

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

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

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

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

¹⁴ The State Board of Education has waived this requirement in Essential Skills for students graduating through the 2027-2028 school year.

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

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

{¹⁵} **Essential Skills**

The district **[will]** ~~[will not]~~ allow English Language Learner (ELL) students to demonstrate proficiency in Essential Skills in the student's language of origin for a high school diploma or a modified diploma.

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

Essential Skills Appeal

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

Extended Diploma

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

To be eligible for an extended diploma, a student must:

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

¹⁵ {OAR 581-022-2120(2) requires districts to have "policy whether to allow ELL students to demonstrate proficiency in all required Essential Skills in the students' language of origin." OAR 581-022-2120(4) waives this requirement through the 2027-28 school year. Therefore, these two sections, i.e., Essential Skills and Essential Skills Appeal, are not required to be in policy at this time. The district could elect to keep the language and the bracketed portion of this footnote. }

- g. One credit in the arts or a world language; and
2. Have a documented history of:
 - a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
 - b. A medical condition that creates a barrier to achievement; or
 - c. A change in the student’s ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

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

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

Certificate of Attendance

A ¹⁶certificate of attendance¹⁷ will be awarded to students who:

1. Have maintained regular full-time attendance¹⁸ for at least four years beginning in grade nine;
2. Do not satisfy requirements for a high school diploma, modified diploma or extended diploma; and
3. Have a documented history¹⁹.

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

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas and the requirements for the diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any required reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for

¹⁶ The Board shall define criteria for a certificate of attendance. OAR 581-022-2200 (3). See the Oregon Department of Education’s [Certificates for School Completion: Questions and Answers Related to the Implementation of SB 992](#).

¹⁷ A student who began grade 9 before July 1, 2020, may be awarded an alternative certificate if the student satisfies the requirements for an alternative certificate which are in effect on the day before July 1, 2024.

¹⁸ “Regular full-time attendance” means not being absent for more than 10 percent of school days that the student is enrolled in a school year. See OAR 581-020-0631 for definition of chronic absenteeism. Excused absences are considered absences for this purpose

¹⁹ “Documented history” means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate modifications and accommodations.

employment, military service, financial aid, admittance to an institution of higher education or any other purpose.

Other District Responsibilities

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

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

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

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

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

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

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together, the district will provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number of hours of instruction and services to which the student has access regardless of the age of the student.

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

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

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

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education’s Opt-out Form²⁰ and submitting the form to the district.

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

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

END OF POLICY

Legal Reference(s):

- [ORS 329.007](#)
- [ORS 329.045](#)
- [ORS 329.451](#)
- [ORS 329.479](#)
- [ORS 332.107](#)
- [ORS 332.114](#)
- [ORS 336.585](#)
- [ORS 336.590](#)
- [ORS 339.115](#)
- [ORS 339.505](#)
- [ORS 343.295](#)

- [OAR 581-021-0009](#)
- [OAR 581-022-0102](#)
- [OAR 581-022-2000](#)
- [OAR 581-022-2005](#)
- [OAR 581-022-2010](#)
- [OAR 581-022-2015](#)
- [OAR 581-022-2020](#)
- [OAR 581-022-2025](#)
- [OAR 581-022-2030](#)
- [OAR 581-022-2115](#)

²⁰ Oregon Department of Education page for: [30-day notice and opt-out form](#)

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

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

1st Read

OSBA Model Sample Policy

Code: IKFB

Adopted:

Graduation Exercises

The Board believes that completion of the requirements for a diploma, a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance from public schools is an achievement that improves the community as well as the individual. The Board wishes to recognize this achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the [school] on the date selected by [the Board].

The [district] [school]'s valedictorian(s), salutatorian(s) or others, at the discretion of the principal or designee, may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students [in good standing^[1]] who have successfully completed the requirements for a high school diploma, or qualify to receive or receives a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance, including [a-students participating in a district-sponsored alternative education program and] a-students with disabilities receiving a document certifying successful completion of program requirements, shall have the option to participate in graduation exercises.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or ~~an alternative certificate~~ a certificate of attendance; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

Graduating students will be allowed to wear ²“Native American [or other]-items of cultural significance”⁴ [or other items of cultural significance]⁴.

END OF POLICY

¹ [A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.]

² “Native American items of cultural significance” means items or objects that are traditionally associated with a Native American or that have religious or cultural significance to a Native American.

³ {ORS 332.112 requires that districts allow students to wear “Native American items of cultural significance” to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.}

⁴ The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

Legal Reference(s):

[ORS 329](#).451
[ORS 332](#).107
[ORS 332](#).112
[ORS 339](#).505
[ORS 343](#).295

[ORS 659.850](#)
[OAR 581](#)-021-0050
[OAR 581](#)-021-0055
[OAR 581](#)-021-0060
[OAR 581](#)-022-2000

[OAR 581](#)-022-2010
[OAR 581](#)-022-2015
[OAR 581](#)-022-2020
[OAR 581](#)-022-2505

31 OR. ATTY. GEN. OP. 428 (1964)

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

Kay v. David Douglas Sch. Dist. No. 40, 1987); cert. den., 484 U.S. 1032 (1988).

Doe v. Madison Sch. Dist. No. 321, 177 F.3d 789 (9th Cir. 1999).

Lee v. Weisman, 505 U.S. 577 (1992).

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988).

OSBA Model Sample Policy

Code: JHCA/~~JHCB~~
Adopted:

Immunization, ~~and~~ School Sports Participation, Concussions and Other Brain Injuries**

Immunization

Proof of immunization must be presented at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

School Sports Participation

A student participating in extracurricular sports in grades 7 through 12 is required to submit to an appropriate School Sports Pre-Participation Examination³ prior to their initial participation in a related district program. The form⁴ is to be completed and signed by a parent or guardian giving permission for the student to participate and be signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned [as directed] [to the school office]. A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.

Concussions and Other Brain Injuries

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student

¹ The district shall immediately enroll a student experiencing houselessness in the school selected even if the student is unable to produce records normally required for enrollment.

² Documentation requirements for exemptions are outlined in ORS 433.267.

³ The required form is available at <https://www.osaa.org/governance/forms>, a copy may be obtained from a school office, or a form generated by the medical provider may be used if it meets requirements of law in OAR 581-021-0041.

⁴ The form may be used in either a hard copy or electronic format.

⁵ This physical examination must be conducted by a physician possessing an unrestricted license to practice medicine, a licensed naturopathic physician, a licensed physician assistant, a licensed nurse practitioner or a licensed chiropractic physician who has clinical training and experience in detecting cardiopulmonary diseases and defects.

has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

1. It is not the same day as the student exhibited signs, symptoms or behaviors, experienced a blow to the head or body, or was diagnosed with a concussion;
2. The student no longer exhibits signs, symptoms or behaviors consistent with a concussion; and
3. The student has received a medical release form from a health care professional⁷.

~~A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a sports examination once every two years, thereafter.~~

Upon receipt of written notification⁸ from a parent or guardian that a student has been diagnosed with a concussion or other brain injury by a health care professional and that accommodations are being requested, the district shall follow all procedures developed by the Oregon Department of Education (ODE) to develop and implement an immediate and temporary accommodation plan.⁹ Written notice is not required for the district to begin following concussion protocols.

Any accommodations will be communicated to the parent or guardian, to all teachers who provide instruction to the student and to other employees who have regular responsibilities for the student's supervision or health.¹⁰

Accommodations will be in effect no later than 10 school days after the written notification is received by the district and will be reviewed as needed, but no later than every two months.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 336.479](#)

[ORS 336.485 - 336.490](#)

[ORS 433.235 - 433.280](#)

[OAR 333-019-0010](#)

[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0041](#)

[OAR 581-021-3007](#)

⁶ For more information regarding medical releases for students in grades 9-12, see OSAA rules.

⁷ "Health care professional" includes a chiropractic physician, a naturopathic physician, a psychologist, a physical therapist, an occupational therapist, a physician assistant or a nurse practitioner who is licensed or registered under the laws of Oregon.

⁸ "Written notification" means a written notice from a parent or guardian, supported by medical documentation from a health care professional, informing the district that they are requesting an accommodation for a student who has been diagnosed with a concussion or other brain injury by a health care professional.

⁹ The district must use the sample form developed by ODE [add link when available] or a district form that includes all required content.

¹⁰ Including, but not limited to, school nurses, counselors, physical education teachers, coaches, athletic trainers and staff supervision recess or other physical activities.

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).
House Bill 3007 (2025)

1st Read

OSBA Model Sample Policy

Code: JHFF/GBNAA

Adopted:

Suspected Sexual Conduct with Students and Reporting Requirements *

{Required policy. ORS 339.372 establishes the requirement for boards to adopt policy on suspected sexual conduct.}

Sexual conduct by district employees, contractors¹, agents², and volunteers³ is prohibited and will not be tolerated. All district employees, contractors, agents, ~~and~~ volunteers, and students⁴ are subject to this policy. ~~Students are also subject to this policy if they are acting as an employee, contractor, agent or volunteer.~~

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

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

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

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

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

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

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

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

Any district employee **[^{6}, contractor, agent or volunteer]** who has reasonable cause to believe that a student has been subjected to sexual conduct by another district employee, contractor, agent or volunteer, or that another district employee, contractor, agent or volunteer has engaged in sexual conduct with a student shall immediately report such suspected sexual conduct to **the [^{7}designated licensed administrator] or the [alternate designated licensed administrator]**, in the event the designated administrator is the suspected perpetrator, for their school building. If the conduct also constitutes child abuse, the employee must make mandatory reports in accordance with Board policy JHFE/GBNAB – Suspected Abuse of a Child Reporting Requirements.

If the superintendent is the alleged perpetrator the report shall be submitted to **the [insert ^{8}designated licensed administrator position title]** who shall report the suspected sexual conduct to the Board chair.

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

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

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

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

⁶ {The following language in brackets, i.e., [⁶, contractor, agent or volunteer], is optional language for the district to consider including. If the language is kept, the district must make these groups aware of the policy and its administrative regulation and their responsibilities under both. This may also be included in contracts with agents and contractors and include reference to this policy.}

⁷ {ORS 339.372 requires the district have a policy that designates the licensed administrators and requires the district to post the names and contact information of the designees in the respective school building. A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

⁸ {A “licensed administrator” is a person employed as an administrator by the district and holds an administrative license issued by TSPC or may be a person employed by the district that does not hold an administrative license issued by TSPC if the district does not require the administrator to be licensed by TSPC.}

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

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

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

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

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

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

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

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

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 339.370 - 339.400](#)

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

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

~~House Bill 2136 (2021).~~

~~Senate Bill 51 (2021).~~

House Bill 4160 (2024).

R10/05/21|12/24|LF

Suspected Sexual Conduct with Students and Reporting Requirements * –

JHFF/GBNAA

OSBA Model Sample Policy

Code: JOA
Adopted:

Directory Information**

“Directory information” means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. ~~The following categories are designated as directory information. The following d~~Directory information^[1] may be released ~~to the public~~ through appropriate procedures and includes:

1. Student’s name;
- ~~2.—Student’s address;~~
- ~~3.—Student’s telephone listing;~~
- ~~4.—Student’s electronic address;~~
- 5.2. Student’s photograph;
- ~~6.—Date and place of birth;~~
- 7.3. Major field of study;
- 8.4. Participation in officially recognized ~~sports and~~ activities and sports;
- 9.5. Weight and height of ~~athletic team~~ members of athletic teams;
- 10.6. Dates of attendance; and
- ~~11.—Grade level;~~
- 12.7. ~~Diploma, honors or~~ Degrees and awards received;
- ~~13.—Most recent previous school or program attended.~~

Public Notice

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district’s option to release such information and the requirement that the district must, by law upon request, release secondary students’ names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

¹[For the health, safety and welfare of students, the district may want to consider limiting this list. Consider deleting #2, 3, 4, 6, 7, 10, 11, 12 and/or 13; recommend deleting the word ‘diploma’ in #12 if kept.]

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their names[, identifier, institutional email address in a class in which the student is enrolled] or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the district to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 107.154](#)
[ORS 180.805](#)

[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0220 - 021-0430](#)
[OAR 581-022-2060](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 ([20122024](#)).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g ([20122024](#)); Family Educational Rights and Privacy, 34 C.F.R. Part 99 ([20172025](#)).

Every Student Succeeds Act, 20 U.S.C. § 7908 ([20122024](#)).

OSBA Model Sample Policy

Code: KG
Adopted:

Community Use of District Facilities

Community groups will be permitted and encouraged to use district facilities for worthwhile purposes when such uses do not interfere with district programs. The superintendent will encourage the involvement of staff, parents of students (through site councils) and community in the development of guidelines for community use of district facilities. All such arrangements will be subject to the following provisions:

Eligible Organizations

There will be three classifications of nonschool uses of district facilities. These classifications are established for the purpose of determining rental charges and other fees.

1. General: Use must be for purposes that are educational, charitable or of general community interest. Such events must be open to the general public with no admission charged or contributions taken. There shall be no basic charge.
2. Noncommercial: Private nonprofit or community clubs or organizations may use the facilities and be charged for operating costs provided no admission is charged or contributions collected.
3. Commercial: All business or commercial organizations which use district buildings will be considered under this group. Included will be community and locally-sponsored non-community groups requesting use of district facilities for fund-raising purposes which are not necessarily devoted to educational, charitable or community interest activities. Admission may be charged or contributions received. Groups of this nature will be charged in accordance with fees approved by the Board.

Use of District Facilities for Private Gain

The use of district buildings and other facilities by any organization operating for private gain, or any purpose involving private gain, will be permitted only when:

1. Such use is sponsored by some organization which is not operated for private gain;
2. Such use will not benefit principally the organization operating for private gain;
3. An educational, civic or charitable purpose will be served;
4. A substantial group in the community will benefit;
5. Alternate facilities are unavailable or available only at undue cost or inconvenience.

Such use of school facilities by district employees will be in accordance with Oregon Ethics laws.

Fees and Approval of Use

All district facility usage will be approved by the superintendent and building principal. Fees for the use of district facilities and replacement costs for keys and badges will be determined by the superintendent and personnel fees approved by the Board.

The superintendent will be responsible for specific building-use regulations, except special requests not covered by Board policy.

END OF POLICY

Legal Reference(s):

[ORS Chapter 244](#)
[ORS 260.432](#)

[ORS 332.107](#)
[ORS 332.172](#)

1st Read

OSBA Model Sample Policy

Code: KG-AR

Revised/Reviewed:

Community Use of District Facilities

(Procedure and Fee Schedule)

The District welcomes patrons of the District to use District Facilities at various times during the year. If a conflict of scheduling occurs, school functions will have first priority over other proposed events. Listed below are regulations governing all community use of district buildings and grounds.

Rules and Regulations:

1. All requests must be approved in writing by the building principal and District superintendent.
2. All requests must be made at least two (2) weeks in advance of the date scheduled for the activity. Requests submitted less than two (2) weeks in advance may not be accommodated.
3. An Application Form for Use of School Buildings and Grounds must be filled out and signed by the person responsible for the scheduled activity. Forms will be placed in the superintendent's file subsequent to approval and signature on the request form.
4. Sponsors of all activities must be a minimum of 21 years of age.
5. Use of tobacco, controlled substances or drinking of alcoholic beverages are not allowed on District property or in any school building.
6. Approved District personnel must be present at any time a cafeteria kitchen is used. The services of District personnel are to be paid for by the organization using the kitchen.
7. Arrangements may be made for the use of the common's concession stand but all food and drink must be consumed in the commons area only. No food or drink may be taken into the main auditorium or into any of the three classrooms in the auditorium.
8. The auditorium and commons sound and lighting systems may be operated only by trained personnel. The services of that person are to be paid by the organization using the facility.
9. Any requests to use any district gym, auditorium, commons or classroom are subject to District usage. The usage of the auditorium's stage and screen may be limited during the school week.
10. Any equipment requests must be made at minimum 72 hours in advance of the event to the District Office. Failure to do so may result in the District not being able to provide the equipment for the event.

11. The District expects all keys and/or badge cards to be returned to the office in which they were issued within 24 business hours after the end of the event. Failure to return keys and/or badge cards will result in a fee and may result in the organization and/or user being able to use District Facilities in the future.
12. All requests and pick-up for keys and/or badge cards must be done during business hours. No requests or pick-ups will happen outside of those times.
13. The District expects that its facilities are cleaned and fully locked after the approved event. Failure to do so will result in cleaning fees listed in this Administrative Regulation, and may result in not being able to use District Facilities in the future.
14. Any unpaid fees will result in the organization not being able to use District facilities until the fees are paid in full.
15. The use of public school buildings is subject to Oregon law.
16. Charges for the use of District buildings and grounds are evaluated annually and will be available upon request at the District office.

Cleaning Expectations and Fees:

It is expected that each time District facilities are used, the organization complies with the following expectations:

- a. Garbage is bagged and removed from the premises.
- b. All lights, including hall, gym, auditorium and classroom, are turned off, unless they are nightlights.
- c. Flush all toilets and urinals. All sink faucets must be turned off.
- d. All furniture is wiped down and put away.
- e. Counters, sinks, and/or tables are wiped down.
- f. Sweep or vacuum the floors.
- g. All doors and windows are closed and locked.

**Failure to follow the above expectations will result in a minimum \$50 fee for cleaning. If cleaning by District personnel takes longer than one hour, each additional hour will be billed at \$50.

The organization will not be able to use a District Facility until the cleaning fee is paid in full if there is a fee assessed.

Key and/or Badge Card Replacement Fee

The District expects all keys and/or badge cards to be returned to the office in which they were issued within 24 business hours after the end of the event. Failure to return keys and/or badge cards will result in the following fees:

Key Replacement: \$250
Badge Card Replacement: \$15

The organization will not be able to use any District Facility until either the key and/or badge card is returned or replacement fee is paid.

Use of Athletic Fields

If field conditions are such that continued use would cause excessive damage or endanger the welfare of the participants, the building principal and athletic director will determine continued use and alternative fields will be selected. Head coaches will be consulted before a final decision is made.

Use of District Personnel

If District personnel are requested or used for any non-school event, the organization will be responsible for paying the hourly wage of the District personnel as per the District's Collective Bargaining Agreement. The organization will receive an invoice from the District and the invoice is expected to be paid within 30 calendar days.

Use of Equipment

Use of District equipment is subject to location and availability. The list below represents what the District can generally provide; however, equipment availability cannot be confirmed until the form has been submitted and reviewed. Please note that equipment must be requested at minimum 72 hours in advance of the event.

- **Projector and screen.** A projector and screen can be provided. An HDMI cable will be supplied for connecting to the projector. The person or organization must provide their own device to connect to the HDMI cable.
- **Speakers.** Speakers can be set up and connected via Bluetooth or, in some cases, an auxiliary (AUX) port. If the device does not support Bluetooth, the user must provide their own AUX cable.
- **Microphone.** A microphone can be provided and connected to the District's speakers. If the person or organization select a microphone but *not* speakers, it will be assumed that they are providing their own speaker system. The equipment must have an XLR port to use the district microphone.
- **Screen.** Depending on the venue, the District can provide a screen for use with the projector. Pull-down or portable screens are generally available. In the Auditorium and Main Gym, large built-in screens can be used.
- **Podium.**
- **Request a Walk-Through.** If the person or organization would like to meet with staff to review how the checked-out equipment works, please contact the District Office at least 48 hours prior to the event. The person or organization will be responsible for bringing any devices they plan to connect to the equipment. Days and times will depend on staff availability. If the meeting occurs outside normal work hours, additional costs may apply.

Santiam Canyon School District 129J

Application for Use of School Buildings and Grounds

In accordance with Board policy, community groups will be permitted and encouraged to use school facilities for worthwhile purposes when such use does not interfere with school programs.

When this form has been processed and signed by all appropriate school personnel, you will receive approval by phone, email, and/or a copy of this form in the mail. Please do not plan on using the facilities until official approval has been given. Thank you for your assistance.

The following expectations apply to the use of all District facilities. The administration requests that all persons/organizations comply with the following:

- a) Garbage is bagged and put into the outside dumpster or removed from the premises.
- b) All lights, including hall, gym, auditorium and classroom, are turned off, unless they are nightlights.
- c) Flush all toilets and urinals. All sink faucets must be turned off.
- d) All furniture is wiped down and put away.
- e) Counters, sinks, and/or tables are wiped down.
- f) Sweep or vacuum the floors.
- g) All doors and windows are closed and locked.

NAME OF ORGANIZATION: _____

DESCRIPTION OF ACTIVITY: _____

BUILDING OR GROUNDS TO BE USED: _____

DATE OF REQUEST: _____

EQUIPMENT NEEDED: _____

_____ (name/or organization) agrees to be responsible for any damages or any third-party liability which may arise from its use at any Santiam Canyon School District 129J facility subject to the limitations and conditions or the Oregon Tort Claims Act, ORS 30.260 through 30.300, and the Oregon Constitution Article XI, Section 7, to the extent of liability arising out of the negligence of the State. The State shall not be required to indemnify or defend the Santiam Canyon School District 129J for any liability arising out of the wrongful acts of employees or agents of the Santiam School District 129J.

Begin Date: _____ End Date: _____ Arrival Time: _____ End Time: _____

Requestor Name (Print): _____

Mailing Address: _____

Email Address: _____ Phone Number: _____

I have read District Policy KG and KG – AR and understand that I am responsible for ensuring that all rules and regulations are followed. I understand that failure to do so may result in fees assessed and/or the organization and/or user not being able to use District Facilities in the future.

Signature: _____ Date: _____

OFFICE USE ONLY

Cafeteria Manager's Signature (If cafeteria kitchen is to be used)

Building Administrator Signature

Approved Disapproved – Reason _____

Superintendent Signature

Approved Disapproved – Reason _____

Key Number(s) Checked Out: _____ Number of Keys Given: _____

Badge Number(s) Checked Out (Please put down first 8 digits):

After the event ends, the Office will fill out below:

- All key(s) turned in? Yes No If no, how many are missing: _____
- All badge card(s) turned in: Yes No If no, how many are missing: _____
- Facility Cleaned: Yes No

Fee(s) to be charged and reason(s) why: _____

Please send form to the District Office (AP Clerk) when above is completed.

Invoice sent by District:

Date Sent: _____ To Whom: _____

Fee received by District: Yes No Date: _____