LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
T 541-265-9211 | F 541-265-3059
www.lincoln.k12.or.us

Board of Directors
NOTICE OF A BOARD MEETING
Lincoln County School District Business Meeting of the Board

Date	**Tuesday, November 8, 2022**
Time	**Executive Session- 5:30 Re: (ORS 192.660(2)(e)) Regular Business Meeting- 6:30**
Place	**Crestview Heights Elementary, 2750 S Crestline Dr, Waldport, OR 97394**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Business Meeting of the Board of the Board beginning at Executive Session- 5:30 Re: (ORS 192.660(2)(e)) Regular Business Meeting- 6:30.

Public comment will only be heard if a specific public comment time is designated on the agenda. Not all meetings of the Board have public comment.
If you are a member of the community and wish to speak before the Board, please email the following information to eddie.symington@lincoln.k12.or.us by **12:00 pm on the business day prior to the meeting: Name, address and phone number (optional), and topic.** Once your request is received, you will be contacted with details regarding making the comment during the meeting. Public comment cards will also be available at the door and must be completed and given to the Board Secretary. All public comment will follow Board Policy BDDH – "Public Comment at Board Meetings."

The session will be streamed and can be accessed by visiting our website.

The agenda is attached.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting.

THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.
For further information or to request accommodations, please contact:
Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Business Meeting of the Board
Tuesday, November 8, 2022 - Executive Session- 5:30 Re: (ORS 192.660(2)(e))
Regular Business Meeting- 6:30
Crestview Heights Elementary, 2750 S Crestline Dr, Waldport, OR 97394

Agenda

1. Call to Order & Reading of Land Acknowledgment

LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Karen Gray
Superintendent

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Lincoln County School District Equity Team

Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

Resources: https://www.ctsi.nsn.us/heritage/
Last updated: October 8th, 2021

2. Roll Call- Establishment of a quorum
3. Introductions
4. Communications
    4.a. Written
    4.b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
    4.c. Recognition

NEWPORT
OREGON

A PROCLAMATION OF THE CITY OF NEWPORT RECOGNIZING THE YEAR 2023 AS THE 100TH YEAR CELEBRATION OF THE LINCOLN COUNTY SCHOOL DISTRICT

WHEREAS, The first school in Lincoln County was in Eddyville in 1866 with the first teacher being named Elizabeth Ann Porter; and

WHEREAS, In 1923, more than 70 individual schools were consolidated into one Lincoln County School District; and

WHEREAS, The Lincoln County School District has provided outstanding educational opportunities to its students and support for its many and diverse families and communities for 100 years; and

WHEREAS, In 2023 Lincoln County School District is now celebrating its 100th or Centennial birthday; and

NOW, THEREFORE, I, Dean Sawyer, Mayor of the City of Newport, do hereby proclaim 2023 as the year of the centennial for the Lincoln County School District and Wish to Celebrate with Everyone in Lincoln County.

Dated: November 7, 2022

Dean H Sawyer

Dean Sawyer, Mayor

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4.d. LCEA Report

5. Consultant Reports/Staff Reports/Student Reports

5.a. Area Report

5.b. Student Report

5.c. Financial Report

5.c.1. 22-23 Board Financial Report - October

General Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2022-23
Year To Date Transactions as of October 31, 2022

	Period 1 Actual July '22	Period 2 Actual Aug '22	Period 3 Actual Sept '22	Period 4 Actual Oct '22	Period 5 Projected Nov '22	Period 6 Projected Dec '22	Period 7 Projected Jan '23	Period 8 Projected Feb '23	Period 9 Projected March '23	Period 10 Projected April '23	Period 11 Projected May '23	Period 12 Projected June '23	Period 13 Projected July '23	Projected 2022-23 Totals		Adopted 2022-23 BUDGET	Year-To-Date 2022-23 Actuals	YTD Difference Budget vs.	% of Budget
R E V E N U E S																			
LOCAL SOURCES:																			
Current year's levy	-	-	-	-	29,313,707	7,736,172	524,228	285,753	966,885	170,343	181,559	1,048,815	406,385	40,633,846	*	40,634,480	-	(634)	0%
Prior years' taxes	428	134,420	89,038	58,690	47,794	88,681	19,360	23,330	103,003	57,176	42,073	72,688	35,806	772,488	*	805,000	282,576	(32,512)	35%
Interest on Investments	39,739	53,288	57,307	62,307	10,323	31,785	29,793	24,663	24,978	14,460	19,567	24,067	10,903	403,180		225,000	212,641	178,180	95%
Fees Charged to Grants			34,786	43,900	28,176	27,989	49,333	27,178	46,035	54,057	31,568	132,152	63,952	539,126		492,298	78,686	46,828	16%
Rentals			-			2,500			2,500			2,500		7,500		10,000	-	(2,500)	0%
Contributions														0		0	-	-	#DIV/0!
Other Local Income	489	3,575	146	51,052	50,215	45,369	49,783	31,088	48,601	50,473	66,536	57,921	155,633	610,882		665,162	55,262	(54,280)	8%
INTERMEDIATE SOURCES:														0			-	-	#DIV/0!
ESD - Severe Disab Support						73,000					73,000			146,000		146,000	-	-	0%
County School Fund				75,167		74,833					150,000			300,000	*	300,000	75,167	(0)	25%
Other, Hvy Eq Rent Tax, etc			2,502	65										2,567			2,567	2,567	#DIV/0!
STATE SOURCES:														0			-	-	#DIV/0!
SSF- Current Year	3,781,859	1,889,795	1,889,795	1,889,795	1,951,917	1,951,843	1,952,083	1,972,387	1,955,687	1,963,179	2,020,369			23,218,709		23,378,834	9,451,244	(160,125)	40%
SSF- Prior Year														0			-	-	#DIV/0!
Common School Fund						283,940						283,940		567,880	*	567,880	-	-	0%
State Timber				122,000				140,723			226,496			489,220	*	500,000	122,000	(10,780)	24%
Unrestricted Grants, HCD																967,796	-		
FEDERAL SOURCES:														0			-	-	#DIV/0!
Federal Forest Fees														0	*		-	-	0%
Foster Care Transp Reimb												74,000		74,000		74,000	-	-	#REF!
OTHER RESOURCES:														0			-	-	#DIV/0!
Interfund Transfer														0			-	-	#DIV/0!
Sale of Assets/Ins Proceeds														0			-	-	#DIV/0!
Beginning Fund Balance	16,266,455													16,266,455		15,314,192	16,266,455	952,263	106%
Total Monthly Revenues	**20,088,970**	**2,081,078**	**2,073,574**	**2,302,977**	**31,402,132**	**10,316,112**	**2,624,581**	**2,505,122**	**3,147,689**	**2,309,687**	**2,811,169**	**1,696,082**	**672,679**	**84,031,853**		**84,080,642**	**26,546,598**	**919,007**	**32%**
CUMULATIVE RESOURCES	**20,088,970**	**22,170,048**	**24,243,622**	**26,546,598**	**57,948,731**	**68,264,843**	**70,889,424**	**73,394,546**	**76,542,235**	**78,851,922**	**81,663,091**	**83,359,173**	**84,031,853**						
E X P E N D I T U R E S																			
Salaries (100)	569,730	740,007	2,360,342	2,392,744	2,580,169	2,493,945	2,455,633	2,540,984	2,467,620	2,472,443	2,555,988	6,084,707	0	29,714,311		29,741,290	6,062,822	(26,979)	20%
Employee benefits (200)	282,988	357,272	1,346,607	1,362,800	1,627,984	1,569,270	1,568,399	1,594,786	1,604,491	1,608,808	1,639,370	4,046,400	10,685	18,619,860		19,114,087	3,349,666	(494,227)	18%
Purchased services (300)	1,369,286	893,674	995,497	1,168,804	1,379,928	1,658,069	1,426,787	1,407,015	1,459,368	1,471,877	1,741,472	1,502,553	377,484	16,851,814		16,981,882	4,427,261	(130,068)	26%
Supplies (400)	77,086	323,925	171,283	101,070	232,925	153,838	153,120	141,849	157,568	223,113	286,240	406,749	229,247	2,658,012		3,071,592	673,364	(413,580)	22%
Capital outlay (500)	6,228			11,695	3,683	2,144	50	1,188	1,694	2,456	2,415	997		32,550		40,000	17,923	(7,450)	45%
Insurance/Other (600)	711,469	23,255	14,591	22,319	20,010	12,439	11,643	8,333	5,595	9,748	18,321	12,829	14,181	884,733		939,599	771,633	(54,866)	82%
Interfund Transfers (700)		1,650,000		400,000		3,500,000								5,550,000		5,550,000	2,050,000	-	37%
Contingency (800)														0		3,750,000	-		0%
Unappropriated Funds (800)														0		4,892,192	-		0%
Total Monthly Expenditures	**3,016,787**	**3,988,131**	**4,888,319**	**5,459,432**	**5,844,698**	**9,389,706**	**5,615,631**	**5,694,155**	**5,696,336**	**5,788,446**	**6,243,806**	**12,054,234**	**631,597**	**74,311,279**		**84,080,642**	**17,352,669**	**(1,127,171)**	**21%**
CUMULATIVE EXPENDITURES	**3,016,787**	**7,004,919**	**11,893,238**	**17,352,669**	**23,197,368**	**32,587,074**	**38,202,705**	**43,896,860**	**49,593,196**	**55,381,642**	**61,625,447**	**73,679,682**	**74,311,279**						
Month-end Fund Balance	**17,072,183**	**15,165,129**	**12,350,384**	**9,193,929**	**34,751,363**	**35,677,769**	**32,686,719**	**29,497,686**	**26,949,039**	**23,470,280**	**20,037,644**	**9,679,492**	**9,720,574**	**9,720,574**				**9,193,929**	

Revenue Assumptions:

Projection amounts based on Adopted Budget and avg % received during same time period over past 6 years

Synergy software report clarification needed. YTD seems high, likely closer to Month-to-Date ADM.

*** Local Revenue - Projected**	**42,763,435**	
Local Revenue included in 5/19/22 SSF Estimate	42,936,508	
Estimated 2022/23 SSF Adjustment (May 2024)	**173,073**	Will depend on Actual Local Revenue at Yr End
Anticipated Ending Fund Balance	**9,893,647**	

Expenditure Assumptions:

Projection amounts based on Adopted Budget and avg % expended during same time period over past 6 years

Monthly ADM - Prior Years

2016/17	2017-18	2018-19	2019-20	2020-21	2021-22
5,430.9	5,489.2	5,523.3	5,567.9	4,892.4	5,163.5
5,451.6	5,487.6	5,549.3	5,586.5	4,945.8	5,189.8
5,456.6	5,477.9	5,541.6	5,596.7	4,968.0	5,191.8
5,485.7	5,480.6	5,538.8	5,585.9	5,089.1	5,192.9
5,470.3	5,480.8	5,512.2	5,577.6	5,054.0	5,184.1
5,476.7	5,470.6	5,491.0	**5,569.1**	5,052.3	5,180.8
5,463.4	5,438.7	5,476.0	COVID-19	5,048.6	5,170.4
5,438.9	5,411.8	5,447.3	ADM Frozen	5,048.6	5,167.2
5,410.1	5,378.6	5,401.7	2nd Qtr (Dec)	5,049.0	5,157.0
5,357.7	5,332.9	5,482.5		5,090.2	
5,440.0	5,443.2	5,482.5		5090.2	

Monthly ADMr Comparison	Monthly ADM 2022-23	YTD ADM 2022-23
September	5,176.2	5,176.2
October	5,171.6	5,323.0
November		
December		
January		
February		
March		
April		
May		
June		
June YTD		

Lincoln County School District
Monthly Comparison - Projected to Actual
October 2022

REVENUES	Projected	Actual	Actual Compared to Projected		Comments
LOCAL SOURCES:					
Current year's levy	321	0	(321)	*	Timing of payments varies
Prior years' taxes	107,936	58,690	(49,246)	*	Timing of payments varies
Interest on Investments	7,218	62,307	55,090		Int Not Yet Seg/Waiting for PY Audit
Fees Charged to Grants	22,785	43,900	21,114		Timing of expenses
Rentals			-		
Contributions			-		
Other Local Income	54,802	51,052	(3,750)		
INTERMEDIATE SOURCES:					
ESD - Severe Disability Support			-		
County School Fund		75,167	75,167	*	$150K Expected in December, Rcvd 1/2 now
Other, Hvy Eq Rent Tax, etc		65	65		
STATE SOURCES:					
SSF- Current Year	1,921,812	1,889,795	(32,017)	*	
SSF- Prior Year			-	*	
Common School Fund			-	*	
State Timber		122,000	122,000		Expected in November
Unrestricted Grants			-	*	
FEDERAL SOURCES:					
Federal Forest Fees			-	*	
Foster Care Transport Reimb			-		
OTHER RESOURCES:					
Interfund Transfer			-		
Sale of Assets/Ins Proceeds			-		
Beginning Fund Balance			-		
Total Monthly Revenue	**2,114,874**	**2,302,977**	**188,102**		
EXPENDITURES					
Salaries (100)	2,466,720	2,392,744	(73,976)		
Employee benefits (200)	1,565,058	1,362,800	(202,257)		
Purchased services (300)	1,354,238	1,168,804	(185,434)		
Supplies (400)	270,986	101,070	(169,916)		
Capital outlay (500)	3,058	11,695	8,637		
Insurance/Other (600)	16,137	22,319	6,181		
Interfund Transfers (700)		400,000	400,000		Indigenous Peoples and Music Tfrs
Contingency (800)					
Unappropriated Funds (800)					
Total Monthly Expenditures	**5,676,197**	**5,459,432**	**(216,765)**		

*Indicates SSF formula revenue -- excesses are returned to the State

Lincoln County School District
Purchased Services Monthly Comparison
October 31, 2022

		July		Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	YTD Total
Professional Instruction Services		654		7,142	10,200	24,023									42,019
Cleaning Services		164,284		164,404	164,284	167,168									660,141
Repairs & Maintenance		24,369		99,245	55,108	10,392									189,114
Rentals				26	20,964	1,202									22,192
Utilities		7,189		31,324	89,077	97,621									225,210
Transportation		2,534		122,421	155,125	384,589									664,669
Travel		159		1,838	6,047	9,110									17,155
Telephone				8,533	8,688	9,033									26,254
Postage		1,173		566	1,770	3,901									7,410
Advertising					4,464	1,899									6,363
Printing & Binding		4,076		4,076	16,545	8,320									33,017
Data Lines				163	163	163									490
Charter School Payments		846,891		423,853	423,853	423,853									2,118,450
Tuition			C	24,909	24,909	24,105									73,923
Audit Services															-
Legal Services	B	273,387		4,272	7,471	756									285,886
Architect/Engineer Services															-
Negotiation/Labor Consulting Svcs															-
Management Services															-
Data Processing/Tech Svcs						1,650									1,650
Election Services															-
Other General Professional Svcs		44,570		900	6,828	1,019									53,318
Total Purchased Services		**1,369,286**		**893,674**	**995,497**	**1,168,804**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**4,427,261**
For Reference Only:															
Less Transportation		(2,534)		(122,421)	(155,125)	(384,589)	-	-	-	-	-	-	-	-	
Less Charter School Payments		(846,891)		(423,853)	(423,853)	(423,853)	-	-	-	-	-	-	-	-	
Balance of Purchased Services		**519,861**		**347,400**	**416,519**	**360,362**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**A**

Notes:

A: Removing Transportation & Charter Payments with their irregular payment patterns from the totals smooths the monthly totals for comparison purposes. For Reference Only.

B: Special Education Legal Fees RE: Out of State Placement

C: Special Education Out of State Placement Student Tuition

LINCOLN COUNTY SCHOOL DISTRICT

2022-23 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of October 31, 2022 UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	1,101,756		139,883	961,873
Intermediate				
State	4,634,711		65,577	4,569,134
Federal	13,670,355		279,690	13,390,665
Fund Tfrs/Asset Sales				1,639,679
Beg. Fund Balance *	1,639,679		1,522,504	19,523,997
Total Revenues	21,046,501		2,007,654	19,038,847
Expenditures:				
Instruction	6,712,188	3,921,536	1,059,105	1,731,547
Support Services	6,826,064	1,481,035	731,987	4,613,042
Enterprise	566,563	125,197	39,398	401,969
Facilities Acq & Const	6,941,686	3,940,355	583,861	2,417,470
End Fund Bal/Tfrs				0
Total Expenditures	21,046,501	9,468,122	2,414,351	9,164,028
Fund Balance			**(406,698)** ***	
Indigenous Peoples (286)				
Revenues:				
Local				
Fund Tfrs/Asset Sales	100,000		100,000	0
Beg. Fund Balance*	3,316		3,316	0
Total Revenues	103,316	0	103,316	0
Expenditures:				
Instruction	23,000			23,000
Support Services	10,000			10,000
End Fund Balance	70,316			70,316
Total Expenditures	103,316	0	0	103,316
Fund Balance			**103,316**	
Musical Instruments (287)				
Revenues:				
Transfers	300,000		300,000	0
Beg. Fund Balance*	150,000		152,555	(2,555)
Total Revenues	450,000		452,555	(2,555)
Expenditures:				
Instruction	89,000	158,274	35,527	(104,800)
Support Services	61,000			61,000
End Fund Balance	300,000			
Total Expenditures	450,000	158,274	35,527	256,200
Fund Balance			**417,028**	

	Budget	Encumb'd	YTD Actual	Remaining
Pre-School Promise (288)				
Revenues:				
State	459,576		41,611	417,965
Beg. Fund Balance*				
Total Revenues	459,576		41,611	417,965
Expenditures:				
Instruction	415,795	331,819	68,030	15,946
Support Services	43,781	9,022	9,386	25,373
Enterprise			110	(110)
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	459,576	340,840	77,527	41,209
Fund Balance			**(35,915)** ***	
Student Investment Account (289/989)				
Revenues:				
State	4,505,628			4,505,628
Beg. Fund Balance*			449,351	
Total Revenues	4,505,628		449,351	4,056,277
Expenditures:				
Instruction	1,750,526	1,114,960	349,913	285,653
Support Services	2,755,102	1,887,686	455,434	411,981
Enterprise			164,434	
Facilities Acq & Const		61,415	106,681	
End Fund Balance				
Total Expenditures	4,505,628	3,064,061	1,076,462	365,104
Fund Balance			**(627,111)** ***	
Curriculum (290)				
Revenues:				
Transfers	1,000,000			1,000,000
Beg. Fund Balance*	900,000		900,000	0
Total Revenues	1,900,000		900,000	1,000,000
Expenditures:				
Instruction				0
Support Services				
End Fund Balance	1,900,000			
Total Expenditures	1,900,000		0	1,900,000
Fund Balance			**900,000**	

	Budget	Encumb'd	YTD Actual	Remaining
Small Schools Grant (291) WHS & Toledo 7-12				
Revenues:				
Local	500			500
State	70,000			70,000
Beg. Fund Balance *	193,000		192,370	630
Total Revenues	263,500		192,370	71,130
Expenditures:				
Instruction	125,394	29,558	22,062	73,774
Support Services	48,106	3,369	10,442	34,296
Enterprise				
Facilities Acq & Const				
End Fund Balance	90,000			90,000
Total Expenditures	263,500	32,926	32,504	198,070
Fund Balance			**159,866**	
High School Success (292)				
Revenues:				
State	1,373,700		176,744	1,196,956
Beg. Fund Balance *				
Total Revenues	1,373,700		176,744	1,196,956
Expenditures:				
Instruction	606,332	309,336	127,332	169,664
Support Services	767,368	305,017	116,629	345,723
Enterprise				0
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	1,373,700	614,353	243,961	515,387
Fund Balance			**(67,217)** ***	
Building Maintenance (293)				
Revenues:				
Local	5,000		503,542	(498,542)
State				
Federal				
Fund Tfrs/Asset Sales	2,410,000		1,650,000	760,000
Beg. Fund Balance *	350,000		484,226	(134,226)
Total Revenues	2,765,000		2,637,768	127,232
Expenditures:				
Support Services	1,499,000	347,325	216,807	934,868
Enterprise				
Facilities Acq & Const	676,000	176,878	785,887	(286,765)
End Fund Bal/Tfrs	590,000			590,000
Total Expenditures	2,765,000	524,203	1,002,694	1,238,104
Fund Balance			**1,635,075**	

*** Beginning Fund Balances are Unaudited**
**** Fund Balances do NOT include encumbered expenditures**
***** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

LINCOLN COUNTY SCHOOL DISTRICT

2022-23 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of October 31, 2022 UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining	
Food Services (294)					
Revenues:					
Local	156,550		19,050	137,500	
State	35,000			35,000	
Federal	3,099,460			3,099,460	
Beg. Fund Balance *	800,000		1,530,287	(730,287)	
Total Revenues	4,091,010		1,549,337	2,541,673	
Expenditures:					
Instruction	113,004	57,285	11,681	44,039	
Support Services	32,715	21,646	12,253	(1,184)	
Enterprise	3,645,291	3,143,917	608,974	(107,600)	
Facilities Acq & Const	50,000	35,307	32,864	(18,171)	
End Fund Balance	250,000			250,000	
Total Expenditures	4,091,010	3,258,156	665,771	167,083	
Fund Balance			**883,566**	***	
Student Activities (295)					
Revenues:					
Local	1,300,000		414,463	885,537	
Beg. Fund Balance *	880,500		1,105,603	(225,103)	
Total Revenues	2,180,500		1,520,066	660,434	
Expenditures:					
Instruction	1,232,000	100,673	167,039	964,288	
Support Services	85,000	2,157	877	81,967	
Enterprise	20000		2,500	17,500	
End Fund Balance	843,500			843,500	
Total Expenditures	2,180,500	102,830	170,415	1,907,254	
Fund Balance			**1,349,651**		
Outdoor School for All (296)					
Revenues:					
State	112,649			112,649	
Total Revenues	112,649		0	112,649	
Expenditures:					
Instruction	110,149			110,149	
Support Services	2,500				
Total Expenditures	112,649	0	0	112,649	
Fund Balance			**0**	***	
Technology (298)					
Revenues:					
Local	653,020		98,651	554,369	
Local - Tech Fees	46,800		22,815	23,985	
Transfers	1,500,000			1,500,000	
Beg. Fund Balance*	645,000		734,106	(89,106)	
Total Revenues	2,844,820		855,572	1,989,248	
Expenditures:					
Instruction	37,500			37,500	
Support Services	1,140,417	428,604	142,913	568,900	
Contingency	300,000			300,000	
End Fund Balance	1,366,903			1,366,903	
Total Expenditures	2,844,820	428,604	142,913	2,273,303	
Fund Balance			**712,659**		

	Budget	Encumb'd	YTD Actual	Remaining
Vehicle Replacement (299)				
Revenues:				
Local	20,500			20,500
Sale of Assets				0
Beg. Fund Balance *	173,500		91,501	81,999
Total Revenues	194,000		91,501	102,499
Expenditures:				
Support Services	194,000			194,000
End Fund Balance				
Total Expenditures	194,000			194,000
Fund Balance			**91,501**	
PERS Bonds Debt Service (320)				
Revenues:				
Local	6,746,068		1,314,010	5,432,058
Beg. Fund Balance *	9,610,492		9,827,240	(216,747)
Total Revenues	16,356,560		11,141,249	5,215,311
Expenditures:				
Debt Service	5,834,753			5,834,753
End Fund Balance	10,521,807			10,521,807
Total Expenditures	16,356,560		0	16,356,560
Fund Balance			**11,141,249**	
GO Bonds Debt Service (330 & 331)				
Revenues:				
Local	5,559,380		42,230	5,517,150
Intermediate Sources			352	(352)
State				0
Beg. Fund Balance *	1,477,485		1,671,694	(194,209)
Total Revenues	7,036,865		1,714,276	5,322,589
Expenditures:				
Debt Service	6,210,000			6,210,000
End Fund Balance	826,865			826,865
Total Expenditures	7,036,865		0	7,036,865
Fund Balance			**1,714,276**	
Capital Construction Fund (405)				
Revenues:				
Local	500,000		440,724	59,276
Beg. Fund Balance *	1,400,000		1,549,908	(149,908)
Total Revenues	1,900,000		1,990,632	(90,632)
Expenditures:				
Support Services				
Facilities Acq & Const	1,345,000	815,659	141,039	388,302
End Fund Balance	555,000			555,000
Total Expenditures	1,900,000	815,659	141,039	943,302
Fund Balance			**1,849,593**	

	Budget	Encumb'd	YTD Actual	Remaining
Future Property Purchases Reserve (420)				
Revenues:				
Local	2,500			2,500
Fund Tfrs/Asset Sales	1,000,005			1,000,005
Beg. Fund Balance *				0
Total Revenues	1,002,505			1,002,505
Expenditures:				
Facilities Acq & Const	1,002,505			1,002,505
End Fund Balance				
Total Expenditures	1,002,505			1,002,505
Fund Balance			**0**	
Dental/Vision Self Insurance (610)				
Revenues:				
Local	839,000		172,931	666,069
Beg. Fund Balance *	919,750		1,054,326	(134,576)
Total Revenues	1,758,750		1,227,258	531,492
Expenditures:				
Support Services	953,555		286,311	667,244
End Fund Balance	805,195			805,195
Total Expenditures	1,758,750		286,311	1,472,439
Fund Balance			**940,946**	
District Medical Group HRA (620)				
Revenues:				
Local	756,500		117,981	638,519
Beg. Fund Balance	1,465,000		1,582,019	(117,019)
Total Revenues	2,221,500		1,700,000	521,500
Expenditures:				
Support Services	440,300	10,004	75,041	355,256
End Fund Balance	1,781,200			1,781,200
Total Expenditures	2,221,500	10,004	75,041	2,136,456
Fund Balance			**1,624,959**	

*** Beginning Fund Balances are Unaudited**

**** Fund Balances do NOT include encumbered expenditures**

***** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over $10,000
2022-2023 Fiscal Year
October 2022

Date	Payee	Description	Amount
10/7/2022	SHIFFLER EQUIPMENT SALES	CAFETERIA TABLES - TOES	$ 33,587.92
10/7/2022	ZOOM VIDEO COMMUNICATIONS	SOFTWARE - PARENT, STAFF COMMUNICATIONS	$ 18,728.47
10/7/2022	SODEXO, INC & AFFILIATES (CAFE)	MONTHLY CONTRACTED SERVICES	$ 31,656.92
10/7/2022	OVERHEAD DOOR COMPANY OF SALEM	CAFETERIA DOOR - NMS	$ 19,728.00
10/7/2022	COPELAND LUMBER YARDS, INC	BUILDING SUPPLIES - VARIOUS LOCATIONS	$ 17,197.59
10/14/2022	STAPLES ADVANTAGE	OFFICE SUPPLIES - VARIOUS LOCATIONS	$ 10,662.52
10/14/2022	EDNETICS	NON ERATE NETWORK & WIRELESS PROJECTS	$ 39,866.97
10/21/2022	COMMUNITY SERVICES CONSORTIUM	2022-23 SSF PAYMENTS	$ 19,157.00
10/21/2022	DELL MARKETING, LP	STAFF COMPUTERS	$ 13,799.27
10/21/2022	EDDYVILLE CHARTER SCHOOL	2022-23 SSF PAYMENTS	$ 206,474.65
10/21/2022	FIRST STUDENT, INC.	STUDENT TRANSPORTATION - SEPTEMBER	$ 353,119.71
10/21/2022	FOLLETT SCHOOL SOLUTIONS, INC	DESTINY LIBRARY & FIXED ASSET SOFTWARE	$ 20,334.34
10/21/2022	SILETZ VALLEY CHARTER SCHOOL	2022-23 SSF PAYMENTS	$ 171,932.36
10/21/2022	SODEXO, INC & AFFILIATES (CUST)	MONTHLY CONTRACTED SERVICES	$ 168,406.75
10/21/2022	SODEXO, INC & AFFILIATES (CAFE)	MONTHLY CONTRACTED SERVICES	$ 205,826.57
10/21/2022	SMEED COMMUNICATION SERVICES	TLC INTERCOMM SYSTEM	$ 34,152.00
10/21/2022	LATHAM CENTERS, INC.	SPECIAL ED OUT OF STATE PLACEMENT TUITION	$ 24,105.30
10/21/2022	ESS WEST, LLC	CONTRACTED SUBSTITUTES	$ 18,055.95
10/21/2022	DSL BUILDERS, LLC	YAQUINA VIEW GYMNASIUM	$ 207,720.96
10/21/2022	COSA	MEMBERSHIP DUES	$ 16,608.00
10/28/2022	COPELAND LUMBER YARDS, INC	BUILDING SUPPLIES - VARIOUS LOCATIONS	$ 13,662.15

LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
October 2022

Oregon State Treasury - Local Government Investment Pool

Beginning Balance	$ 22,351,603
Additions	1,460,347
Reductions	5,000,000
Ending Balance	**$ 18,811,950**

Oregon Coast Bank - Money Market Account

Beginning Balance	$ 12,946,215
Additions	5,021,828
Reductions	5,350,000
Ending Balance	**$ 12,618,043**

Oregon Coast Bank - 12 Month Time CD (HELP Program)

.50% APY

Beginning Balance	$ 46,212
Additions	23
Reductions	-
Ending Balance	**$ 46,235**

Oregon Coast Bank - 13 Month Time CD (Fund 331 QSCB Sinking Fund)

1.66% APY

Beginning Balance	$ 376,955
Additions	
Reductions	-
Ending Balance	**$ 376,955**

Monthly Totals

Beginning Balance	$ 35,720,985
Additions	6,482,198
Reductions	10,350,000
Ending Balance	**$ 31,853,183**

Interest Rates	**Aug**	**Sept**	**Oct**
LGIP	**1.58%**	**1.84%**	**2.10%**
Oregon Coast Bank	**1.61%**	**1.86%**	**2.16%**

5.d. First Student Report (Written)

Board Meeting 11/08/2022-Report Prepared by Darleen Van Riper, Location Manager First Student

Talking Points-Please contact me at Darleen.vanriper@firstgroup.com with any comments or questions

1. **The Highlights of a Lincoln City Driver-Monitor Team:**



Since the beginning of the school year, Lincoln City driver, Catherine Blaisdell, had a difficult time connecting with the students of one particular family. She tried to build a bus driver-rider relationship with them, but seemed to always miss the mark. At times, she felt that she was getting nowhere. Assigning Rich as a monitor to her route didn't seem to make a difference.
It was by chance that the duo found out that one of the boys had his bicycle stolen. Catherine and Richard took this piece of information to the next level. They posted the student's story (confidentiality was preserved and parents were informed) on facebook to solicit community support. It didn't take long for everyone to pitch in to buy the student a brand-new bicycle; they even added a helmet and a lock, so this would not happen to the student again.
This experience contributed to building a relationship that is now respectful and safe. Great Job, Catherine and Richard!

2. **Student Behavior Management on School Buses**

Many drivers are frustrated with the way students are behaving on the school buses. Lately, we have more and more parents calling in, complaining about the unprofessional and disrespectful way our drivers are treating their students. Many claim that drivers are screaming at their children, using inappropriate language. Oftentimes, those who take the calls can calm the parents down, and Darleen or Kim call the parents back to discuss their concerns. Usually, video footage does not substantiate any of the claims the parents and their children are making. In those cases, Darleen and Kim can explain to the callers what actually happened and try to emphasize that we appreciate hearing from them, hoping to continue to work together to make transportation safe for everyone.
Sometimes these calls have some truth to them. In those cases, we always pull the employee in for a conversation and coach them to what we see on video. A lot of times, people realize how confrontational they sound when listening to themselves, not realizing it at the time of the event. Reviewing PBIS strategies and talking with other drivers, gives them the opportunity to "steal" any practices that may work for someone else and apply it to their bus environment.

3. **Driver/Candidate Comparison Report (as of 10/31/2022)**

	10/4/2022		11/1/2022	
Lincoln County Bus Routes	73	Driver Shortage	73	Driver Shortage
Drivers on hand (as of 11/1/2022, LOA excluded)	52	21	52	21
Out of Town Drivers	0	21	0	21
Routes not currently serviced (combos)	15	6	15	6
Other Considerations:				
Cover Drivers positions not staffed	5	26	5	26
Route Monitor positions not staffed	5		4	
Drivers on LOA/FMLA/WC (Regular & Casual)	5		5	
Casual Drivers with limited availability	11		11	
LCSD & FS Staff (1 & 9) Available to Drive	9		8	

Please note that this information is subject to frequent changes.

At the time this report was finalized, there were no changes to overall status of drivers and monitors. We did, however, have a shift in which a driver succesfully upgraded from a "regular" class C license to a class C CDL. This allows him to drive the Type A buses, aka SpED buses. In regards to the two mechanics we need to hire, we have offered two technicians the job and are now waiting for their background to clear, so we can start the training process.

Routes continue to be be combined, and staff/management continues to cover open routes as follows:Kim Bolden, ALM (W71); Sheila Morris, LSM (W77); Donald Ayarza, SN (W70); Brenda Porter, Dispatcher (SN3); Karen Howard, Dispatcher (W78); Dave Pearson, Tech (W75); and Darleen Van Riper, LM (SN15). Lisa Loring covers SN routes as needed, which then leaves Mona Miller as our sole dispatcher.

You may notice that Annette is no longer covering a route. By moving drivers around, we were able to let Annette return to her normal responsibilities in the Department of Facilities and Maintenance.

4. **The Training Pipeline**

We currently have 7 individuals in training at various stages. A few are in class, a few are in Behind-the-Wheel training and we have one driver who is scheduled to test this week. Let's wish him the best, so we can add him to the First Student family.

5.e. Tonja Everest- ESD Superintendent

Linn Benton Lincoln Education Service District

2022-2023 Overview

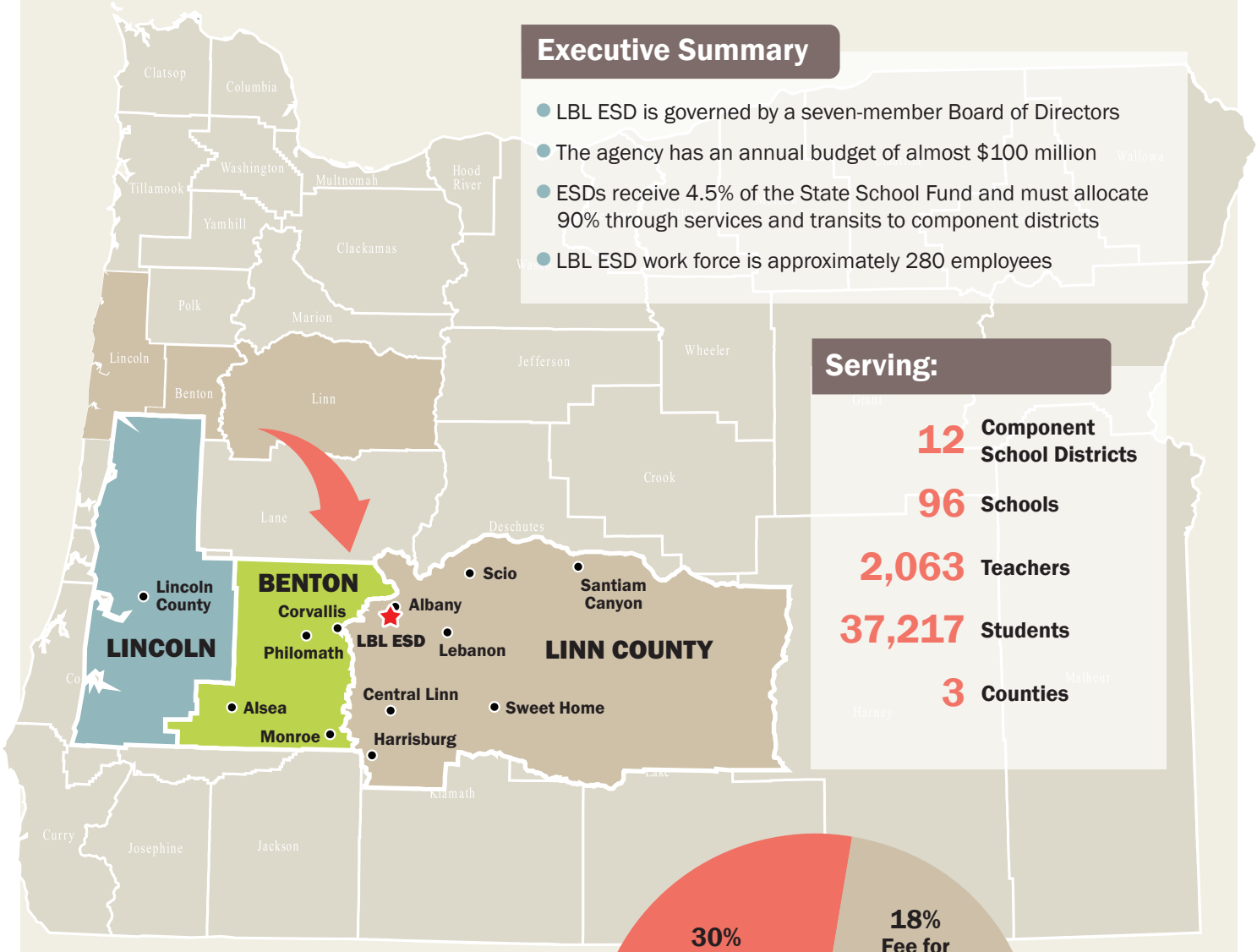


MISSION

LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale.

Executive Summary

- LBL ESD is governed by a seven-member Board of Directors
- The agency has an annual budget of almost $100 million
- ESDs receive 4.5% of the State School Fund and must allocate 90% through services and transits to component districts
- LBL ESD work force is approximately 280 employees



Serving:

12	Component School Districts
96	Schools
2,063	Teachers
37,217	Students
3	Counties

Agency Funding Sources

State Funding:

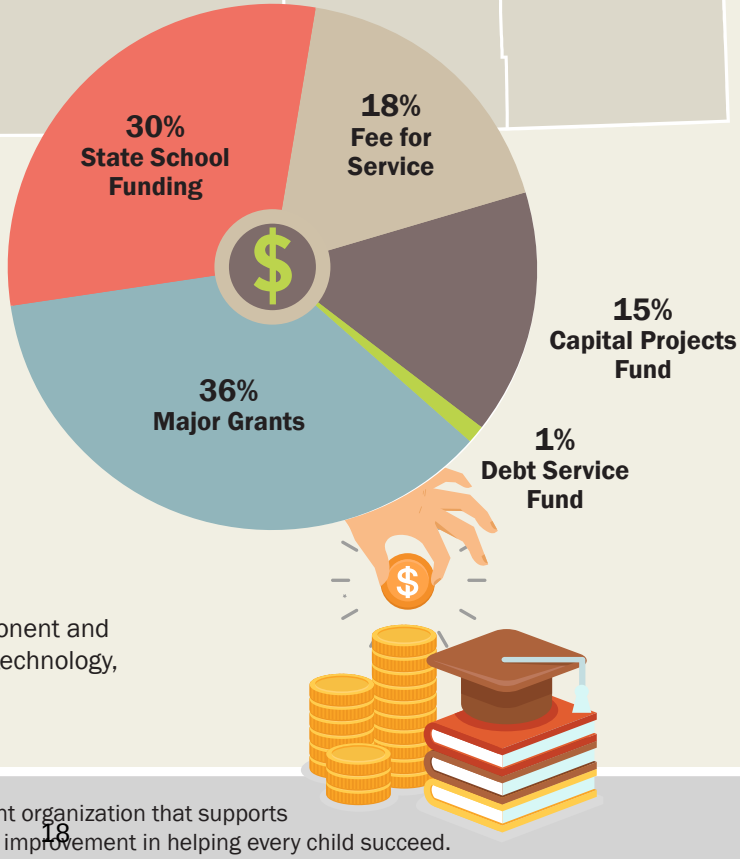
Composed of property taxes and state school funds. Provides resolution services to component districts through the Local Service Plan.

Major Grants:

Composed of state and federal grants and contracts that provide targeted services to Linn, Benton, and Lincoln Counties and South Coast ESD.

Fee-For-Service:

Composed of revenue from services purchased by component and non-component districts in the areas of business, data, technology, special education and student and family services.



LBL ESD VISION To be a responsive and transparent organization that supports districts by embracing continuous improvement in helping every child succeed.

Tier 1 Services Provided to Districts by LBL ESD

Special Education Services:

- Education Evaluation Center, K-12
- Education Evaluation, Birth to 5
- Education Evaluation, Audiology
- Augmentative Communication
- Occupational Therapists (OT)
- Physical Therapists (PT)
- Severe Disability Services
- Severe Disability Transits
- Spanish Interpreter/Translator

Technology Support Services:

Network

- Network Services (WAN)
- Technology Replacement

Information Systems

- Systems Analysts
- Data Warehouse Services (Argos)
- Customer Support and Help Desk
- Power School Special Education
- Student Information Systems
- Registar
- Wazzle Gradebook

Financial Systems

- Infinite Visions
- InTouch
- Forecast 5
- Customer Support & Help Desk

School Improvement Services:

Strategic Partnerships for Student Success

- SIA/Integration Liaison and Coaching
- Mentor Teacher Coaching
- New Teacher Mentoring
- Social, Emotional, & Behavioral Learning Coaching
- Communities of Practice
- High School Success Support
- Engagement & Attendance Coaching
- School Prevention & Safety Services Administrator
- Home School Registration

Administrative & Support Services:

Business Services

- Courier

New Services for Districts

Behavioral Safety Framework:

Our framework addresses services and support for safety assessment processes (STAT/SIRC); suicide prevention, intervention, postvention plans (Adi's Act); and crisis response protocols. The framework includes training, technical assistance and coaching. Contact: Nancy Griffith

Cyber Safety Service:

Our Cyber Safety menu provides annual insurance compliance reviews, vulnerability testing, and a comprehensive information security assessment tailored for K-12 schools. Contact: Tim Jones

New Teacher Mentor Program:

Strategic Partnerships for Student Success provides a New Teacher Mentor Program. Our staff works with districts to assess their needs for mentorship and builds a system to support the capacity of mentor teachers within districts. Contact: Nancy Griffith

Grants, Contracts & Partnerships

Early Learning:

- Early Childhood Special Education
- Early Intervention
- Early Learning HUB of Linn, Benton and Lincoln Counties

K-12:

- Cascade Regional Inclusive Block Grant Services to Students with Low Incidence Disabilities
- Juvenile Crime Prevention
- Long Term Care and Treatment
- Medicaid Administrative Claiming
- Statewide Education Initiatives Account
- Transition Network Facilitator
- Youth Transition Program

Community Partners:

- Department of Human Services
- InterCommunity Health Network CCO
- Mid-Valley STEM-CTE HUB
- Linn-Benton Community College
- Oregon Coast Community College
- Oregon State University
- Other Non-Profit Partners
- Western Regional Educator Network

LBL ESD Contact Information



Superintendent

Tonja Everest	541.812.2601	tonja.everest@lblesd.k12.or.us

Assistant Superintendent

Jason Hay	541.812.2601	jason.hay@lblesd.k12.or.us

Executive Financial Officer

Rocco Luiere	541.812.2762	rocco.luiere@lblesd.k12.or.us

Executive Human Resource Officer

Kate Marrone	541.812.2628	kate.marrone@lblesd.k12.or.us

Executive Information & Technology Officer

Tim Jones	541.812.2805	tim.jones@lblesd.k12.or.us

Programs

Business Services

Rocco Luiere	541.812.2762	rocco.luiere@lblesd.k12.or.us

Cascade Regional Inclusive Services

Angie Greenwood	541.812.2771	angie.greenwood@lblesd.k12.or.us
Kristy Stringham	541.812.2721	kristy.stringham@lblesd.k12.or.us

Early Intervention/Early Childhood Special Education

Autumn Belloni	541.574.2240	autumn.belloni@lblesd.k12.or.us
Debbie McPheeters	541.753.1202	debbie.mcpheeters@lblesd.k12.or.us
Kimberly McCutcheon-Gross	541.753.1202	kimberly.gross@lblesd.k12.or.us

Long Term Care & Treatment Education

Cathy Wright	541.757.5965	cathy.wright@lblesd.k12.or.us

Special Education & Evaluation Systems

Laura Petschauer	541.812.2721	laura.petschauer@lblesd.k12.or.us
Kristy Stringham	541.812.2721	kristy.stringham@lblesd.k12.or.us

Strategic Partnerships for Student Success

Nancy Griffith	541.812.2620	nancy.griffith@lblesd.k12.or.us
Kristina Wonderly	541.812.2625	kristina.wonderly@lblesd.k12.or.us

Technology and Information Services

Tim Jones	541.812.2805	tim.jones@lblesd.k12.or.us



Help Desk Support

BIS Suite: 541.812.2700 **SIS Suite:** 541.812.2800 **PS Special Programs**: 877.967.7733

2022-2023

Alsea School District

Services provided through LBL ESD

District Executive Summary

- Roger Irvin, LBL ESD Board Director, ASD Region
- Sarah Fay, LBL ESD Budget Committee, ASD Region
- ASD receives 1.4% of Local Service Plan funding and is the 11th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, ASD is transiting $0 which represents 0%

ADMw Over the Years

	ESD	ASD
FY 2015/16	45,241.2	301.3
FY 2016/17	45,019.9	287.7
FY 2017/18	44,872.8	335.3
FY 2018/19	45,092.2	465.9
FY 2019/20	44,912.5	465.9
FY 2020/21	47,337.1	930.8
FY 2021/22	43,864	1,149

2021-22 Quick Stats

32 Number of **BIS Tickets**

11 Number of **Network Tickets**

195 Number of **SIS Tickets**

500 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	ASD
Audiology Hearing Screenings	4324	16
Audiology Evaluations	23	0
Mild/Moderate Special Ed Supports K-12 (PT)	104	0
Mild/Moderate Special Ed Supports K-12 (OT)	602	15
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	0
In-Center Special Education Evaluations	159	0
In-District and Assigned Special Education Evaluations	427	14
Severe Disability Supports	160	1
Early Intervention Evaluations	354	1
Early Childhood Special Education Evaluations	402	4

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	0
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.5	0
Translation, In-Center Evaluations	136.47	0

Grants

EI/ECSE	ESD	ASD
Early Intervention Services	150	1
Early Childhood Special Education Services	749	2
Students Transitioned to Kindergarten	226	0

Cascade Regional — Low Incidence, High Needs		
Vision	46	0
Hearing	61	1
Physical Therapy	45	0
Occupational Therapy	42	0
Autism Spectrum Disorder	617	16
Traumatic Brain Injury	14	0
Total # of K-12 Regional Low Incidence Disabilities	827	17

Other Services

Attendance	1065	0
Behavior Specialist	112	7
Family Support Liaison	130	0
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Eric Hafner

Learning Consultant
Kelley Guilliot

Speech Language Pathologist
N/A

Autism
Ryan Stanley

Deaf/Hard Hearing
Philip Mills

Occupational Therapist
Pamela Schindler

Physical Therapist
Jessy Schley

Vision
TBD

Augmentative Communication
Sarah Follett

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
N/A

Family Support Liaison
N/A

Behavior Consultant
Mark Summers

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Central Linn School District

Services provided through LBL ESD

District Executive Summary

- Roger Irvin, LBL ESD Board Director, CLSD Region
- Sarah Fay, LBL ESD Budget Committee, CLSD Region
- CLSD receives 1.8% of Local Service Plan funding and is the 10th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, CLSD is transiting $71 which represents 0.01%

ADMw Over the Years

	ESD	CLSD
FY 2015/16	45,241.2	851.1
FY 2016/17	45,019.9	851.1
FY 2017/18	44,872.8	826.9
FY 2018/19	45,092.2	844.4
FY 2019/20	44,912.5	844.4
FY 2020/21	47,337.1	813.8
FY 2021/22	43,864	761

2021-22 Quick Stats

37 Number of **BIS Tickets**

21 Number of **Network Tickets**

123 Number of **SIS Tickets**

400 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	CLSD
Audiology Hearing Screenings	4324	59
Audiology Evaluations	23	0
Mild/Moderate Special Ed Supports K-12 (PT)	104	4
Mild/Moderate Special Ed Supports K-12 (OT)	602	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	2
In-Center Special Education Evaluations	159	1
In-District and Assigned Special Education Evaluations	427	28
Severe Disability Supports	160	2
Early Intervention Evaluations	354	4
Early Childhood Special Education Evaluations	402	7

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	11.7
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.5	69.43
Translation, In-Center Evaluations	136.47	0

Grants

EI/ECSE	ESD	CLSD
Early Intervention Services	150	2
Early Childhood Special Education Services	749	7
Students Transitioned to Kindergarten	226	5

Cascade Regional — Low Incidence, High Needs		
Vision	46	2
Hearing	61	0
Physical Therapy	45	3
Occupational Therapy	42	3
Autism Spectrum Disorder	617	8
Traumatic Brain Injury	14	0
Total # of K-12 Regional Low Incidence Disabilities	827	16

Other Services		
Attendance	1065	21
Behavior Specialist	112	0
Family Support Liaison	130	3
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Richard Gratz

Learning Consultant
Kristen Nebeker

Speech Language Pathologist
Joe Lake

Autism
Michelle Neilson

Deaf/Hard Hearing
Don Dorman

Occupational Therapist
Calista Huffman

Physical Therapist
Gail Baggett, Keith Abrams

Vision
Shandra Harris

Augmentative Communication
Brandi Lancaster

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
Dina Ratzlaff

Family Support Liaison
Peyton Connery

Behavior Consultant
N/A

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Corvallis School District

Services provided through LBL ESD

District Executive Summary

- Penny York / Frank Bricker, LBL ESD Board Directors, CSD Region
- Tina Baker / Sarah Finger McDonald, LBL ESD Budget Committee, CSD Region
- CSD receives 17.1% of Local Service Plan funding and is the 2nd largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, CSD is transiting $477,569 which represents 50%

ADMw Over the Years

	ESD	CSD
FY 2015/16	45,241.2	7,830.1
FY 2016/17	45,019.9	7,853.5
FY 2017/18	44,872.8	7,942.1
FY 2018/19	45,092.2	7,942.1
FY 2019/20	44,912.5	7,847.5
FY 2020/21	47,337.1	7,715.5
FY 2021/22	43,864	7,514

2021-22 Quick Stats

129 Number of **BIS Tickets**

21 Number of **Network Tickets**

848 Number of **SIS Tickets**

2000 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	CSD
Audiology Hearing Screenings	4324	914
Audiology Evaluations	23	2
Mild/Moderate Special Ed Supports K-12 (PT)	104	19
Mild/Moderate Special Ed Supports K-12 (OT)	602	84
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	41
In-Center Special Education Evaluations	159	34
In-District and Assigned Special Education Evaluations	427	55
Severe Disability Supports	160	39
Early Intervention Evaluations	354	61
Early Childhood Special Education Evaluations	402	68

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	0
Interpreter, In-Center Evaluations	276.3	36.75
Translation, District Requests	354.5	0
Translation, In-Center Evaluations	136.47	8.67

Grants

EI/ECSE	ESD	CSD
Early Intervention Services	150	13
Early Childhood Special Education Services	749	102
Students Transitioned to Kindergarten	226	32

Cascade Regional — Low Incidence, High Needs		
Vision	46	12
Hearing	61	17
Physical Therapy	45	8
Occupational Therapy	42	8
Autism Spectrum Disorder	617	107
Traumatic Brain Injury	14	2
Total # of K-12 Regional Low Incidence Disabilities	827	155

Other Services		
Attendance	1065	112
Behavior Specialist	112	0
Family Support Liaison	130	0
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Dawn Meier, Christine van Belle, Julie Wickwire

Learning Consultant
N/A

Speech Language Pathologist
N/A

Autism
Michelle Neilson

Deaf/Hard Hearing
Charissa Lane

Occupational Therapist
Lisa Baker, Brooke Gentle, Calista Huffman, Teresa Bodwell, Grace Newton, Kristen Rademacher

Physical Therapist
Jessy Schley, Gail Baggett

Vision
Erin Keller, Dan Glowicki, Shandra Harris

Augmentative Communication
Mary Turner

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
Dina Ratzlaff, Kelly Clement

Family Support Liaison
N/A

Behavior Consultant
N/A

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Greater Albany Public Schools

Services provided through LBL ESD

District Executive Summary

- Frank Bricker / Miriam Cummins / Jean Wooten, LBL ESD Board Directors, GAPS Region
- Tina Baker / Michael Thomson / Richard Moore, LBL ESD Budget Committee, GAPS Region
- GAPS receives 24.2% of Local Service Plan funding and is the largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, GAPS is transiting $438,924 which represents 34.0%

ADMw Over the Years

	ESD	GAPS
FY 2015/16	45,241.2	11,494.7
FY 2016/17	45,019.9	11,494.7
FY 2017/18	44,872.8	11,240.5
FY 2018/19	45,092.2	11,167.7
FY 2019/20	44,912.5	11,030.2
FY 2020/21	47,337.1	10,806.1
FY 2021/22	43,864	10,771

2021-22 Quick Stats

144 Number of **BIS Tickets**

87 Number of **Network Tickets**

1420 Number of **SIS Tickets**

3000 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	GAPS
Audiology Hearing Screenings	4324	1366
Audiology Evaluations	23	10
Mild/Moderate Special Ed Supports K-12 (PT)	104	27
Mild/Moderate Special Ed Supports K-12 (OT)	602	158
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	76
In-Center Special Education Evaluations	159	71
In-District and Assigned Special Education Evaluations	427	78
Severe Disability Supports	160	41
Early Intervention Evaluations	354	115
Early Childhood Special Education Evaluations	402	135

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	3
Interpreter, In-Center Evaluations	276.3	139.38
Translation, District Requests	354.5	0
Translation, In-Center Evaluations	136.47	103.05

Grants

EI/ECSE	ESD	GAPS
Early Intervention Services	150	51
Early Childhood Special Education Services	749	251
Students Transitioned to Kindergarten	226	60

Cascade Regional — Low Incidence, High Needs		
Vision	46	8
Hearing	61	19
Physical Therapy	45	14
Occupational Therapy	42	14
Autism Spectrum Disorder	617	199
Traumatic Brain Injury	14	2
Total # of K-12 Regional Low Incidence Disabilities	827	256

Other Services		
Attendance	1065	0
Behavior Specialist	112	63
Family Support Liaison	130	0
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Ari Hupp, Sare Kessinger

Learning Consultant
N/A

Speech Language Pathologist
N/A

Autism
Amanda Stenberg

Deaf/Hard Hearing
Don Dorman

Occupational Therapist
Lisa Baker, Karen Cunningham, Nikki MacKinder, Calista Huffman

Physical Therapist
Jessy Schley, Keith Abrams

Vision
Jennifer Orton, Erin Keller

Augmentative Communication
Jennifer Villaruel, Laura Daly

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
N/A

Family Support Liaison
Peyton Connery

Behavior Consultant
Sharon Kerrisk

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Harrisburg School District

Services provided through LBL ESD

District Executive Summary

- Roger Irvin, LBL ESD Board Director, HSD Region
- Sarah Fay, LBL ESD Budget Committee, HSD Region
- HSD receives 2.2% of Local Service Plan funding and is the 9th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, HSD is transiting $14 which represents 0.0%

ADMw Over the Years

	ESD	HSD
FY 2015/16	45,241.2	1,083.4
FY 2016/17	45,019.9	1,096.3
FY 2017/18	44,872.8	1,096.3
FY 2018/19	45,092.2	1,044.7
FY 2019/20	44,912.5	1,029.5
FY 2020/21	47,337.1	962.3
FY 2021/22	43,864	943

2021-22 Quick Stats

66 Number of **BIS Tickets**

64 Number of **Network Tickets**

255 Number of **SIS Tickets**

1000 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	HSD
Audiology Hearing Screenings	4324	116
Audiology Evaluations	23	1
Mild/Moderate Special Ed Supports K-12 (PT)	104	3
Mild/Moderate Special Ed Supports K-12 (OT)	602	14
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	7
In-Center Special Education Evaluations	159	3
In-District and Assigned Special Education Evaluations	427	23
Severe Disability Supports	160	6
Early Intervention Evaluations	354	9
Early Childhood Special Education Evaluations	402	9

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	0.5
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.5	221.25
Translation, In-Center Evaluations	136.47	0

Grants

EI/ECSE	ESD	HSD
Early Intervention Services	150	2
Early Childhood Special Education Services	749	15
Students Transitioned to Kindergarten	226	3

Cascade Regional — Low Incidence, High Needs		
Vision	46	0
Hearing	61	1
Physical Therapy	45	3
Occupational Therapy	42	3
Autism Spectrum Disorder	617	14
Traumatic Brain Injury	14	2
Total # of K-12 Regional Low Incidence Disabilities	827	23

Other Services		
Attendance	1065	70
Behavior Specialist	112	18
Family Support Liaison	130	5
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Calvin Klingensmith, Sare Kessinger

Learning Consultant
Diana Wallace

Speech Language Pathologist
Hannah Embry

Autism
Michelle Neilson

Deaf/Hard Hearing
Don Dorman

Occupational Therapist
Leslie Looney

Physical Therapist
Gail Baggett, Keith Abrams

Vision
TBD

Augmentative Communication
Mary Turner

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
Dina Ratzlaff

Family Support Liaison
Peyton Connery

Behavior Consultant
Keely Galon

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Lebanon Community Schools

Services provided through LBL ESD

District Executive Summary

- Amy Vetor, LBL ESD Board Director, LCS Region
- Nichole Piland, LBL ESD Budget Committee, LCS Region
- LCS receives 10.8% of Local Service Plan funding and is the 5th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, LCS is transiting $205,500 which represents 29.3%

ADMw Over the Years

	ESD	LSD
FY 2015/16	45,241.2	5,069.2
FY 2016/17	45,019.9	5,069.2
FY 2017/18	44,872.8	4,939.0
FY 2018/19	45,092.2	4,937.8
FY 2019/20	44,912.5	4,928.5
FY 2020/21	47,337.1	4,651.4
FY 2021/22	43,864	4,707

2021-22 Quick Stats

71 Number of **BIS Tickets**

17 Number of **Network Tickets**

492 Number of **SIS Tickets**

700 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	LCS
Audiology Hearing Screenings	4324	438
Audiology Evaluations	23	1
Mild/Moderate Special Ed Supports K-12 (PT)	104	18
Mild/Moderate Special Ed Supports K-12 (OT)	602	76
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	18
In-Center Special Education Evaluations	159	16
In-District and Assigned Special Education Evaluations	427	42
Severe Disability Supports	160	21
Early Intervention Evaluations	354	48
Early Childhood Special Education Evaluations	402	49

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	0
Interpreter, In-Center Evaluations	276.3	8.75
Translation, District Requests	354.5	111.42
Translation, In-Center Evaluations	136.47	0

Grants

EI/ECSE	ESD	LCS
Early Intervention Services	150	25
Early Childhood Special Education Services	749	110
Students Transitioned to Kindergarten	226	35

Cascade Regional — Low Incidence, High Needs		
Vision	46	6
Hearing	61	5
Physical Therapy	45	3
Occupational Therapy	42	3
Autism Spectrum Disorder	617	47
Traumatic Brain Injury	14	1
Total # of K-12 Regional Low Incidence Disabilities	827	65

Other Services		
Attendance	1065	513
Behavior Specialist	112	0
Family Support Liaison	130	0
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Eric Hafner, Sare Kessinger, Jo Hilderbrand

Learning Consultant
N/A

Speech Language Pathologist
Miriam Hutchins

Autism
Amanda Stenberg

Deaf/Hard Hearing
Melinda Gallegos

Occupational Therapist
Leslie Looney, Mary Ellen Tenney, Chelsea Jacot

Physical Therapist
Gail Baggett

Vision
Shandra Harris

Augmentative Communication
Brandi Lancaster

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
Anne Giacalone-Baker

Family Support Liaison
Mindy Hoeckle, Keely Huddleston

Behavior Consultant
N/A

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Lincoln County School District

Services provided through LBL ESD

District Executive Summary

- David Dunsdon / Roger Irvin, LBL ESD Board Directors, LCSD Region
- Ron Bech / Sarah Fay, LBL ESD Budget Committee, LCSD Region
- LCSD receives 15.3% of Local Service Plan funding and is the 3rd largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, LCSD is transiting $326,000 which represents 32.7%

ADMw Over the Years

	ESD	LCSD
FY 2015/16	45,241.2	6,857.1
FY 2016/17	45,019.9	6,965.7
FY 2017/18	44,872.8	6,996.0
FY 2018/19	45,092.2	7,003.4
FY 2019/20	44,912.5	7,030
FY 2020/21	47,337.1	6,684.7
FY 2021/22	43,864	6,734

2021-22 Quick Stats

97 Number of **BIS Tickets**

14 Number of **Network Tickets**

70 Number of **SIS Tickets**

0 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	LCSD
Audiology Hearing Screenings	4324	685
Audiology Evaluations	23	4
Mild/Moderate Special Ed Supports K-12 (PT)	104	19
Mild/Moderate Special Ed Supports K-12 (OT)	602	153
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	40
In-Center Special Education Evaluations	159	6
In-District and Assigned Special Education Evaluations	427	73
Severe Disability Supports	160	18
Early Intervention Evaluations	354	66
Early Childhood Special Education Evaluations	402	76

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	47.95
Interpreter, In-Center Evaluations	276.3	62.25
Translation, District Requests	354.5	85.65
Translation, In-Center Evaluations	136.47	14

Grants

EI/ECSE	ESD	LCSD
Early Intervention Services	150	33
Early Childhood Special Education Services	749	127
Students Transitioned to Kindergarten	226	40

Cascade Regional — Low Incidence, High Needs		
Vision	46	11
Hearing	61	9
Physical Therapy	45	9
Occupational Therapy	42	8
Autism Spectrum Disorder	617	136
Traumatic Brain Injury	14	1
Total # of K-12 Regional Low Incidence Disabilities	827	175

Other Services		
Attendance	1065	0
Behavior Specialist	112	0
Family Support Liaison	130	0
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Kaitlin Davenport-Rackham, Jo Hilderbrand

Learning Consultant
Jan Edwards, Diana Wallace

Speech Language Pathologist
N/A

Autism
Jill Sellers, Ryan Stanley

Deaf/Hard Hearing
Philip Mills

Occupational Therapist
Nikki MacKinder, Rachel Stankey, Calista Huffman, Grace Newton

Physical Therapist
Chelsea Jacot, Jessy Schley

Vision
Erin Keller, Dan Glowicki

Augmentative Communication
Sarah Follett

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
Andrew Musick

Family Support Liaison
N/A

Behavior Consultant
N/A

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Monroe School District

Services provided through LBL ESD

District Executive Summary

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

ADMw Over the Years

	ESD	MSD
FY 2015/16	45,241.2	629.6
FY 2016/17	45,019.9	629.6
FY 2017/18	44,872.8	613.9
FY 2018/19	45,092.2	592
FY 2019/20	44,912.5	531.4
FY 2020/21	47,337.1	509.1
FY 2021/22	43,864	514

2021-22 Quick Stats

50 Number of **BIS Tickets**

26 Number of **Network Tickets**

145 Number of **SIS Tickets**

500 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	MSD
Audiology Hearing Screenings	4324	60
Audiology Evaluations	23	1
Mild/Moderate Special Ed Supports K-12 (PT)	104	2
Mild/Moderate Special Ed Supports K-12 (OT)	602	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	0
In-Center Special Education Evaluations	159	3
In-District and Assigned Special Education Evaluations	427	14
Severe Disability Supports	160	1
Early Intervention Evaluations	354	6
Early Childhood Special Education Evaluations	402	8

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	0.67
Interpreter, In-Center Evaluations	276.3	6.92
Translation, District Requests	354.5	38.5
Translation, In-Center Evaluations	136.47	7

Grants

EI/ECSE	ESD	MSD
Early Intervention Services	150	0
Early Childhood Special Education Services	749	12
Students Transitioned to Kindergarten	226	1

Cascade Regional — Low Incidence, High Needs		
Vision	46	0
Hearing	61	1
Physical Therapy	45	1
Occupational Therapy	42	0
Autism Spectrum Disorder	617	8
Traumatic Brain Injury	14	0
Total # of K-12 Regional Low Incidence Disabilities	827	10

Other Services		
Attendance	1065	43
Behavior Specialist	112	0
Family Support Liaison	130	0
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Christine van Belle

Learning Consultant
Kristen Nebeker

Speech Language Pathologist
Jessica Peterson

Autism
Michelle Neilson

Deaf/Hard Hearing
Melinda Gallegos

Occupational Therapist
Leslie Looney

Physical Therapist
Gail Baggett

Vision
Dan Glowicki

Augmentative Communication
Mary Turner

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
Dina Ratzlaff

Family Support Liaison
Peyton Connery

Behavior Consultant
N/A

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Philomath School District

Services provided through LBL ESD

District Executive Summary

- Roger Irvin, LBL ESD Board Director, PSD Region
- Sarah Fay, LBL ESD Budget Committee, PSD Region
- PSD receives 4.2% of Local Service Plan funding and is the 7th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, PSD is transiting $7,500 which represents 3.9%

ADMw Over the Years

	ESD	PSD
FY 2015/16	45,241.2	1,895.7
FY 2016/17	45,019.9	1,903.1
FY 2017/18	44,872.8	1,931.9
FY 2018/19	45,092.2	1,931.9
FY 2019/20	44,912.5	1,939.8
FY 2020/21	47,337.1	1,902.4
FY 2021/22	43,864	1,863

2021-22 Quick Stats

51 Number of **BIS Tickets**

23 Number of **Network Tickets**

399 Number of **SIS Tickets**

1000 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	PSD
Audiology Hearing Screenings	4324	217
Audiology Evaluations	23	1
Mild/Moderate Special Ed Supports K-12 (PT)	104	0
Mild/Moderate Special Ed Supports K-12 (OT)	602	22
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	5
In-Center Special Education Evaluations	159	7
In-District and Assigned Special Education Evaluations	427	11
Severe Disability Supports	160	11
Early Intervention Evaluations	354	14
Early Childhood Special Education Evaluations	402	10

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	0
Interpreter, In-Center Evaluations	276.3	15.25
Translation, District Requests	354.5	27.25
Translation, In-Center Evaluations	136.47	3

Grants

EI/ECSE	ESD	PSD
Early Intervention Services	150	7
Early Childhood Special Education Services	749	16
Students Transitioned to Kindergarten	226	13

Cascade Regional — Low Incidence, High Needs		
Vision	46	2
Hearing	61	2
Physical Therapy	45	1
Occupational Therapy	42	0
Autism Spectrum Disorder	617	27
Traumatic Brain Injury	14	1
Total # of K-12 Regional Low Incidence Disabilities	827	33

Other Services		
Attendance	1065	0
Behavior Specialist	112	5
Family Support Liaison	130	48
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Lorie Blackman

Learning Consultant
N/A

Speech Language Pathologist
N/A

Autism
Michelle Neilson

Deaf/Hard Hearing
Don Dorman

Occupational Therapist
Kristen Rademacher

Physical Therapist
Jessy Schley

Vision
Dan Glowicki

Augmentative Communication
Sarah Follett

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
N/A

Family Support Liaison
Peggy Ring

Behavior Consultant
Shelly Gruver

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Santiam Canyon School District

Services provided through LBL ESD

District Executive Summary

- Jean Wooten, LBL ESD Board Director, SCSD Region
- Richard Moore, LBL ESD Budget Committee, SCSD Region
- SCSD receives 12% of Local Service Plan funding and is the 4th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, SCSD is transiting $0 which represents 0.0%

ADMw Over the Years

	ESD	SCSD
FY 2015/16	45,241.2	5,126.7
FY 2016/17	45,019.9	5,126.7
FY 2017/18	44,872.8	5,260
FY 2018/19	45,092.2	5,458
FY 2019/20	44,912.5	5,458
FY 2020/21	47,337.1	6,079.1
FY 2021/22	43,864	3,861

2021-22 Quick Stats

37 Number of **BIS Tickets**

3 Number of **Network Tickets**

117 Number of **SIS Tickets**

0 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	SCSD
Audiology Hearing Screenings	4324	94
Audiology Evaluations	23	0
Mild/Moderate Special Ed Supports K-12 (PT)	104	5
Mild/Moderate Special Ed Supports K-12 (OT)	602	8
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	2
In-Center Special Education Evaluations	159	4
In-District and Assigned Special Education Evaluations	427	26
Severe Disability Supports	160	1
Early Intervention Evaluations	354	2
Early Childhood Special Education Evaluations	402	0

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	0
Interpreter, In-Center Evaluations	276.3	1
Translation, District Requests	354.5	0
Translation, In-Center Evaluations	136.47	0

Grants

EI/ECSE	ESD	SCSD
Early Intervention Services	150	2
Early Childhood Special Education Services	749	1
Students Transitioned to Kindergarten	226	1

Cascade Regional — Low Incidence, High Needs		
Vision	46	0
Hearing	61	2
Physical Therapy	45	1
Occupational Therapy	42	1
Autism Spectrum Disorder	617	5
Traumatic Brain Injury	14	1
Total # of K-12 Regional Low Incidence Disabilities	827	10

Other Services		
Attendance	1065	0
Behavior Specialist	112	0
Family Support Liaison	130	27
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Caitlin St. Peter

Learning Consultant
Joya Meeker

Speech Language Pathologist
N/A

Autism
Kayla Hunt

Deaf/Hard Hearing
Don Dorman

Occupational Therapist
Mary Ellen Tenney

Physical Therapist
Jessy Schley, Keith Abrams

Vision
Jennifer Orton

Augmentative Communication
Mary Turner

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
N/A

Family Support Liaison
Christina Hoeckle, Sierra Holaday

Behavior Consultant
N/A

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Scio School District

Services provided through LBL ESD

District Executive Summary

- Jean Wooten, LBL ESD Board Director, SSD Region
- Richard Moore, LBL ESD Budget Committee, SSD Region
- SSD receives 3.7% of Local Service Plan funding and is the 8th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, SSD is transiting $196,540 which represents 29.3%

ADMw Over the Years

	ESD	SSD
FY 2015/16	45,241.2	1,324.2
FY 2016/17	45,019.9	964.1
FY 2017/18	44,872.8	964.1
FY 2018/19	45,092.2	970
FY 2019/20	44,912.5	1,073
FY 2020/21	47,337.1	3,565.2
FY 2021/22	43,864	2,401

2021-22 Quick Stats

16 Number of **BIS Tickets**

3 Number of **Network Tickets**

155 Number of **SIS Tickets**

400 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	SSD
Audiology Hearing Screenings	4324	136
Audiology Evaluations	23	0
Mild/Moderate Special Ed Supports K-12 (PT)	104	3
Mild/Moderate Special Ed Supports K-12 (OT)	602	13
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	4
In-Center Special Education Evaluations	159	3
In-District and Assigned Special Education Evaluations	427	17
Severe Disability Supports	160	4
Early Intervention Evaluations	354	3
Early Childhood Special Education Evaluations	402	3

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	4
Interpreter, In-Center Evaluations	276.3	6
Translation, District Requests	354.5	0
Translation, In-Center Evaluations	136.47	0.75

Grants

EI/ECSE	ESD	SSD
Early Intervention Services	150	4
Early Childhood Special Education Services	749	53
Students Transitioned to Kindergarten	226	18

Cascade Regional — Low Incidence, High Needs		
Vision	46	2
Hearing	61	0
Physical Therapy	45	0
Occupational Therapy	42	0
Autism Spectrum Disorder	617	8
Traumatic Brain Injury	14	0
Total # of K-12 Regional Low Incidence Disabilities	827	10

Other Services		
Attendance	1065	23
Behavior Specialist	112	19
Family Support Liaison	130	39
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Ari Hupp

Learning Consultant
Joya Meeker

Speech Language Pathologist
Lee Ann McAvoy

Autism
Kayla Hunt

Deaf/Hard Hearing
Don Dorman

Occupational Therapist
Mary Ellen Tenney

Physical Therapist
Jessy Schley, Keith Abrams

Vision
Shandra Harris

Augmentative Communication
Brandi Lancaster

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
Dina Ratzlaff

Family Support Liaison
Christina Hoeckle

Behavior Consultant
Mark Summers

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

2022-2023

Sweet Home School District

Services provided through LBL ESD

District Executive Summary

- Jean Wooten, LBL ESD Board Director, SHSD Region
- Richard Moore, LBL ESD Budget Committee, SHSD Region
- SHSD receives 6% of Local Service Plan funding and is the 6th largest in student enrollment out of the 12 component districts
- Districts are able to transit up to 50% of their available Tier 2 resources. At this time, SHSD is transiting $0 which represents 0.0%

ADMw Over the Years

	ESD	SHSD
FY 2015/16	45,241.2	2,778.2
FY 2016/17	45,019.9	2,778.2
FY 2017/18	44,872.8	2,726.7
FY 2018/19	45,092.2	2,734.3
FY 2019/20	44,912.5	2,734.3
FY 2020/21	47,337.1	2,716.7
FY 2021/22	43,864	2,646

2021-22 Quick Stats

35 Number of **BIS Tickets**

33 Number of **Network Tickets**

363 Number of **SIS Tickets**

1000 mbps **Total ISP Purchased**

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

Services Data

Note: This data is based on fiscal year 2021-2022

Tier 1

Special Education — Tier 1 Services by Student	ESD	SHSD
Audiology Hearing Screenings	4324	223
Audiology Evaluations	23	3
Mild/Moderate Special Ed Supports K-12 (PT)	104	4
Mild/Moderate Special Ed Supports K-12 (OT)	602	39
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	17
In-Center Special Education Evaluations	159	11
In-District and Assigned Special Education Evaluations	427	46
Severe Disability Supports	160	15
Early Intervention Evaluations	354	25
Early Childhood Special Education Evaluations	402	53

Special Education — Tier 1 Services by Hours		
Interpreter, District Requests	72.32	0
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.5	0
Translation, In-Center Evaluations	136.47	0

Grants

EI/ECSE	ESD	SHSD
Early Intervention Services	150	4
Early Childhood Special Education Services	749	53
Students Transitioned to Kindergarten	226	18

Cascade Regional — Low Incidence, High Needs		
Vision	46	3
Hearing	61	4
Physical Therapy	45	2
Occupational Therapy	42	2
Autism Spectrum Disorder	617	42
Traumatic Brain Injury	14	4
Total # of K-12 Regional Low Incidence Disabilities	827	57

Other Services

Attendance	1065	283
Behavior Specialist	112	0
Family Support Liaison	130	8
Youth Transition Services	0	0

ESD Staff Serving District

School Psychologist
Dawn Meier

Learning Consultant
Kelley Guilliot

Speech Language Pathologist
Laila Oakes

Autism
Kayla Hunt

Deaf/Hard Hearing
Melinda Gallegos

Occupational Therapist
Karen Cunningham, Nikki MacKinder

Physical Therapist
Gail Baggett

Vision
Jennifer Orton

Augmentative Communication
Laura Daly

Traumatic Brain Injury
Brandi Lancaster

Audiology
Jeff Cox

Attendance Advisor
Rich Guzman

Family Support Liaison
N/A

Behavior Consultant
N/A

Home School
Michael Neilson

Youth Network Facilitator
Joshua Barbour

6. Board Reports
7. Superintendent's Report
    7.a. First Reading of Policy Updates Set 2

Stats Act #2

OSBA Model Sample Policy

yes

Code: IGDJ
Adopted:

Interscholastic Activities**

The Board recognizes the integral role interscholastic activities[1] play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, advisors, student participants, and others associated with the district's high school activities programs and events~~[2]~~ shall conduct themselves in a manner that is consistent with the letter and spirit of policies, rules, and regulations of the district and ~~of the Oregon School Activities Association (OSAA) and the fundamental values of sportsmanship~~any associated voluntary organization[3]. Each will be held accountable for their actions.

The district and its schools may only be members of and pay fees, if any, to a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities if the organization:

1. Implements and adheres to equity focused policies that:
    a. Address the use of derogatory or inappropriate names, insults, verbal assaults, profanity, or ridicule that occurs at an interscholastic activity, including by spectators of the interscholastic activity;
    b. Prohibit discrimination;
    c. Permit a student to wear religious clothing in accordance with the student's sincerely held religious belief and consistent with any safety and health requirements; and
    d. Balance the health, safety, and reasonable accommodation needs of participants on an activity-by-activity basis;
2. Maintains a transparent complaint process that:
    a. Has a reporting system to allow participants of interscholastic activities or members of the public to make complaints about student, coach, or spectator behavior;
    b. Responds to a complaint made within 48 hours of the complaint being received; and
    c. Resolves a complaint within 30 days of the complaint being received unless the organization determines that there is good cause to extend the timeline for resolving the complaint;
3. Develops and implements a system of sanctions against schools, students, coaches, and spectators if a complaint is verified; and

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[1] Interscholastic activities includes: for students any grade from kindergarten through grade 12, athletics, music, speech and other similar or related activities; for students in any grade from kindergarten through grade eight, activities that are offered only before or after regular school hours and that may, but are not required to, involve interaction among other schools.

~~[2] This applies to only OSAA-sanctioned activities and events.~~

[3] Includes a voluntary organization that administers interscholastic activities or that facilitates the scheduling and programming of interscholastic activities.

4. Performs an annual survey of students and their parents to understand and respond to potential violations of equity focused policies or other discrimination.

{[4]}[The district shall allow homeschooled students that reside in the district, students eligible to attend school and enrolled in a ~~district- or ESD-provided General Education Development (GED)~~high school equivalency program[5] that reside in the district, and students attending a public charter school that does not provide interscholastic activities that reside in the district, the opportunity to participate in available interscholastic activities when the requirements found in Oregon law are met.

Interscholastic activities when provided by the district will comply with Title IX and other nondiscrimination laws.]

{[6]}[District employees, students, parents, alumni, and activity volunteers are prohibited from inducing or attempting to induce a student to attend a district school for interscholastic activity eligibility or participation. The principal, activities director, advisors and coaches are each responsible for ensuring student participants meet all district ~~and OSAA~~ eligibility requirements of participation and those of the associated voluntary organization. The principal [or designee] is responsible for ensuring accurate certification regarding the eligibility of participating students and for verifying that athletic directors, coaches of sports, and activity advisors have all required certifications prior to assuming their duties. The principal [or designee] shall ensure that a program is in place to effectively evaluate the performance of all coaches and activity advisors under their supervision.

Volunteers may be approved to assist with district activities with prior approval from the principal.

The principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policies, administrative regulations, and/or ~~OSAA~~ the rules and regulations of the associated voluntary organization. The principal shall notify the superintendent [or designee] of conduct that violates the terms of this policy and report to the associated voluntary organization ~~OSAA as~~ if required.

An employee determined to have violated Board policies and/or rules and regulations of the associated voluntary organization ~~OSAA~~ [~~will~~] [may] be subject to discipline, up to and including, dismissal. A student in violation of Board policies and/or the ~~OSAA~~ rules and regulations of the associated voluntary organization will be subject to discipline, up to and including, dismissal from an interscholastic activity or program, suspension and/or expulsion from school. Volunteers in violation of Board policies and/or the ~~OSAA~~ rules and regulations of the associated voluntary organization shall be subject to discipline, up to and including, removal from district programs and activities and such other sanctions as may be deemed appropriate by the district.

Employees, volunteers, or students in violation of ~~OSAA~~ such policies, rules and/or regulations [~~will~~] [may] be required to remunerate the district in the event ~~of~~ fines are assessed ~~by OSAA~~ as a result of their actions.

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[4] {This policy content is required practice but is not required policy language.}

[5] "High school equivalency program" means a program provided to assist a student in earning a certificate for passing an approved high school equivalency test such as the General Educational Development (GED) test.

[6] {The remaining policy content is optional, but highly recommended language to inform about and support governance of activities (see beginning bracket here; ending with last paragraph of policy – see closing bracket).}

The superintendent will develop procedures, as necessary, to implement this policy, including a process to ensure that all district rules governing the conduct of students, staff, and volunteers engaged in district activities are regularly reviewed and updated.

The district will annually review interscholastic activities and participation to determine whether the current offerings reflect the students the district serves.

END OF POLICY

Legal Reference(s):

ORS 326.051
ORS 332.075(1)(e)
ORS 332.107
ORS 339.450 - 339.460

OAR 581-015-2255
OAR 581-021-0045 – 0049
OAR 581-022-2308(2)
OAR 581-026-0005

OAR 581-026-0700
OAR 581-026-0705
OAR 581-026-0710

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 (2022).
~~OREGON SCHOOL ACTIVITIES ASSOCIATION, OSAA HANDBOOK.~~
Montgomery v. Bd. of Educ., 188 Or. App. 63 (2003).
Senate Bill 1522 (2022).

yes

OSBA Model Sample Policy

Code: IK
Adopted:

Academic Achievement**

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The district shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students [will] [may] be informed [at least annually,] of their student's progress toward achieving the academic content standards, including but not limited to:
   a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
   b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
   c. [Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the district;]
   d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and
   e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.

2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;

3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude[or behavior]. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade[.] [;] ~~[Behavior performance shall be reported separately;]~~

4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;

5. When no grades are given but the student is evaluated in terms of progress, the school staff will ~~also provide a realistic appraisal of the student~~''~~s standing in relation to his/her peers~~ show whether the student is achieving course requirements at the student's current grade level;

6. The staff will take particular care to explain to students the meaning of marks and symbols used to reflect student performance.

END OF POLICY

Legal Reference(s):

ORS 107.154
ORS 329.485
ORS 343.295
OAR 581-021-0022
OAR 581-022-2260
OAR 581-022-2270

yes

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 the following lists.)

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

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

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

1. A foster child[1];
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in ~~another district or public charter school~~an educational program[2] in this state, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that ~~district or public charter school~~educational program in this state.

[1] As defined in ORS 30.297.

[2] "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits{[3]} 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 arts (shall include the equivalent of one unit in written composition);

3. Three credits in science;

4. Three credits in social sciences (including history, [civics[4],] geography and economics (including personal finance));

5. One credit in health education;

6. One credit in physical education; and

7. Three credits in career and technical education, the arts or world languages[5] (units shall be earned in any one or a combination).

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

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must[[6]]:

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

2. Demonstrate extended application through a collection of evidence; and

3. Participate in career-related learning experiences.

no brackets keep note 6.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving

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[3] {If the district has additional credit or graduation requirements, the district is required to include those additional credits and graduation requirements in the following lists. However, if the district provides an education as described in ORS 336.585 or 336.590 and awards high school diplomas, the district may not impose requirements for a high school diploma in those instances that are in addition to the requirements prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education.}

[4] {Civics becomes a half-credit requirement beginning on January 1, 2026 (~~Senate Bill 513, 2021~~ORS 329.451). {This is not required language at this time but the district could choose to keep language with the footnote, and certainly should keep if the district already provides this instruction.}}

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

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

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

2. 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 which shall 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. One credit in health education;

6. One credit in physical education; and

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

2. Demonstrate extended application through a collection of evidence.

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 learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;

2. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

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

A student's school team shall decide that a student should 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.

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

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 diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six 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
    g. One credit in the arts or a world language.

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.

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

Alternative Certificates

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

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

Other District Responsibilities

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

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

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

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

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

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate 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 an alternative certificate 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 and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

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

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate 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 Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form[7] and submitting the form to the district.

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

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

END OF POLICY

Legal Reference(s):

ORS 329.007
ORS 329.045
ORS 329.451
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
OAR 581-022-2120
OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
~~House Bill 2056 (2021).~~
~~Senate Bill 744 (2021).~~
Senate Bill 1522 (2022).

[7] Oregon Department of Education page for: 30-day notice and opt-out form

OSBA Model Sample Policy

YES

Code: **JGAB**
Adopted:

Use of Restraint or Seclusion**

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

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

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

The use of a seclusion cell is prohibited.

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

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

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

1. The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and

2. Less restrictive interventions would not be effective.

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

1. The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and

2. Less restrictive interventions would not be effective.

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

Definitions

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

   "Restraint" does not include:

   a. Holding a student's hand or arm to escort the student safely and without the use of force from one area to another;
   b. Assisting a student to complete a task if the student does not resist the physical contact; or
   c. Providing reasonable intervention with the minimal exertion of force necessary if the intervention does not include a restraint prohibited under Oregon Revised Statute (ORS) 339.288 and the intervention is necessary to:

      (1) Break up a physical fight;
      (2) Interrupt a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects; or
      (3) Effectively protect oneself or another from an assault, injury or sexual contact with the minimum physical contact necessary for protection.

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

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

3. "Seclusion cell" means a freestanding, self-contained unit that is used to isolate the student from other students or physically prevent a student from leaving the unit or cause the student to believe that the student is physically prevented from leaving the unit.

4. "Serious bodily injury" means any significant impairment of the physical condition of a person, as determined by qualified medical personnel, whether self-inflicted or inflicted by someone else.

5. "Substantial physical or bodily injury" means any impairment of the physical condition of a person that requires some form of medical treatment.

6. "Mechanical restraint" means a device used to restrict the movement of a student or the movement or normal function of a portion of the body of a student.

   "Mechanical restraint" does not include:

   a. A protective or stabilizing device ordered by a licensed physician; or
   b. A vehicle safety restraint when used as intended during the transport of a student in a moving vehicle.

7. "Chemical restraint" means a drug or medication that is used on a student to control behavior or restrict freedom of movement that is not prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice for standard treatment of the student's medical or psychiatric condition; and administered as prescribed by a licensed physician or other qualified health professional acting under the professional's scope of practice.

8. "Prone restraint" means a restraint in which a student is held face down on the floor.

9. "Supine restraint" means a restraint in which a student is held face up on the floor.

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

The district shall utilize the [[2] NCI training program of restraint or seclusion for use in the district. As required by state regulation, the selected program shall be one approved by the Oregon Department of Education (ODE) and include, but not limited to, positive behavior support, conflict prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and seclusion.

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

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

1. The total number of incidents involving restraint;

2. The total number of incidents involving seclusion;

3. The total number of seclusions in a locked room;

4. The total number of students placed in restraint;

5. The total number of students placed in seclusion;

6. The total number of incidents that resulted in injuries or death to students or staff as a result of the use of restraint or seclusion;

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[2] The district must identify the program utilized for training.] ours is NCI.

7. The total number of students placed in restraint or seclusion more than 10 times in a school year and an explanation of what steps have been taken by the district to decrease the use of restraint and seclusion for each student;

8. The total number of restraint or seclusion incidents carried out by untrained individuals;

9. The demographic characteristics[3] of all students upon whom restraint or seclusion was imposed;

10. The total number of rooms available for use by the district for seclusion of a student and a description of the dimensions and design of the rooms.

This annual report shall be made available to the public at the district's main office and on the district's website, and to the Board.

At least once each school year the parents and guardians of students of the district shall be notified about how to access the report.

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

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

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law related to the use, reporting, and written documentation of the use of restraint or seclusion by district staff.

END OF POLICY

Legal Reference(s):

ORS 161.205
ORS 339.250
ORS 339.285
ORS 339.288
ORS 339.291
ORS 339.294
ORS 339.297
ORS 339.300
ORS 339.303

OAR 581-021-0061
OAR 581-021-0550
OAR 581-021-0553
OAR 581-021-0556
OAR 581-021-0563
OAR 581-021-0566
OAR 581-021-0568
OAR 581-021-0569
OAR 581-021-0570
OAR 581-022-2267
OAR 581-022-2370

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

OSBA Model Sample Policy

Code: JHC
Adopted:

Student Health Services and Requirements**

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an ~~major~~ important Board ~~concern~~responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

[The district shall staff nursing services appropriate for students with medical needs and prevention-oriented health services per applicable requirements of Oregon Revised Statutes (ORS) 336.201 and Oregon Administrative Rule (OAR) 581-022-2220.]

The district shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;

2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and

3. One registered nurse or school nurse for every 225 medically complex students.

The district may use the most cost effective means available to meet the above requirements.

[The nurse(s) employed by the district shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.]

[Any nurse(s) providing services on behalf of the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of the patient prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.[1]]

The district shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;

2. Health appraisal to include screening for possible vision or hearing problems ~~[and also scoliosis]~~;

3. Health counseling for students and parents, when appropriate;

[1] For additional delegation requirements, see OAR 851-047-0030.

4. Health care and first-aid assistance that are appropriately supervised and isolates the sick or injured child from the student body;

5. Control and prevention of communicable diseases as required by Oregon Health Authority, Public Health Division, and the county health department;

6. Assistance for students in taking prescription and/or nonprescription medication according to established district procedures;

7. Services for students who are medically fragile or have special health care needs;

8. Integration of school health services with school health education programs.

The Board directs its district health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of federal law, the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination[2] or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All district employees will be apprised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in ~~[scoliosis,]~~ vision or hearing screening. The district will abide by those requests.

END OF POLICY

Legal Reference(s):

ORS 329.025
ORS 336.201
ORS 336.211
OAR 581-022-2050
OAR 581-022-2220
OAR 581-022-2225

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2012~~2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2017~~2022).
Every Student Succeeds Act, 20 U.S.C. § 7928 (~~2012~~2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (~~2012~~2018).

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[2] The term "invasive physical examination," as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

OSBA Model Sample Policy

yes

Code: KBA
Adopted:

Public Records Request**

~~"Public record" means any information that:~~

~~1. Is prepared, owned, used or retained by the district;~~

~~2. Is related to an activity, transaction or function of the district; and~~

~~3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the district.~~

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the [district] office.

A "public record" includes any writing that contains information relating to the conduct of the public's business, prepared, owned, used or retained by the district regardless of physical form or characteristics, unless otherwise exempted by law.[1] "Writing" ~~includes~~ means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public's business and that is contained on a privately owned computer ~~messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded~~.[2]

~~A request to inspect or receive a copy of a public record shall be in writing and will be presented to the [superintendent's] office.~~

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

~~The Board's official minutes, its written policies and its financial records will be available at the superintendent's office for inspection by any citizen desiring to examine them during hours when the superintendent's office is open.~~ All such information will be made available to individuals with disabilities in ~~any appropriate~~an accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

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[1] There are multiple definitions for "public record" in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

[2] In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

The Board supports the right of the people to know about programs and services of their schools and will make reasonable~~every~~ efforts to disseminate information. Each principal is authorized to use ~~all~~available means ~~available~~ to keep parents and others ~~of his/her~~in the particular school's community informed about the school's program and activities.

~~No records will be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for district records—if such disclosure would be contrary to the public interest, as described in state law.~~

The Board reserves the right to establish a fee schedule which will reasonably reimburse the district for the actual cost of making public records available pursuant to law. The district will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for ~~qualified~~ persons with disabilities.

Employee and volunteer personal residential addresses, personal electronic mail addresses ~~(other than district electronic mail addresses assigned by the district to district employees)~~, social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the district are exempt from public disclosure pursuant to ~~Oregon Revised Statute (~~ORS~~)~~ 192.363 - 368 and ORS 192.355(3). District electronic mail addresses assigned by the district to district employees are not exempt. ~~Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law.~~ This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. ~~District electronic mail addresses assigned by the district to district employees are not exempt.~~

The district will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the district to identify district employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The district shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

Legal Reference(s):

ORS 180.805
ORS Chapter 192
OAR 137-004-0800(1)
OAR 166-005-0010
OAR 166-400

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (201~~2~~8); 29 C.F.R. Part 1630 (~~2017~~2021); 28 C.F.R. Part 35 (~~2017~~2021).
OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL, *Public Records and Meetings Manual* ~~(2014)~~.
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).
Bialostosky v. Cummings, 319 Or. App. 352 (2022).

OSBA Model Sample Policy

yes

Code: KBA-AR
Revised/Reviewed:

Public Records Request

In compliance with Oregon law the following guidelines apply to the dissemination, inspection and examination of the public records of the district:

1. A public records request shall be submitted in writing through the district office~~, at [address]~~.

2. Upon receipt of a written request, the district shall respond within five business days[1] acknowledging receipt of the request or completing[2] the district's response to the request.

   If the district provides an acknowledgment of the request, it must:

   a. Confirm that the district is the custodian of the requested record;
   b. Inform the requester that the district is not the custodian of the requested record; or
   c. Notify the requester that the district is uncertain whether the district is the custodian of the requested record.

3. If the district is the custodian of the requested record, as soon as reasonably possible but not later than 10 business days after the date the district is required to acknowledge receipt of the request as described above, the district shall:

   a. Complete its response to the public records request in accordance with ORS 192.329(2). If the district determines that a record is exempt from public disclosure, the district will include a statement to that effect and that the requester may appeal the decision pursuant to state law; or
   b. Provide a written statement that the district is still processing the request and a reasonable estimated date by which the district expects to complete its response based on the information currently available.

4. The time periods, established by Oregon law and identified above in Section 2 or 3, will not apply to the district if compliance would be impracticable because:

   a. The staff or volunteers[3] necessary to complete a response to the public records request are unavailable;
   b. Compliance would demonstrably impede the district's ability to perform other necessary services; or

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[1] "Business day" means a day other than Saturday, Sunday or a legal holiday, and on which at least one paid employee of the district is scheduled to and does report to work. Business day does not include any day on which the central administration offices of the district are closed.

[2] The district response to a public records request will be considered complete when it complies with criteria in Oregon law (ORS 192.329).

[3] Staff member or volunteers who are on leave or are not scheduled to work are considered to be unavailable.

c. Of the volume of the public records request being simultaneously processed by the district.

~~The~~ In these situations, the district shall, as soon as practicable and without unreasonable delay, acknowledge a public records request and complete the response to the request.

5. The district may request additional information or clarification from the requester for the purpose of expediting the district's response to the request as permitted by law. If the district requests additional information or clarification, in good faith, the obligation to complete the request is suspended until the requester provides the requested information or clarification or affirmatively declines to provide the information or clarification. If the requester fails to respond within 60 days to a good faith request from the district for information or clarification, the district shall close the request.

6. If a copy of a public record is requested, the district will provide a single copy. If a request to inspect a public record is made and the record is maintained in a machine readable or electronic form, the custodian shall provide the record in the form requested, if available. If the public record is not available in the form requested, it will be ~~provided~~ made available in the form the record is maintained.

7. If a person who is a party to a civil judicial proceeding to which the district is a party or who has filed notice under Oregon Revised Statute (ORS) 30.275(5)(a) asks to inspect or to receive a copy of a public record that the person knows relates to the proceeding or notice, the individual must submit the request in writing to the designated custodian of district records and at the same time to the district's attorney.

8. Information will be made available to individuals with disabilities in an ~~appropriate~~ accessible format upon request and advance notice. Auxiliary aids and services available to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

9. Where the labor effort exceeds 30 minutes, labor, material and out-of-pocket charges will be reimbursed to the district. Labor will be calculated at the hourly rate of the employee affected. Materials and out-of-pocket charges will be reimbursed at the established rate of [$.25 per page]. Auxiliary aids and services for qualified persons with disabilities will be available at no additional charge.

   If the district has informed the requester of a permitted fee, the obligation of the district to complete its response to the request is suspended until the fee has been received by the district. If the requester fails to pay the fee within 60 days of the date ~~he/she was~~ they were informed of the fee or fails to pay the fee within 60 days of the date on which the district informed them of the denial of the fee waiver, the district shall close the request.

~~The district reserves the right to restrict the inspection of some public records to the district's facilities.~~

OSBA Model Sample Policy

Code: EFA
Adopted:

Local Wellness

{Title 7 C.F.R. 210.31(a) requires local education agencies to "establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast Program...". The law describes the policy as "a written plan that includes" various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district's plan. Previously these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the model policy, therefore OSBA recommends deleting the AR if the district previously included it in the board's policy manual. Districts should consult with stakeholders in the process of adoption and incorporate language that meets the unique needs of the district.}

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

[The district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the ~~development, review and update~~ triennial of the local wellness policy.]

POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation

The district shall manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;

2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;

3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;

4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and

5. Establishing specific goals for nutrition promotion and education, physical activity, physical education, and other school-based activities that promote student wellness.

The Board designates the [superintendent] [principal(s)] to be responsible for ensuring each school meets the goals outlined and complies with this policy.

Record Keeping

The district will retain the following records to document compliance with the local wellness policy requirements at the district's administrative offices:

1. The written local wellness policy;

2. Documentation to demonstrate the policy has been made available to the public;

3. Documentation of efforts to review and update the local wellness policy, including an indication of who participates in the update and the methods the district uses to make stakeholders aware of their ability to participate;

4. Documentation to demonstrate compliance with the annual public notification requirements;

5. Documentation of the district's most recent assessment on the implementation of the local wellness policy;

6. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;

2. The extent to which the district's policy compares to model local school wellness policy{[1]}; and

3. A description of the progress made in attaining the goals of the district's policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

Community Involvement, Outreach and Communications (Review of, and Updating Policy){[2]}

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy. The district will communicate information about opportunities [in community news, on the district's website, on school websites, and/or in district or school communications]. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

[Wellness Advisory Committee{[3]}

The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.

The district will publicize information about the wellness advisory committee [in community news, in communications to parents, and/or on websites operated by the district] to communicate to parents, students and the community at large to explain the committee's purpose, process and an invitation to volunteer.

1. The wellness advisory committee membership will include, to the extent possible, but not be limited to:

    a. Parents, caregivers and students;
    b. Representatives of the school nutrition program (e.g., school nutrition director);
    c. Physical education and/or health education teachers;
    d. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);
    e. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);
    f. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);

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[1] {Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

[2] {USDA Local school wellness policy resource; CDC resource; CDC Healthy Schools resource; USDA Local school wellness policy outreach toolkit and communication resource from Alliance for a Healthier Generation.}

[3] {A Wellness Advisory Committee is not required. If the district chooses to have a committee, the district should amend the language here to establish the membership and responsibilities of the committee. *School Wellness Committee Toolkit* published by the Alliance for a Healthier Generation}

g. Board members;
h. Supplemental Nutrition Assistance Program (SNAP) education coordinators;
i. Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and
j. Members of the general public.

2. The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.

3. The wellness advisory committee will meet [four] times per year to review of the local wellness policy.

4. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school's compliance with the policy.

The district will create building-level committees to establish school-specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.],

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based strategies and techniques and nutrition messages and by creating food environments that support healthy nutrition choices.

taught using District approved curriculum.

[Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students' eating behaviors, reflect evidence-based strategies and be consistent with state and local district health education standards.]

To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:

1. {[4]}[Students and staff will receive consistent nutrition messages throughout the school environment;

shall be

2. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program[(which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating)], and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;

3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;

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[4] {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

4. Teachers will receive curriculum-specific training;

5. Parents and families are encouraged through school communications to send healthy snacks/meals and [reusable] water bottles with their student to school;

6. Families and community organizations are involved, to the extent practicable, in nutrition education;

7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);

8. Materials on how to assess one's personal eating habits, set goals for improvement and achieve those goals.]

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. {[Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;

2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed;

3. Nutrition promotion materials are sent home with students, published on the district website, and when possible, distributed at parent-teacher conferences;

4. Families are invited to attend exhibitions of student nutrition projects or health fairs;

5. Physical activity is a planned part of all school-community events.]

School Meals

[Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE)][,][which may include the NSLP[,][and][the SBP,][Fresh Fruit & Vegetable Program (FFVP),][After School Snack Program (ASSP),][Special Milk Program (SMP),][Summer Food Service Program (SFSP),][Supper programs][or others].][The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.]

The district's available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

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[5] {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

The [principal(s)] will support nutrition and food services operation as addressed in Board policy EFAA – District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

[Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.]

Competitive Foods and Beverages

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Smart Snacks Standards.[6] These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores, snack or food carts and fund raising.

Celebrations and Rewards/Incentives

All foods and beverages offered on the school campus ~~[will meet or exceed]~~ [are encouraged to meet] the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, and classroom snacks brought by parents. ~~[Food will not be used as a reward or incentive.]~~ [This information will be conveyed to staff and parents.]

School staff should consider student and staff allergies before allowing items to be served.

[Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day. Such requests to conduct a fund raiser will be submitted to the [principal] for approval before starting.] Fund raiser activities shall not occur between half an hour before and after any SBP and NSLP food service times.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards for competitive foods set by the USDA.

~~[The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment, and product purchase or replacement to reflect the applicable food and beverage marketing guidelines.]~~

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

A quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance standards and program minute requirements in order to meet ODE's physical education content standards and state law.

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[6] Oregon Department of Education, Oregon Smart Snacks Standards

Physical activity should be included in the school's daily education program for grades [pre-]K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. {[7]}[Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;

2. Staff encourages and provides support for parental involvement in their children's physical education;

3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;

4. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;

5. {[8]}Every public school student in [pre-]kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade [5] [6] shall participate for a least 150 minutes during each school week, and students in grades [6] [7] through 8 for at least 225 minutes per school week;

6. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;

7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;

8. {[9]}At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;

9. Physical activity is a planned part of all school-community events;

10. Materials promoting physical activity are sent home with students and published on the district website.]

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[7] {The goals listed are not required, but districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the Alliance for a Healthier Generation. OSBA makes no representation of its compliance by providing this resource.}

[8] {Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select "5" in the first bracket and "6" in the second bracket. If the district operates K-6 elementary schools, select "6" in the first bracket and "7" in the second bracket.}

[9] {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

[{[10]}A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.]

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide). The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicated and work toward the same set of goals promoting student well-being, optimal development and strong educational outcomes.

The district will provide the following activities and encourage the following practices which promote local wellness:

1. [Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. Nonfood-related fund raisers;
5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;
7. Monthly/Weekly school walks;
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
9. Use of alternates to food as rewards in the classroom;
10. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school- and community-based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
11. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
12. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;]

[10] {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

13. Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).]

[{[11]}**Employee Wellness**{[12]}

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school's overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district's Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will collaborate with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employees' needs and interests;

2. Safe, supportive social and physical environments including organizational expectations about healthy behavior, and implementation of policy that promotes health and safety and reduces the risk of disease;

3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;

4. Education and resources to help employees make decisions about health care; and

5. Nutrition and fitness educational opportunities that may include but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants), but includes all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district (i.e., employee wellness committee);

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[11] {This language is optional and is not required by state or federal law.}

[12] {CDC resources for school employee wellness and workplace health promotion}

2. District personnel who implement health programs for students (e.g., school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and

3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g., Board members, superintendents, human resource administrators, fiscal services administrators and principals).]

[**DEFINITIONS**

1. "Competitive food" means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.

2. "Food and beverage marketing[13]" is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

3. "Oregon Smart Snacks Standards"[14] means the State's minimum nutrition standards for competitive foods and beverages (ORS 336.423).

4. "School day" means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].

5. "School campus" means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.]

END OF POLICY

Legal Reference(s):

ORS 327.531
ORS 327.537
ORS 329.496
ORS 332.107
ORS 336.423
OAR 581-051-0100
OAR 581-051-0305
OAR 581-051-0306
OAR 581-051-0310
OAR 581-051-0400

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[13] [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.); corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

[14] Oregon Department of Education, Oregon Smart Snacks Standards

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).
National School Lunch Program, 7 C.F.R. Part 210 (2022).
School Breakfast Program, 7 C.F.R. Part 220 (2022).

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Policy Update

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Annual Convention
Nov. 11-13, 2022
Portland Marriott
Downtown Portland
Portland, OR

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

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If you have questions regarding this publication or OSBA, please call our offices: 503-588-2800 or 800-578-6722

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

SUPERINTENDENT

Summary

With passage of Senate Bill 1521 (2022), there are new provisions in law to consider when issuing a superintendent's contract and when district school boards are making decisions related to operation of the district. The entire SB can be accessed here.

Collective Bargaining Impact

None

Local District Responsibility

Update policies with the recommended revisions if they are present in the Board's policy manual and submit to the Board for readoption.

Policy(ies) Impacted by these Revisions

CB – Superintendent, Highly Recommended
CBC – Superintendent's Contract, Optional

WORKPLACE HARASSMENT

Summary

The legal references for policy GBEA – Workplace Harassment have been updated to reflect an assigned statute number to what is House Bill 3041 (2021), which modified Oregon's definition of sexual orientation and added a definition for gender identity; these definitions apply to a host of Oregon statutes including its use in ORS 659A.370. HB 3041 is now numbered ORS 659A.370, and ORS 174.100 is the home for definitions of sexual orientation and gender identity – both used in this referenced policy.

Collective Bargaining Impact

None

Local District Responsibility

Districts should update the legal references in this policy and republish.

Policy(ies) and ARs Impacted by these Revisions

GBEA – Workplace Harassment *, Required

STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS

Summary

The definition of "sexual conduct" in OAR 584-020-0005 changed to be consistent with the definition in ORS 339.370(11). This update is to reflect the new definition.

Collective Bargaining Impact

None

Local District Responsibility

If the district has the optional policy GCAA - Standards for Competent and Ethical Performance of Oregon Educators, review, revise, and submit to the Board for readoption.

Policy(ies) and ARs Impacted by these Revisions

GCAA – Standards for Competent and Ethical Performance of Oregon Educators, Optional

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FINGERPRINTING

Summary

House Bill 4030 (2022) modifies fingerprinting requirements for persons seeking employment in schools and now makes a temporary exception to allow the Oregon Department of Education (ODE) to waive fingerprinting requirements if ODE determines the person has:

- Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
- Submitted to a criminal records check conducted by TSPC within the previous three years; or
- Remained continuously licensed or registered with the commission.

This is a temporary change and sunsets July 1, 2024.

Collective Bargaining Impact

None

Local District Responsibility

The revisions effect language in required administrative regulation GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting and can be revised by administration, implemented, and submitted to the Board for review; the AR is not required to be adopted.

Policy(ies) and ARs Impacted by these Revisions

GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Required

STUDENT HEALTH SERVICES

Summary

A new Oregon Administrative Rule, 581-021-0593, requires public education providers, which includes school districts, public charter schools, and education service districts, to provide information on menstrual health and must include this information in their health and sexuality education. As a result, new language has been added to board policy IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education. Oregon Department of Education's (ODE) website provides a variety of related resources.

In addition, new proposed language has been added to board policy JHC - Student Health Services, which refers to existing rules related to school nursing services and responsibilities.

Collective Bargaining Impact

None

Local District Responsibility

Both policies in this recommended update are highly recommended; submit to Board to consider revising and readopting.

Policy(ies) and ARs Impacted by these Revisions

IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**, Highly Recommended
JHC – Student Health Services**, Highly Recommended

INDIVIDUALIZED COVID-19 RECOVERY SERVICES

Summary

At its December 2021 meeting, the State Board of Education updated Temporary Rule OAR 581-015-2229 Individualized COVID-19 Recovery Services. The OAR required IEP teams for eligible student to make decisions about Individualized COVID-19 Recovery Services which support the district's requirement to ensure a free appropriate public education (FAPE) to eligible students.

A new section, Individualized COVID-19 Recovery Services, is added to IGBAF-AR describing the district's responsibilities and outlining notification requirements.

Collective Bargaining Impact

None

Local District, Responsibility

The district should review required administrative regulation IGBAF-AR – Special Education, Individualized Education Program and submit to the Board to adopt the recommended changes. It is further recommended that the district update the legal references in this policy and republish.

Policy(ies) and ARs Impacted by these Revisions

IGBAF – Special Education – Individualized Education Program (IEP), Required
IGBAF-AR – Special Education - Individualized Education Program (IEP), Required

TALENTED AND GIFTED

Summary

There have been some additional rule changes passed for talented and gifted programs. As a result, OSBA policy staff worked to reduce number of policies and administrative regulations (AR) to two, and both remaining ARs are optional. Further, the district could choose to use the general complaint procedure in board policy KL to support these programs and services, if desired, instead of using the accompanying ARs.

Collective Bargaining Impact

None

Local District Responsibility

Review the recommendations suggested to revise and update TAG related policies and administrative regulations. Essentially, policies IGBB and IGBBC have been merged, deleting IGBBC and leaving revised IGBB, and IGBBC-AR has been recoded to IGBB-AR.

Policy(ies) and ARs Impacted by these Revisions

IGBB – Talented and Gifted Program and/or Services, Required
IGBB-AR – Complaints Regarding the Talented and Gifted Program and/or Services, Optional
IGBBA – Talented and Gifted Students - Identification, Required

IGBBA-AR – Appeal Procedure for Talented and Gifted Student Identification and Placement, Optional
IGBBC - Talented and Gifted – Programs and Services, Recommend delete in lieu of other revisions
IGBBC-AR - Complaints Regarding the Talented and Gifted Program, Recommend delete or recode to IGBB-AR and revise as recommended or per district practice

7.b. Federal School Improvement ODE Update 2022

Oregon
Kate Brown, Governor

OREGON DEPARTMENT OF EDUCATION
Oregon achieves . . . together!

Colt Gill
Director of the Oregon Department of Education

Dear Superintendent -

Last week, ODE shared a general message statewide regarding federal school improvement and the process of exiting, retaining, or newly identifying schools.

This letter is specific and tailored to your district. The aim is to update you pertaining to the schools in your district that intersect with this federal program. Funding will now be described by ODE as *Federal School Improvement Funds to CSI & TSI Schools*

A table is provided below that lists the status for each relevant school. Please read the descriptions to help inform your understanding of the table.

Exited Schools
In June, ODE requested a progress update for CSI and TSI Schools. This update was used as part of the process to exit schools who demonstrated enough progress to not be identified this fall. Exiting schools will have access to a final allocation of the previously designated *ESSA Partnership* funds through **September 30, 2023**.

Please note: In some cases, districts and schools will have portions of these funds directed to ensure improvement efforts are sustained. Additional information will be provided by ODE staff to you and to school principals where this is the case.

Re-Identified (RE-ID'd)
Schools that were previously identified as CSI or TSI and have been reidentified this fall, as well as newly identified CSI or TSI schools, will move through community engagement and needs assessment processes in accordance with *Aligning for Student Success - Integrated Guidance for Six ODE Initiatives*.

Districts serving re-identified CSI or TSI schools will have access to the final allocation of the previously designated *ESSA Partnership* funds through September 30, 2023 at the direction of ODE. Additional Information will be provided by ODE staff to you and to school principals where this is the case. ODE point people will be in communication with district and school leaders to offer technical assistance in where needed and appropriate.

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Newly-Identified Schools

Newly identified CSI or TSI schools, will move through community engagement and needs assessment processes in accordance with *Aligning for Student Success - Integrated Guidance for Six ODE Initiatives*.

Future Funding

Federal School Improvement Funds to CSI & TSI Schools will be focused on school districts serving three or more CSI or TSI schools or districts where 50% or more of the total number of schools are identified for additional support will be eligible for funding.

These funds will continue to be allocated to the school district. ODE will provide an allocation for each identified school in the district eligible for school improvement funds to develop and implement school-level activities. This allocation amount is not a dictate - but provided at the specific school level to support strong communication between principals and superintendents to determine best use tied to purpose. ODE will allow for flexibility in collaborative planning, community engagement and agreement from building leaders. School-level allocations will be sent via letter before November 15, 2022.

Summary Table of Federal School Improvement Status for the District

For more detailed information pertaining to data and identification, please refer to the Accountability Detail reports downloadable here.

School	21-22 Identification	Previous Identification	Status
Eddyville Charter School		Targeted	EXITED
Lincoln City Career Technical High School		Comprehensive	EXITED
Newport Middle School		Targeted	EXITED
Sam Case Elementary		Targeted	EXITED
Taft Elementary School		Targeted	EXITED
Taft High School		Targeted	EXITED

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Taft Middle School		Targeted	EXITED
Toledo Elementary School		Targeted	EXITED
Toledo Jr. High		Targeted	EXITED
Siletz Valley Schools	Targeted	Comprehensive	Re-Identified
Newport High School	Targeted	Targeted	Re-Identified
Waldport Middle School	Targeted	Targeted	Re-Identified

Questions?
Federal school improvement is led by Director Tim Boyd and coordinated across the Office of Education Innovation and Improvement. In the effort to align improvement efforts, your best initial contact is your EII Regional Support, Shawna Moran.

Thank you for your commitment to serving Oregon's students and communities.

Sincerely,

Oregon Department of Education
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7.c. DRAFT LCSD Equity Lens Communication Plan 2022

DRAFT **LCSD Equity Lens Communication Plan 2022**

Audience (The Who): **Staff-** We may want to discuss communicating by Area and then by School. Or vice versa. This is ALL staff including contractors.

Event (The What by Whom and Where): Staff meetings, PD time-should be multiple times over the school year.

Deadline (The When): Beginning in November 2022-June 2023.

Key Messages (More of The What): Read Policy AAA and its accompanying AR. Try not to add or subtract. Stay consistent. Collect questions and each school crafts an FAQ of questions and answers. Try scenarios using Equity Lens Worksheet. Also use Equity Team Doc: Why We Need an Equity Lens/Tool.

Channel for Communication or Vehicle (The How): Meetings, large groups and small groups. Also videos, podcasts, guest speakers, book studies, affinity groups, etc.

Feedback Mechanisms (Measuring Success): Ask for questions and concerns. Can do an Exit Ticket.

Responsible Owner (Person making sure it happens): Building Principals with the support of anyone they like or need or want to bring in to help.

Audience (The Who): **Students**

Event (The What by Whom and Where): Student leadership group meetings or gathering, use the ways in which we provide school wide

information to students, set aside a special time during the week to discuss it.

Deadline (The When): Starts anytime after Staff is fully made aware of the new Equity Lens/Tool. Goes all year and beyond.

Key Messages (More of The What): Stick to the policy language. Have discussions about definitions of terms. Give a clear picture of the Why.

Channel for Communication or Vehicle (The How): Same above “Events”. Also videos from the supt office and podcasts on the policy. Other videos by reputable people regarding the need for Equity of all kinds. Guest speakers can be asked to come and speak with large and small groups of kids.

Feedback Mechanisms (Measuring Success): Ask for student feedback via survey and other communications methods you already use.

Responsible Owner (Person making sure it happens): Building Principals and Vice Principals. Also Leadership teachers and counselors.

Audience (The Who): **Families (both English speaking and Latinx families)**

Event (The What by Whom and Where): For Hispanic families, Pick back up on the community workshops and meetings we have had the last 4 years. Can be in person or online and must have translators. For English speakers, in person and online parent and family meetings can have the Equity Lens as a topic for the night. (I would not suggest FB forums to start with. You will hear from others with no understanding about what we are doing and that won’t help you in the beginning of this process.)

Deadline (The When): Begins in December or January. Lets let the staff and students have some time to digest a bit. Some staff have already reviewed the policy. Don't wait too long because kids will have had an introduction and they may have questions.

Key Messages (More of The What): Read the policy and accompanying AR. Review the Worksheet and work through scenarios. Families might be invited to evening or afternoon meetings or forums just to discuss this. Feel free to invite colleagues to present alongside you.

Channel for Communication or Vehicle (The How): Meetings online and in person. Share videos and podcasts.

Feedback Mechanisms (Measuring Success): Ask families to tell you how they feel and think about the new Lens. Can always do an online survey.

Responsible Owner (Person making sure it happens): Building Principals along with helpers from the district level or other principals.

Audience (The Who): **General Community including Community Based Organizations that specialize in equity.**

Event (The What by Whom and Where): Attend meetings of these groups and request time on agendas.

Deadline (The When): Anytime after the new year.

Key Messages (More of The What): Review language of policy and why we are doing this. How this might affect them as well. Discuss key partnership opportunities.

Channel for Communication or Vehicle (The How):In person meetings, online meetings, share out of district made videos and podcasts. Newsletters.

Feedback Mechanisms (Measuring Success): Ask them to weigh in and then take notes on their positive and negative comments. Get back to people with resolutions and feedback.

Responsible Owner (Person making sure it happens): All principals that articulate with the community, the Superintendent and other district level admins with connections to the broader community.

Audience (The Who): **Municipalities, businesses, other non profits that articulate with the district such as OCCC, OSU and Hospital.**

Event (The What by Whom and Where): Discuss at Chambers and City and County meetings. EDALC meetings. Can be done in person and online. Request permission to be on agendas.

Deadline (The When): Starting after New Year.

Key Messages (More of The What): Read AAA and AAA AR. Also use Doc that is Why we Need an Equity Lens.

Channel for Communication or Vehicle (The How): Meetings in person and online. Sending out written communications such as postcards and newsletters. Also sending out videos and podcasts on the topic.

Feedback Mechanisms (Measuring Success): Ask for feedback after speaking and presenting.

Responsible Owner (Person making sure it happens): Karen Gray, Superintendent.

7.d. Property Update

7.e. Appoint Superintendent to deal with property purchase in South Beach.

8. Adoption of the Consent Calendar

8.a. Minutes of the Board

Lincoln County School District Business Meeting of the Board
Tuesday, October 11, 2022 Executive Session- 5:30 Re: (ORS 192.660(2)(e)) Regular Business Meeting- 6:30

Toledo Elementary
600 SE Sturdevant Rd
Toledo, OR 97391

1. Call to Order & Reading of Land Acknowledgment
The meeting was called to order at 6:33 by Board Chair Martin. Superintendent Dr. Gray volunteered and read the Lincoln County School District Land Acknowledgment.

2. Roll Call- Establishment of a quorum
Board Member Megan Cawley was excused

3. Introductions
None

4. Communications

4.a. Written
None

4.b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
The Board received 3 Communication Requests and heard from:

- Jutta Pearce- Spoke about the need for parent involvement/volunteerism
- Marty Perez- Spoke about Policy AAA, Equity Lens and his support for its adoption
- Kiara Hunt- Spoke about Policy AAA, Equity Lens and her support for its adoption

4.c. Recognition

4.c.1. Centennial Year Proclamation
Board Chair Martin read the proclamation proclaiming the 2022-2023 school year as LCSD's centennial year.

4.d. LCEA Report
The Board heard from LCEA president Peter Lohonyay. Peter spoke about the need for good staff in the district and a need for the practice of equity. He noted that we must work with one another, which is something LCEA (teachers) strives to do with the District and families.

5. Consultant Reports/Staff Reports/Student Reports

5.a. Area Report
The Board heard a report from Principal Postlewait and Assistant Principal Limbert.
Ms. Postlewait thanked Sodexo and First Student for all they do for TOES. Enrollment is up by approximately 40 students. The TAP project is going to work with Board Member Vince on a photo project.
Ms. Limbert talked about the Professional Learning Communities that are running smoothly. She talked about the new 6th grade band program that has started and the wonderful new

equipment which was made possible by the Board. She also talked about the great relationship with the local fire department on fire safety.
Ms Postlewait also announced that Turkey Bingo is making a comeback!

5.b. Student Report
The Board heard from a second grade student and his teacher who spoke to the Board about AVID. The student showed the Board his binder that had calendars, math and reading notebooks, and drawings that gave examples of how to solve problems. The notebook serves as an overall tool for learning.
Students from Ms. Rodgers' 4th/5th grade class spoke to the Board about the Oregon Battle of the Books program. They talked about some of their favorite books and details on why they were their favorite. They also gave a small demo of how the battle works.

5.c. Financial Report

5.c.1. September 2022 Financial Report
Business Services Director Kim Cusick updated the Board on the financials for the month of September.

5.d. First Student Report (Written)
The Board Chair noted the written report from First Student. The Board thanked the bus company for their work

6. Board Reports
The Chair asked the Board to accept the addition of an action item later in the meeting and they agreed.
Board Reports-
Board Member McKinley- Spoke about Waldport's ASPIRE program and talked about a recent football game she attended.
Board Member Rawles- Nothing to report
Board Member Vince- Talked about Homecoming week at Toledo Jr/Sr and the win they had. He noted new equipment that he saw for the CTE program at Toledo Jr/Sr. He continues to work with the ASPIRE program.
Board Chair Martin- Attended the Pep Assembly for Homecoming at Newport High School. She noticed how energized the staff and students were. She also attended the game that night.

6.a. Centennial Update
The Committee continues to meet and Chair Martin invited everyone to attend the meetings. Superintendent Gray noted that the billboards are up in Newport and she spoke about all the ways schools are using the new logos.

7. Superintendent's Report

7.a. Board Strategic Plan- Drop Foundation Goal and Add Political Action Committee Goal (Future Bond)
Dr. Gray spoke to the Board about their goal of having a foundation be removed and replaced with a political action committee that would help the Board go out for the next bond in a couple years. Board Member Vince noted that having a PAC now would better lead the district into creating a foundation in the future. Chair Martin also agreed that a PAC was a better use of the Board's efforts now but would like to see the Board go back to a foundation goal later.

7.b. 2021-2022 Division 22 Assurance Review
The Board was given the Division 22 standards completed by the district. Dr. Gray talked about the process the District goes through to report on these standards and noted that any standard the district wasn't meeting had a plan. There were no questions.

7.c. Policy Updates- First Reading of Set 1
Superintendent Gray spoke about how the policy updates work from the Oregon School Board Association. She noted that the set in the folder is the first set of two sets coming.

7.d. Equity Policy AAA- Third Reading
Superintendent Gray and Principal Perez addressed the Board. Dr. Gray had every member of the Equity Team introduce themselves. Mr. Perez spoke about the process the team went through to create this policy, Dr. Gray spoke about the process the Board has gone through to get this to a third reading. Board Member Vince shared his beliefs, involvement, and thoughts about the Equity Team and the draft policy they are looking to pass later in the agenda. Board Member McKinley spoke about her original concerns with the language of the first drafts of the policy. She said that she hopes that this policy will open doors for staff and students to use it (policy) as a tool. Board Member Rawles thanked everyone that worked on this policy and noted that his family went through a difficult time and he wished this policy had been around sooner. Chair Martin let the Board know that she did a lot of research to find another equity policy in the state that could compare to the draft policy that was before the Board and she discovered that there is nothing comparable. She noted how proud she was of this work. Dr Gray thanked the Board.

Board Member Cawley who could not be in attendance, submitted the following statement: "I strongly support the adoption of the LCSD equity policy and equity lens. Through this policy, LCSD has a stated commitment to providing equitable education and resources for all students. The lens will serve as a tool for board members as we read, assess, and adopt policy; for administrators as they make decisions about curricula and staffing; and for educators, as they create a safe and welcoming environment for all students to learn and thrive. This policy sets the tone and establishes a common language and goals for all members of LCSD to fully support every child every day. Thank you to all the members of the LCSD equity committee and to all the board members that worked so diligently to create this policy. I apologize for my absence this evening and I regret that I will not be able to vote an enthusiastic yes to the adoption of the LCSD Policy AAA: Equity Lens."

7.e. 2022-2023 Board and Superintendent Goals
Dr. Gray noted that the Board goals have not changed much because they are still working to meet them given the pandemic setback.

8. Adoption of the Consent Calendar
Chair Martin entertained a motion to adopt the consent Calendar as presented in the October Board Folder. The motion was set forth by Director Rawles and seconded by Director Vince. After no comments, the motion was passed unanimously.

8.a. Minutes of the Board

8.b. Human Resources

8.b.1. Personnel Action

9. Action Items

9.a. Board
Chair made a motion to allow Sup to nigiotiate property deal of waldport property. Moved by mike second by sentila. no comment. All in favor

9.a.1. Strategic Plan Goal Revision- Creation of Political Action Committee Goal
Chair Martin entertained a motion to amend the Board's goals to include a Political Action Committee in place of their existing goal of starting a foundation. The motion was set forth by Director Rawles and seconded by Director McKinley. After no comments, the motion was passed unanimously.

9.a.2. 2022-2023 Board and Superintendent Goals
Chair Martin entertained a motion to adopt the Board and Superintendent Goals and Measures as presented in the October Board Folder. The motion was set forth by Director Vince and seconded by Director Rawles. After no comments, the motion was passed unanimously.

9.a.3. Equity Policy AAA
Chair Martin entertained a motion to adopt the proposed Equity Lens policy AAA as presented in the October Board Folder. The motion was set forth by Director Rawles and seconded by Director McKinley. After no comments, the motion was passed unanimously.

10. Items of Information & Discussion

10.a. Business Services

10.a.1. 2023-24 Draft Budget Calendar
The Board heard from Business Services Director Cusick about the draft budget calendar that she had submitted for the Board's review. Chair Martin asked that this item be moved to the consent agenda for approval next month.

10.a.2. General Fund Transfer to Indigenous Peoples Fund
Business services director Cusick presented a proposal to move two sums of money from the ending fund balance after the 2021-2022 school year.
Chair Martin entertained a motion to transfer $100,000 from the general fund to the Indigenous Peoples Studies Fund and $300,000 from the general fund to the Music Programs Fund. The motion was set forth by Director McKinley and seconded by Director Rawles. Chair Martin asked if the two transfers needed to be made in two separate motions and Director Cusick assured the Board that it did not. The motion was passed unanimously.

10.b. Facilities & Maintenance/Transportation/Food Services

10.b.1. Construction Excise Tax Rate
Dr. Gray presented for Director Belloni on the need for the increase of the construction excise tax for the 2022-2023 year. The increase would take place as of January 1, 2023.

10.c. Board

10.c.1. Public Comment (This time is reserved for general public comment to the Board)
None

10.d. Other

10.d.1. Reminders/Announcements
October 17th- Luncheon at Newport Middle
October 20th- Centennial Committee Meeting at 5:30
October 25th- Joint Work Session with OCCC. Dinner at 5:00
November 8th- Regularly Scheduled Board Meeting at Crestview Heights

10.e. Adjournment
With no further business before the Board, the meeting was adjourned at 8:26 PM

8.b. Human Resources

8.b.1. Personnel Action

Board Agenda — November 8, 2022 — Personnel Action

Temporary Licensed Hire(s):

Crystal Pickner	District Nurse/Compass Center
Amy Mertell	Grade 1/Oceanlake
Nate Fingerson	School Counselor/Taft 7-12
TiAnne Rios	Special Education/Sam Case

Classified Hire(s):

Lynn Lilja	Special Education Teaching Asst II/Newport High
Sheila Miller	Records Management Clerk/Arcadia
Miranda Bowers	Special Education Teaching Asst II/Sam Case
Kristyna Orlando	Title Asst/Instructional Asst/Supervision Aide
Alyssa Redmond	Indian Education Specialist/Taft 7-12
Melissa Waddle	Special Education Teaching Asst II/Newport High

Coach Hire(s):

Carly Wilson	MS Basketball/Newport Middle School
Jeff Weiss	MS Football/Taft 7-12
Lonnie West	MS Football/Taft 7-12
Seth Steere	Assistant Football/Taft 7-12
Sammy Moreno	Assistant Girls Soccer/Taft 7-12
Domingo Salas	Assistant Basketball/Newport High

Resignation(s):

Michelle Gibson	Grade 1 Teacher Oceanlake	Resignation 8/26/2022 – 10/14/2022
Kelli Versteeg	Title Teaching Assistant Taft Elementary	Resignation 9/2/2021 – 10/28/2022
Julie Turner	District Nurse Compass Center	Retirement 4/3/2006 – 11/30/2022
Johnathan Sutherland	PE Teacher Sam Case	Resignation 8/24/2018 – 10/27/2022
Chris Torgersen	Accounts Payable Specialist District Office	Resignation 1/31/2022 – 11/4/2022
Sarah Seals	Behavior Support Specialist Yaquina View	Resignation 9/1/2022 – 11/4/2022
Amelia Meideros	Health and Records Assistant Yaquina View	Resignation 8/31/2022 – 11/3/2022

8.c. Board

8.c.1. Second Reading/Adoption of Set 1 Policies

Lincoln County School District

Code: CB
Adopted: 7/09/02
Revised/Readopted: 6/14/16 (Effective 7/01/16); 11/08/22
Orig. Code: CB

Superintendent

The superintendent[1] 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 law[2] that applies to school districts[3].

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)

Senate Bill 1521 (2022)

[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.

[3] Also includes taking any action that conflicts with law that applies to education service districts.

Lincoln County School District

Code: CBC
Adopted: 3/11/08
Revised/Readopted: 6/14/16 (Effective 7/01/16); 11/8/22
Orig. Code: CBC

Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. The Board may not issue a contract that includes terms which direct the superintendent[1] to take any action that conflicts with a local, state or federal law[2] that applies to the district[3], or which allows the Board to take an adverse employment action against the superintendent for complying with such laws. Contracts shall not be issued for more than three years in duration. The contract shall automatically expire at the end of its term. The Board may elect to issue a subsequent contract at any time for up to three years.

The compensation and benefits for the position of superintendent will be fixed by the Board and based upon the responsibilities required of the superintendent in performing their duties. The Board may not enter into an employment contract that contains provisions that expressly obligate the district to compensate the superintendent for work that is not performed.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.

[The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or

2. Finds new employment that provides health benefits.]

For a period of one year after termination of the contract, the superintendent may not:

1. Purchase property or surplus property owned by the district or public charter school; or

[1] The term "superintendent" includes an interim superintendent.

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

[3] Also includes taking any action that conflicts with law that applies to education services districts.

2. Use property owned by the district or public charter school in a manner other than the manner permitted for the general public.

END OF POLICY

Legal Reference(s):

ORS 332.432
ORS 332.505
ORS 342.549
ORS 342.815
OAR 584-005-0005(51)

Senate Bill 1521 (2022)

Lincoln County School District

Code: GBEA
Adopted: 2/11/20
Revised/Readopted: 2/14/21; 11/8/22
Orig. Code: GBEA

Workplace Harassment *

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between district employees or between a district employee and the district in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district and a district employee off district premises. Elected school board members, volunteers and interns are subject to this policy.

Any district employee who believes they have been a victim of workplace harassment may file a report with the district employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The district employee making the report is advised to document any incidents of workplace harassment.

"Workplace harassment" means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault[1] or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The district, upon receipt of a report from a district employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The district employee receiving the report, whether a supervisor of the employer or the district employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

[1] "Sexual assault" means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

The district may not require or coerce a district employee to enter into a nondisclosure[2] or nondisparagement[3] agreement.

The district may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between district employees or between a district employee and the district, in the workplace or at a work-related event that is off district premises and coordinated by or through the district, or between a district employee and employer off district premises.

The district may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when a district employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the district as a term or condition of the agreement. The agreement must provide the district employee at least seven days after signing the agreement to revoke it.

If the district determines in good faith that an employee has engaged in workplace harassment, the district may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the district to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members, witnesses, and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The district shall make this policy available to all district employees and shall be made a part of district orientation materials provided and copied to new district employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

Legal Reference(s):

ORS 174.100
ORS 243.317 - 243.323
ORS 659A.001
ORS 659A.003
ORS 659A.006
ORS 659A.029
ORS 659A.030
ORS 659A.082
ORS 659A.112
ORS 659A.370
ORS 659A.820
ORS 659A.875

[2] A "nondisclosure" agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

[3] A "nondisparagement" agreement or provision prevents either party from making disparaging statements about the other party.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).
Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

Lincoln County School District

Code: GCAA
Adopted: 11/8/22
Revised/Readopted: 11/8/22 (Effective 11/8/22)
Orig. Code: GCAA

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 party 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 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 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~~s~~ 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

Lincoln County School District

Code: GCDA/GDDA-AR
Revised/Readopted: 6/12/12; 6/14/16 (Effective 7/01/16); 3/08/17; 9/11/18; 11/12/19; 11/08/22
Orig. Code: GCDA/GDDA-AR

Criminal Records Checks and Fingerprinting

Requirements

1. Any individual newly hired employee[1][, whether full-time or part-time,] and not requiring licensure under Oregon Revised Statute (ORS) 342.223 as a teacher, administrator, personnel specialist or school nurse, shall submit to a criminal records check and fingerprinting.

2. Any individual applying for reinstatement of an Oregon license with the Teacher Standards and Practices Commission (TSPC) that has lapsed for more than three years shall be required to undergo a criminal records check and fingerprinting with TSPC.

3. Any individual registering with the TSPC for student teaching, practicum or internship as a teacher, administrator or personnel specialist shall be required to submit to a criminal records check and fingerprinting with TSPC.

4. Any individual hired as or by a contractor[2], whether part-time or full-time, into a position having direct, unsupervised contact with students as determined by the district shall be required to submit to a criminal records check and fingerprinting.

   The superintendent will identify contractors who are subject to such requirements.

5. Any community college faculty member providing instruction at the site of an early childhood education program, a school site as part of an early childhood program or at a grade K through 12 school site during the regular school day, shall be required to undergo a criminal records check and fingerprinting.

6. Any individual who is an employee of a public charter school not requiring licensure under ORS 342.223 shall be required to undergo a criminal records check and fingerprinting.

7. {[3]}A volunteer allowed by the district into a position that has direct, unsupervised contact with students shall undergo an in-state criminal records check.

[1] Any individual hired within the last three months. A subject individual does not include an employee hired within the last three months if the district has evidence on file that meets the definition in Oregon Administrative Rule (OAR) 581-021-0510(11)(b).

[2] A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

[3] {If the district allows volunteers to have direct, unsupervised contact with students, districts are required to conduct criminal records checks on these volunteers. Choose the bracketed language options in 7, 8 and/or 9 of this policy that aligns with district practice. If the district allows volunteers to have direct, unsupervised contact with students the presented language is required. Align policy IICC – Volunteers with chosen language here.}

8. A volunteer allowed to have direct, unsupervised contact with students, into a volunteer position identified in Board policy[4] by the district as requiring a fingerprint-based criminal records check, shall undergo a state and national criminal records check based on fingerprints.

9. A volunteer that is not likely to have direct, unsupervised contact with students will be required to undergo an in-state criminal records check.

Exceptions

A newly hired employee[5] is not subject to fingerprinting if:

1. The district has evidence on file that the person successfully completed a state and national criminal records check for a previous employer that was a school district or private school, and has not resided outside the state between the two periods of employment; or

2. {[6]}The Oregon Department of Education (ODE) determines the person:

    a. Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
    b. Submitted to a criminal records check conducted by TSPC within the previous three years; or
    c. Remained continuously licensed or registered with the TSPC.

Notification

1. The district will provide the following notification to individuals subject to criminal records checks and/or fingerprinting:

    a. Such criminal records checks and/or fingerprinting are required by law or Board policy;
    b. Any action resulting from such checks completed by the ODE that impact employment, contract or volunteering may be appealed as a contested case to ODE;
    c. All employment or contract offers or the ability to volunteer are contingent upon the results of such checks;
    d. A refusal to consent to a required criminal records check and/or fingerprinting shall result in immediate termination from employment, or contract status or the ability to volunteer in the district;
    e. An individual determined to have knowingly made a false statement as to the conviction of any crime on district employment applications, contracts, or ODE forms (written or electronic) will result in immediate termination from employment or contract status;
    f. An individual determined to have been convicted of any crime that would prohibit employment or contract will be immediately terminated from employment or contract status;
    g. A volunteer candidate who knowingly made a false statement or has a conviction of the crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number will result in immediate termination from the ability to volunteer in the district. The district will remove the volunteer from the position allowing direct, unsupervised contact with students.

2. The district will provide the written notice described above through means such as staff handbooks, employment applications, contracts or volunteer forms.

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[4] See policy GCDA/GDDA – Criminal Records Checks and Fingerprinting.

[5] Any individual hired within the last three months.

[6] {This revision to TSPC rules sunsets July 1, 2024.}

Processing and Reporting Procedures

1. Immediately following an offer and acceptance of employment or contract, an individual subject to criminal records checks and/or fingerprinting shall complete the appropriate forms authorizing such checks and report to an authorized fingerprinter as directed by the district. The district shall send such authorization, any collection of fingerprint information, and the request to ODE pursuant to law.

2. Fingerprints may be collected by one of the following:

   a. Employing district staff;
   b. Contracted agent of employing district; or
   c. Local or state law enforcement agency.

3. To ensure the integrity of the fingerprinting collection and prevent any compromise of the process, the district will provide the name of the individual to be fingerprinted to the authorized fingerprinter.

4. The authorized fingerprinter will obtain the necessary identification and fingerprinting and notify ODE of the results. ODE will then review and notify the district of said results as well as the identity of any individual it believes has knowingly made a false statement as to conviction of a crime, has knowingly made a false statement as to conviction of any crime or has a conviction of a crime prohibiting employment, or contract or volunteering.

5. A copy of the fingerprinting results will be kept by the district.

Fees

1. Fees associated with criminal records checks and/or fingerprinting for individuals applying for employment with the district and not requiring licensure, including persons hired as or by contractors[7], shall be paid by the individual.

2. An individual offered a contract or employment by the district may, only upon request, request that the amount of the fee be withheld from the amount otherwise due the individual in accordance with Oregon law.

3. Fees associated with required criminal records checks for volunteers shall be paid by the district.

Termination of Employment or Withdrawal of Employment/Contract Offer/Volunteer Status

1. A subject individual required to submit to a criminal records check and/or fingerprinting in accordance with law and/or Board policy will be terminated from employment or contract status, or withdrawal of offer of employment or contract will be made by the district upon:

   a. Refusal to consent to a criminal records check and/or fingerprinting; or
   b. Notification[8] from the Superintendent of Public Instruction that the employee has a conviction of any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number.

[7] A person hired as or by a contractor and their employees may not be required to submit to fingerprinting until the contractor has been offered a contract by the district.

[8] Prior to making a determination that results in this notification and opportunity for a hearing, the Superintendent of Public Instruction may cause an investigation pursuant to OAR 581-021-0511; involved parties shall cooperate with the investigation pursuant to law.

2. A subject individual will be terminated from employment or contract status upon notification from the Superintendent of Public Instruction that the employee has knowingly made a false statement as to the conviction of any crime.

3. Employment termination shall remove the individual from any district policies, collective bargaining provisions regarding dismissal procedures and appeals and the provisions of Accountability for Schools for the 21st Century Law.

4. A volunteer who refuses to submit, when required, to a criminal records check or a fingerprint-based criminal records check in accordance with law and/or Board policy will be denied such ability to volunteer in the district.

5. If the district has been notified by the Superintendent of Public Instruction that a volunteer knowingly made a false statement or has a conviction for any crimes listed in ORS 342.143, or the substantial equivalent of any of those crimes if the conviction occurred in another jurisdiction or in Oregon under a different statutory name or number, the individual will be denied the ability to volunteer.

6. A volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form will be denied the ability to volunteer in the district.

Appeals

A subject individual may appeal a determination from ODE that prevents employment or eligibility to contract with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

A volunteer may appeal a determination from a fingerprint-based criminal records checks by ODE that prevents the ability to volunteer with the district to the Superintendent of Public Instruction as a contested case under ORS 183.413 – 183.470.

Lincoln County School District

Code: IGAI
Adopted: 3/11/08
Revised/Readopted: 6/14/16 (Effective 7/01/16); 3/08/17; 11/12/19; 11/08/22
Orig. Code: IGAI

Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**

The district shall provide an age appropriate, comprehensive plan of instruction focusing on human sexuality, HIV/AIDS and sexually transmitted infections and disease prevention in elementary and secondary schools as an integral part of health education and other subjects. Course material and instruction for all human sexuality education courses that discuss human sexuality shall enhance a student's understanding of sexuality as a normal and healthy aspect of human development. A part of the comprehensive plan of instruction shall provide age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. The district must provide a minimum of four instructional sessions annually; one instructional session is equal to one standard class period. In addition, the HIV/AIDS and sexually transmitted infections and disease prevention education and the human sexuality education comprehensive plan shall provide adequate instruction at least annually, for all students in grades 6 through 8 and at least twice during grades 9 through 12.

Parents, teachers, school administrators, local health departments staff, other community representatives and persons from the medical community who are knowledgeable of the latest scientific information and effective education strategies shall develop the plan of instruction and align it with the Oregon Health Education Standards and Benchmarks.

The Board shall approve the plan of instruction and require that it be reviewed and updated biennially in accordance with new scientific information and effective educational strategies.

Parents of minor students shall be notified in advance of any human sexuality or AIDS/HIV instruction. Any parent may request that their child be excused from that portion of the instructional program under the procedures set forth in Oregon Revised Statute (ORS) 336.035(2).

The comprehensive plan of instruction shall include the following information that:

1. Promotes abstinence for school-age youth and mutually monogamous relationships with an uninfected partner for adults;

2. Allays those fears concerning HIV that are scientifically groundless;

3. Is balanced and medically accurate;

4. Provides balanced, accurate information and skills-based instruction on risks and benefits of contraceptives, condoms and other disease reduction measures;

5. Discusses responsible sexual behaviors and hygienic practices which may reduce or eliminate unintended pregnancy, exposure to HIV, hepatitis B/C and other sexually transmitted infections and diseases;

6. Stresses the risks of behaviors such as the sharing of needles or syringes for injecting illegal drugs and controlled substances;

7. Discusses the characteristics of the emotional, physical and psychological aspects of a healthy relationship;

8. Discusses the benefits of delaying pregnancy beyond the adolescent years as a means to better ensure a healthy future for parents and their children. The student shall be provided with statistics based on the latest medical information regarding both the health benefits and the possible side effects of all forms of contraceptives including the success and failure rates for prevention of pregnancy, sexually transmitted infections and diseases;

9. Stresses that HIV/STDs and hepatitis B/C can be possible hazards of sexual contact;

10. Provides students with information about Oregon laws that address young people's rights and responsibilities relating to childbearing and parenting;

11. Advises students of consequences of having sexual relations with persons younger than 18 years of age to whom they are not married;

12. Encourages family communication and involvement and helps students learn to make responsible, respectful and healthy decisions;

13. Teaches that no form of sexual expression or behavior is acceptable when it physically or emotionally harms oneself or others and that it is wrong to take advantage of or exploit another person;

14. Teaches that consent is an essential component of healthy sexual behavior. Course material shall promote positive attitudes and behaviors related to healthy relationships and sexuality, and encourage active student bystander behavior;

15. Teaches students how to identify and respond to attitudes and behaviors which contribute to sexual violence;

16. Validates the importance of one's honesty, respect for each person's dignity and well-being, and responsibility for one's actions;

17. Uses inclusive materials and strategies that recognizes different sexual orientations, gender identities and gender expression;

18. Includes information about relevant community resources, how to access these resources, and the laws that protect the rights of minors to anonymously access these resources; and

19. Is culturally inclusive.

The comprehensive plan of instruction shall emphasize skills-based instruction that:

1. Assists students to develop and practice effective communication skills, development of self-esteem and ability to resist peer pressure;

2. Provides students with the opportunity to learn about and personalize peer, media, technology and community influences that both positively and negatively impact their attitudes and decisions related to healthy sexuality, relationships and sexual behaviors, including decisions to abstain from sexual intercourse;

3. Enhances students' ability to access valid health information and resources related to their sexual health;

4. Teaches how to develop and communicate sexual and reproductive boundaries;

5. Is research based, evidence based or best practice; and

6. Aligns with the Oregon Health Education Content Standards and Benchmarks.

All sexuality education programs emphasize that abstinence from sexual intercourse, when practiced consistently and correctly, is the only 100 percent effective method against unintended pregnancy, sexually transmitted HIV and hepatitis B/C infection and other sexually transmitted infections and diseases.

Abstinence is to be stressed, but not to the exclusion of contraceptives and condoms for preventing unintended pregnancy, HIV infection, hepatitis B/C infection and other sexually transmitted infections and diseases. Such courses are to acknowledge the value of abstinence while not devaluing or ignoring those students who have had or are having sexual relationships. Further, sexuality education materials, including instructional strategies, and activities must not, in any way use shame or fear-based tactics.

Materials and information shall be presented in a manner sensitive to the fact that there are students who have experienced, perpetrated or witnessed sexual abuse and relationship violence.

The district's health and sexuality education will provide information on menstrual health and will be inclusive and affirming of transgender, non-binary, intersex, and two spirit/indigiqueer students; be positive and not fear- or shame-based; be age-appropriate; be medically-accurate; be culturally responsive; and be accessible for students with disabilities.

END OF POLICY

Legal Reference(s):

ORS 336.035
ORS 336.059
ORS 336.107
ORS 336.455 - 336.474

ORS 339.370 - 339.400

OAR 581-021-0009
OAR 581-021-0593

OAR 581-022-2030
OAR 581-022-2050
OAR 581-022-2220

Lincoln County School District

Code: IGBAF
Adopted: 10/09/12
Revised/Readopted: 6/14/16 (Effective 7/01/16); 11/08/22
Orig. Code: IGBAF

Special Education - Individualized Education Program (IEP)**

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, kindergarten through 21 years of age, including those who attend a public charter school located in the district, are placed in or referred to a private school or facility by the district; or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the district shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

Legal Reference(s):

ORS 343.151
ORS 343.155

OAR 581-015-2000
OAR 581-015-2190
OAR 581-015-2195
OAR 581-015-2200
OAR 581-015-2205
OAR 581-015-2210
OAR 581-015-2215
OAR 581-015-2220
OAR 581-015-2225
OAR 581-015-2229
OAR 581-015-2230
OAR 581-015-2235
OAR 581-015-2055
OAR 581-015-2600
OAR 581-015-2065
OAR 581-015-2265

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5 to -300.6, 300.22 to -300.24, 300.34, 300.43, 300.105 to -106, 300.112, 320.325, 300.328, 300.501 (2012).

Lincoln County School District

Code: IGBAF-AR
Adopted: 3/11/08
Revised/Readopted: 6/14/16 (Effective 7/01/16); 11/08/22
Orig. Code: IGBAF-AR

Special Education - Individualized Education Program (IEP)**

1. General IEP Information

   a. The district ensures that an IEP is in effect for each eligible student:

      (1) Before special education and related services are provided to a student;
      (2) At the beginning of each school year for each student with a disability for whom the district is responsible; and
      (3) Before the district implements all the special education and related services, including program modifications, supports and/or supplementary aids and services, as identified on the IEP.

   b. The district uses:

      (1) The Oregon standard IEP; or
      (2) An IEP form that has been approved by the Oregon Department of Education.

   c. The district develops and implements all provisions of the IEP as soon as possible following the IEP meeting.
   d. The IEP will be accessible to each of the student's regular education teacher(s), the student's special education teacher(s) and the student's related services provider(s) and other service provider(s).
   e. The district takes steps to ensure that parent(s) are present at each IEP meeting or have the opportunity to participate through other means.
   f. The district ensures that each teacher and service provider is informed of:

      (1) Their specific responsibilities for implementing the IEP specific accommodations, modifications and/or supports that must be provided for, or on behalf of the student; and
      (2) Their responsibility to fully implement the IEP including any amendments the district and parents agreed to make between annual reviews.

      The district takes whatever action is necessary to ensure that parents understand the proceedings of the IEP team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

   g. The district provides a copy of the IEP to the parents at no cost.

2. IEP Meetings

a. The district conducts IEP meetings within 30 calendar days of the determination that the student is eligible for special education and related services.
b. The district convenes IEP meetings for each eligible student periodically, but not less than once per year.
c. At IEP meetings, the team reviews and revises the IEP to address any lack of expected progress toward annual goals and in the general curriculum, new evaluation data or new information from the parent(s), the student's anticipated needs, or the need to address other matters.
d. Between annual IEP meetings, the district and the parent(s) may amend or modify the student's current IEP without convening an IEP team meeting using the procedures in the Agreement to Amend or Modify IEP subsection.
e. When the parent(s) requests a meeting, the district will either schedule a meeting within a reasonable time or provide timely written prior notice of the district's refusal to hold a meeting.
f. If an agency other than the district fails to provide agreed upon transition services contained in the IEP, the district convenes an IEP meeting to plan alternative strategies to meet the transition objectives and, if necessary, to revise the IEP.

3. IEP Team Members

a. The district's IEP team members include the following:

(1) The student's parent(s);
(2) The student, if the purpose of the IEP meeting is to consider the student's postsecondary goals and transition services (beginning for IEPs in effect at age 16), or for younger students, when appropriate;
(3) At least one of the student's special education teachers or, if appropriate, at least one of the student's special education providers;
(4) At least one of the student's regular education teachers if the student is or may be participating in the regular education environment. If the student has more than one regular education teacher, the district will determine which teacher or teachers will participate;
(5) A representative of the district (who may also be another member of the team) who is qualified to provide or supervise the provision of special education and is knowledgeable about district resources. The representative of the district will have the authority to commit district resources and be able to ensure that all services identified in the IEP can be delivered;
(6) An individual, who may also be another member of the team, who can interpret the instructional implications of the evaluation results; and
(7) At the discretion of the parent or district, other persons who have knowledge or special expertise regarding the student.

b. Student participation:

(1) Whenever appropriate, the student with a disability is a member of the team.
(2) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, the district includes the student in the IEP team meeting.

(3) If the purpose of the IEP meeting includes consideration of postsecondary goals and transition services for the student, and the student does not attend the meeting, the district will take other steps to consider the student's preferences and interests in developing the IEP.

c. Participation by other agencies:

(1) With parent or adult student written consent, and where appropriate, the district invites a representative of any other agency that is likely to be responsible for providing or paying for transition services if the purpose of the IEP meeting includes the consideration of transition services (beginning at age 16, or younger if appropriate); and
(2) If the district refers or places a student in an education service district, state-operated program, private school or other educational program, IEP team membership includes a representative from the appropriate agencies. Participation may consist of attending the meeting, conference call or participating through other means.

4. Agreement for Nonattendance and Excusal

a. The district and the parent may consent to excuse an IEP team member from attending an IEP meeting, in whole or in part, when the meeting involves a discussion or modification of team member's area of curriculum or service. The district designates specific individuals to authorize excusal of IEP team members.
b. If excusing an IEP team member whose area is to be discussed at an IEP meeting, the district ensures:

(1) The parent and the district consent in writing to the excusal;
(2) The team member submits written input to the parents and other members of the IEP team before the meeting; and
(3) The parent is informed of all information related to the excusal in the parent's native language or other mode of communication according to consent requirements.

5. IEP Content

a. In developing the IEP, the district considers the student's strengths, the parent's concerns, the results of the initial or most recent evaluation, and the academic, developmental and functional needs of the student.
b. The district ensures that IEPs for each eligible student includes:

(1) A statement of the student's present levels of academic achievement and functional performance that:

(a) Includes a description of how the disability affects the progress and involvement in the general education curriculum;
(b) Describes the results of any evaluations conducted, including functional and developmental information;
(c) Is written in language that is understood by all IEP team members, including parents;
(d) Is clearly linked to each annual goal statement;

(e) Includes a description of benchmarks or short-term objectives for children with disabilities who take alternative assessments aligned to alternate achievement standards.

(2) A statement of measurable annual goals, including academic and functional goals, or for students whose performance is measured by alternate assessments aligned to alternate achievement standard, statements of measurable goals and short-term objectives. The goals and, if appropriate, objectives:

(a) Meet the student's needs that are present because of the disability, or because of behavior that interferes with the student's ability to learn, or impedes the learning of other students;
(b) Enable the student to be involved in and progress in the general curriculum, as appropriate; and
(c) Clearly describe the anticipated outcomes, including intermediate steps, if appropriate, that serve as a measure of progress toward the goal.

(3) A statement of the special education services, related services, supplementary aids and services that the district provides to the student:

(a) The district bases special education and related services, modifications and supports on peer-reviewed research to the extent practicable to assist students in advancing toward goals, progressing in the general curriculum and participating with other students (including those without disabilities), in academic, nonacademic and extracurricular activities.
(b) Each statement of special education services, related or supplementary services, aids, modifications or supports includes a description of the inclusive dates, amount or frequency, location and who is responsible for implementation.

(4) A statement of the extent, if any, to which the student will not participate with nondisabled students in regular academic, nonacademic and extracurricular activities.
(5) A statement of any individual modifications and accommodations in the administration of state or districtwide assessments of student achievement.

(a) A student will not be exempt from participation in state or districtwide assessment because of a disability unless the parent requests an exemption;
(b) If the IEP team determines that the student will take the alternate assessment instead of the regular statewide or a districtwide assessment, a statement of why the student cannot participate in the regular assessment and why the alternate assessment is appropriate for the student.

(6) A statement describing how the district will measure student's progress toward completion of the annual goals and when periodic reports on the student's progress toward the annual goals will be provided.

6. Individualized COVID-19 Recovery Services[1]

[1] The requirements of this section are in effect until July 1, 2023 unless extended by the State Board of Education.

Individualized COVID-19 Recovery Services are defined as those services determined necessary for eligible students based on the unique needs that arise from their disability due to the impact of the COVID-19 pandemic, which may include but are not limited to:

a. Special education and related services;
b. Supplementary aides and services;
c. Additional or intensified instruction;
d. Social emotional learning support; and
e. Peer or adult support.

The IEP team for each eligible student shall consider the need for Individualized COVID-19 Recovery Services at least at each initial IEP meeting and each regularly scheduled annual review meeting.

a. IEP teams shall consider the impact COVID-19 on the eligible student's ability to engage in their education, develop and re-establish social connections with peers and school personnel, and adapt to the structure of in-person learning.
b. For initial IEPs, IEP teams shall also review the impact of COVID-19 on the eligible student's initial evaluation timeline and eligibility determination in considering the need for Individualized COVID-19 Recovery Services.
c. For annual reviews, IEP teams shall also consider the impact of COVID-19 on the implementation of the eligible student's IEP considering the need for Individualized COVID-19 Recovery Services.

Any member of the IEP team, including parents and eligible students, may request that the IEP team meet to review the need for Individualized COVID-19 Recovery Services at any time.

a. IEP teams are not required to meet more than once annually to consider the need for Individualized COVID-19 Recovery Services unless updated information indicates the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.
b. IEP teams that considered the need for Individualized COVID-19 Recovery Services at an initial IEP or annual review meeting on or after June 24, 2021 shall review the need for Individualized COVID-19 Recovery Services at the next annual review, but are not required to do so before then unless the eligible student's circumstances have changed or there is reason to suspect that the eligible student may need any additions or modifications to their Individualized COVID-19 Recovery Services.

When Individualized COVID-19 Recovery Services are recommended, the eligible student's IEP must be updated to reflect the recommendation.

The district or program shall provide written notice to the parents of each eligible student regarding the opportunity for the IEP team to meet to consider Individualized COVID-19 Recovery Services.

After each determination is made, the district or program shall provide written notice to the parent and/or adult student with a disability regarding the determination of need for Individualized COVID-19 Recovery Services. This notice shall include the following documentation:

a. A statement of the Individualized COVID-19 Recovery Services recommended based on the meaningful input of all IEP team members, including parents and eligible students, as appropriate;
b. The projected dates for initiation and duration of Individualized COVID-19 Recovery Services
c. The anticipated frequency, amount, location, and provider of the services described in item a. above and whether these services are being provided within the standard instructional day for the eligible student.

If the district and parent hold an IEP meeting to discuss the need for Individualized COVID-19 Recovery Services and do not reach an agreement regarding such services, the district and parent may request a Facilitated IEP meeting. If the district and the parent choose to participate in a Facilitated IEP meeting, the district shall notify ODE.

Nothing in this section shall affect or otherwise alter a parent's right to seek mediation under OAR 581-015-2335, request a due process hearing under OAR 581-015-2345, a complaint under OAR 581-015-2030, or other parental rights under the procedural safeguards.

Nothing in this section relieves the district of its duty to create an appropriate IEP for every eligible student, regardless of whether the eligible student requires Individualized COVID-19 Recovery Services.

7. Agreement to Amend or Modify IEP

Between annual IEP meetings, the district and the parent may agree to make changes in the student's current IEP without holding an IEP meeting. These changes require a signed, written agreement between the district and the parent.

a. The district and the parent record any amendments, revisions or modifications on the student's current IEP. If additional IEP pages are required these pages must be attached to the existing IEP.
b. The district files a complete copy of the IEP with the student's education records and informs the student's IEP team and any teachers or service providers of the changes.
c. The district provides the parent prior written notice of any changes in the IEP and upon request, provides the parent with a revised copy of the IEP with the changes incorporated.

8. IEP Team Considerations and Special Factors

a. In developing, reviewing and revising the IEP, the IEP team considers:

(1) The strengths of the student and concerns of the parent for enhancing the education of the student;
(2) The results of the initial or most recent evaluation of the student;
(3) As appropriate, the results of the student's performance on any general state or districtwide assessments;
(4) The academic, developmental and functional needs of the child.

b. In developing, reviewing and revising the student's IEP, the IEP team considers the following special factors:

(1) The communication needs of the student; and
(2) The need for assistive technology services and/or devices.

c. As appropriate, the IEP team also considers the following special factors:

(1) For a student whose behavior impedes their learning or that of others, strategies, positive behavioral intervention and supports to address that behavior;
(2) For a student with limited English proficiency, the language needs of the student as those needs relate to the IEP;
(3) For a student who is blind or visually impaired, instruction in Braille and the use of Braille unless the IEP team determines (after an evaluation of reading and writing skills, needs and media, including evaluation of future needs for instruction in Braille or the use of Braille, appropriate reading and writing), that instruction in Braille or the use of Braille is not appropriate;
(4) For a student who is deaf or hard of hearing, the student's language and communication needs, including opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the student's language and communication mode;
(5) If a student is deaf, deafblind, or hard of hearing, the district will provide information about relevant services and placements offered by the school district, the education service district, regional programs, and the Oregon School for the Deaf; and
(6) A statement of any device or service needed for the student to receive a free appropriate public education (FAPE).

d. In addition to the above IEP contents, the IEP for each eligible student of transition age includes:

(1) Beginning not later than the first IEP in effect when the student turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)), and updated annually thereafter, the IEP must include:

(a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training education, employment, and where appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching those goals.

Regarding employment planning, the parent shall be provided information about and opportunities to experience employment services provided by Oregon Vocational Rehabilitation or the Oregon Office of Developmental Disability Services. These services must be provided in a competitive integrated employment setting, as defined by Oregon Administrative Rule (OAR) 411-345-0020. Information about these services shall also be provided to the parent by the district

at each annual review for IEPs to be in effect when the child turns 16, or as early as 14 or younger, if determined appropriate by the IEP team (including parent(s)).

(2) At least one year before a student reaches the age of majority (student reaches the age of 18, or has married or been emancipated, whichever occurs first), a statement that the district has informed the student that all procedural rights will transfer at the age of majority; and
(3) If identified transition service providers, other than the district, fail to provide any of the services identified on the IEP, the district will initiate an IEP meeting as soon as possible to address alternative strategies and revise the IEP if necessary.

e. To promote self-determination and independence, the district shall provide the student and the student's parents with information and training resources regarding supported decision-making as a less restrictive alternative to guardianship, and with information and resources regarding strategies to remain engaged in the student's secondary education and post-school outcomes. The district shall provide this information at each IEP meeting that includes discussion of post-secondary education goals and transition services.

9. Incarcerated Youth

a. For students with disabilities who are convicted as adults, incarcerated in adult correctional facilities and otherwise entitled to FAPE, the following IEP requirements do not apply:

(1) Participation of students with disabilities in state and districtwide assessment; and
(2) Transition planning and transition services, for students whose eligibility will end because of their age before they will be eligible to be released from an adult correctional facility based on consideration of their sentence and eligibility for early release.

b. The IEP team may modify the student's IEP, if the state has demonstrated a bona fide security or other compelling interest that cannot be otherwise accommodated.

10. Extended School Year Services

a. The district makes extended school year (ESY) services available to all students for whom the IEP team has determined that such services are necessary to provide FAPE.
b. ESY services are:

(1) Provided to a student with a disability in addition to the services provided during the typical school year;
(2) Identified in the student's IEP; and
(3) Provided at no cost to the parent.

c. The district does not limit consideration of ESY services to particular categories of disability or unilaterally limit the type, amount or duration of service.
d. The district provides ESY services to maintain the student's skills or behavior, but not to teach new skills or behaviors.
e. The district's criteria for determining the need for extended school year services include:

(1) Regression (a significant loss of skills or behaviors) and recoupment time based on documented evidence; or
(2) If no documented evidence, on predictions according to the professional judgment of the team.

f. "Regression" means significant loss of skills or behaviors in any area specified on the IEP as a result of an interruption in education services.
g. "Recoupment" means the recovery of skills or behaviors specified on the IEP to a level demonstrated before the interruption of education services.

11. Assistive Technology

a. The district ensures that assistive technology devices or assistive technology services, or both, are made available if they are identified as part of the student's IEP. These services and/or devices may be part of the student's special education, related services or supplementary aids and services.
b. On a case-by-case basis, the district permits the use of district-purchased assistive technology devices in the student's home or in other settings if the student's IEP team determines that the student needs access to those devices to receive a free appropriate public education. In these situations, district policy will govern liability and transfer of the device when the student ceases to attend the district.

12. Transfer Students

a. In state:

If a student with a disability (who had an IEP that was in effect in a previous district in Oregon) transfers into the district and enrolls in a district school within the same school year, the district (in consultation with the student's parents) provides a free appropriate public education to the student (including services comparable to those described in the student's IEP from the previous district), until the district either:

(1) Adopts the student's IEP from the previous district; or
(2) Develops, adopts and implements a new IEP for the student in accordance with all of the IEP provisions.

b. Out of state:

If a student transfers into the district with a current IEP from a district in another state, the district, in consultation with the student's parents, will provide a free appropriate public education to the student, including services comparable to those described in the student's IEP from the previous district, until the district:

(1) Conducts an initial evaluation (if determined necessary by the district to determine Oregon eligibility) with parent consent and determines whether the student meets eligibility criteria described in the OARs.
(2) If the student is eligible under Oregon criteria, the district develops, adopts and implements a new IEP for the student using the Oregon Standard IEP or an approved alternate IEP.

(3) If the student does not meet Oregon eligibility criteria, the district provides prior written notice to the parents explaining that the student does not meet Oregon eligibility criteria and specifying the date when special education services will be terminated.

Lincoln County School District

Code: IGBB
Adopted: 6/15/10
Revised/Readopted: 6/14/16 (Effective 7/01/16); 11/08/22
Orig. Code: IGBB

Talented and Gifted Program and/or Services**

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

The Board directs the superintendent to develop a process for identification of talented and gifted students in grades K through 12. (See Board policy IGBBA – Talented and Gifted Students – Identification**)

The district will develop a written plan of instruction for talented and gifted students in accordance with law that:

1. Includes a statement of the district policy on the education of talented and gifted students (this policy);

2. Identifies and assesses special talented and gifted programs and services available in the district;

3. States goals related to providing such programs and services, including timelines for achievement;

4. Describes the programs and services intended to accomplish stated goals;

5. Describes how the district provides parents an opportunity to discuss and to provide input on programs and services for their child;

6. Describes how the district will evaluate progress of the plan; and

7. States the name and contact information for the district's talented and gifted coordinator.[1]

The district shall submit such plan to the Oregon Department of Education (ODE) as directed.

The plan will be provided at the school or the district office, when requested, and will be published on the district's website. The district website shall provide the name and contact information of the district's coordinator of special education and programs for talented and gifted. The district will annually report the name and contact information of the district's TAG coordinator to ODE.

The district may also identify and provide programs for students who demonstrate outstanding ability or potential in creative ability in using original or nontraditional methods in thinking and producing;

[1] For the list of complete requirements of the plan, see ORS 343.397(1).

leadership ability in motivating the performance of others in educational or noneducational settings; and/or ability in the visual or performing arts, such as dance, music or art.

Complaints regarding programs and/or services can be filed in accordance with Board Policy KL – Public Complaints, beginning at Step 1. They may also use the procedure in the accompanying administrative regulation, IGBB-AR - Complaints Regarding the Talented and Gifted Program and/or Services.

END OF POLICY

Legal Reference(s):

ORS 343.391 - 343.401
ORS 343.407 - 343.413

OAR 581-022-2325
OAR 581-022-2330

OAR 581-022-2370
OAR 581-022-2500

Lincoln County School District

Code: IGBBA
Adopted: 6/15/10
Revised/Readopted: 6/14/16 (Effective 7/01/16); 11/12/19; 11/08/22
Orig. Code: IGBBA

Talented and Gifted Students - Identification**

In order to serve talented and gifted ("TAG") students in grades K through 12, the district directs the superintendent or designee to establish an identification process.

This process of identification shall include at a minimum:

1. Use of evidence-based practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.

2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility.

3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:

    a. Students who are racially/ethnically diverse;
    b. Students experiencing disability;
    c. Students who are culturally and/or linguistically diverse;
    d. Students experiencing poverty; and
    e. Students experiencing high mobility.

4. Incorporate assessments, tools and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools and procedures used in the identification for TAG students will be used to support development of the plan of instruction.

5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

The district will provide professional development for staff assigned the responsibility for identification of talented and gifted students.

The identification team may use sources of evidence described in OAR 581-022-2325(3) to provide students with multiple opportunities to demonstrate a pattern or preponderance of evidence of talent or giftedness.

Academic evidence reviewed shall align to the full depth, breadth, and complexity of Oregon's content standards and benchmarks. Standardized assessments used for academic/achievement-based identification shall include technical documentation demonstrating alignment or documentation of intended use for the purpose of TAG identification. Standardized assessments used for intellectually gifted identification shall include technical documentation demonstrating alignment to research-based best practices inclusive of students from underrepresented populations.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through Board policy KL - Public Complaints and begin at Step 1 or the accompanying administrative regulation, IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement**.

After exhausting the district's appeal procedure and receiving the district's final decision, a parent may appeal the decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

END OF POLICY

Legal Reference(s):

ORS 343.395
ORS 343.407
ORS 343.409
ORS 343.411
OAR 581-021-0030
OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

OSBA Model Sample Policy

Code: **IGBBC**
Adopted:

DELETE

Talented and Gifted – Programs and Services[LF1]**

A district written plan will be developed for programs and services beyond those normally offered by the regular school program. All required written course statements shall identify the academic instructional programs and services to be provided which accommodate the assessed levels and accelerated rates of learning in identified talented and gifted students. The superintendent will remove any administrative barriers that may exist which restrict a student's access to appropriate services and will develop program and service options. [These options may include, but are not limited to, the following:

1. [Early Entrance;]
2. [Grade Skipping;]
3. [Ungraded/Multi-age Classes;]
4. [Cluster Grouping in Regular Classes;]
5. [Continuous Progress;]
6. [Cross Grade Grouping;]
7. [Compacted/Fast-Paced Curriculum;]
8. [Special Full- or Part-Time Classes;]
9. [Advanced Placement Classes;]
10. [Honors Classes;]
11. [Block Classes;]
12. [Independent Study;]
13. [Credit by Examination;]
14. [Concurrent Enrollment;]
15. [Mentorship/Internship;]
16. [Academic Competitions;]
17. [Magnet Programs/Schools.]

The Board has established an appeal process for a parent or guardian to utilize if they are dissatisfied with the programs and services recommended for their student that has been identified as talented and gifted, and wish to request reconsideration. The appeal process is identified in [Board policy KL – Public

Complaints**] [administrative regulation IGBBA-AR - Appeal Procedure for Talented and Gifted Student Identification and Placement].

The Board has established a complaint procedure to utilize if a person who resides in the district or a parent or guardian of a student attending school in the district has a complaint regarding the appropriateness of programs and services provided for a student identified as talented and gifted. This complaint procedure, IGBBC-AR - Complaints Regarding the Talented and Gifted Program, is available at the district's administrative office and on the home page of the district's website. The complainant may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of these OARs upon request.

END OF POLICY

Legal Reference(s):

OAR 581-022-2325
OAR 581-022-2330
OAR 581-022-2370
OAR 581-022-2500

DELETE

OSBA Model Sample Policy

Code: **IGBBC-AR**
Revised/Reviewed:

Complaints Regarding the Talented and Gifted Program

(This AR has been recoded to IGBB-AR. Please see the newer version with file name IGBB R G1.)
The following procedure will be utilized when complaints arise regarding the district's talented and gifted programs and services ("TAG").

All complaints regarding TAG will be reported to the superintendent. The complainant will be given the Talented and Gifted Standards Complaint Form which must be filled out and submitted to the superintendent's office before further consideration can be given to the complaint.

1. Upon receipt of a TAG complaint, the superintendent shall arrange for a review committee consisting of the [TAG coordinator/teacher, the program supervisor, a counselor and a school psychologist].

2. The review committee shall meet within [two] working days of when the superintendent received the written complaint and review all pertinent information. A recommendation from the review committee will be submitted to the superintendent within [10] working days of receiving the original complaint.

   The review committee may recommend that:

   a. The programs or services are appropriate; or
   b. The programs or services are not appropriate.

   The superintendent shall report the recommendations of the review committee to the Board[at the next regularly scheduled Board meeting].

3. After consideration of the recommendations, if any, issued by the review committee the Board will issue a decision within [20] days of the Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. The Board's final decision will be issued in writing or electronic form.

If the complainant, who is [a student,] a parent or guardian of a student who attends school in the district[,] [or] a person who resides in the district, remains dissatisfied and has exhausted local procedures, may appeal[1] the district's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023. The district shall provide a copy of the OARs upon request.

[[2]] Timelines may be extended upon written agreement between the district and the complainant.

[1] An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

[2] [For district information. The district's timeline established by each step of the district's complaint procedure must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)]

[Name of District]
[Address]

TALENTED AND GIFTED STANDARDS COMPLAINT FORM

Name _____

Address _____

Phone (Daytime) _____ (Evenings) _____

Date of Complaint _____

1. What is the nature of your complaint? _____

2. What is the district currently doing? _____

3. In your opinion, in what way is this situation a violation of state standards?

4. What do you feel the district should be doing? _____

5. Other pertinent comments _____

Signature: _____

OREGON SCHOOL BOARDS ASSOCIATION
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Policy Update

August 2022 Vol. 66 No. 3 sch

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Annual Convention
Nov. 11-13, 2022
Portland Marriott
Downtown Portland
Portland, OR

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GCAA – Standards for Competent and Ethical Performance of Oregon Educators, Optional
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IGBBC - Talented and Gifted – Programs and Services, Recommend delete in lieu of other revisions
IGBBC-AR - Complaints Regarding the Talented and Gifted Program, Recommend delete or recode to IGBB-AR and revise as recommended or per district practice

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

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If you have questions regarding this publication or OSBA, please call our offices:
503-588-2800 or 800-578-6722

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

SUPERINTENDENT

Summary

With passage of Senate Bill 1521 (2022), there are new provisions in law to consider when issuing a superintendent's contract and when district school boards are making decisions related to operation of the district. The entire SB can be accessed here.

Collective Bargaining Impact

None

Local District Responsibility

Update policies with the recommended revisions if they are present in the Board's policy manual and submit to the Board for readoption.

Policy(ies) Impacted by these Revisions

CB – Superintendent, Highly Recommended
CBC – Superintendent's Contract, Optional

WORKPLACE HARASSMENT

Summary

The legal references for policy GBEA – Workplace Harassment have been updated to reflect an assigned statute number to what is House Bill 3041 (2021), which modified Oregon's definition of sexual orientation and added a definition for gender identity; these definitions apply to a host of Oregon statutes including its use in ORS 659A.370. HB 3041 is now numbered ORS 659A.370, and ORS 174.100 is the home for definitions of sexual orientation and gender identity – both used in this referenced policy.

Collective Bargaining Impact

None

Local District Responsibility

Districts should update the legal references in this policy and republish.

Policy(ies) and ARs Impacted by these Revisions

GBEA – Workplace Harassment *, Required

STANDARDS FOR COMPETENT AND ETHICAL PERFORMANCE OF OREGON EDUCATORS

Summary

The definition of "sexual conduct" in OAR 584-020-0005 changed to be consistent with the definition in ORS 339.370(11). This update is to reflect the new definition.

Collective Bargaining Impact

None

Local District Responsibility

If the district has the optional policy GCAA - Standards for Competent and Ethical Performance of Oregon Educators, review, revise, and submit to the Board for readoption.

Policy(ies) and ARs Impacted by these Revisions

GCAA – Standards for Competent and Ethical Performance of Oregon Educators, Optional

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FINGERPRINTING

Summary

House Bill 4030 (2022) modifies fingerprinting requirements for persons seeking employment in schools and now makes a temporary exception to allow the Oregon Department of Education (ODE) to waive fingerprinting requirements if ODE determines the person has:

- Submitted to a criminal records check for the person's immediately previous employer, the employer is a school district or private school and the person has not lived outside this state between the two periods of employment;
- Submitted to a criminal records check conducted by TSPC within the previous three years; or
- Remained continuously licensed or registered with the commission.

This is a temporary change and sunsets July 1, 2024.

Collective Bargaining Impact

None

Local District Responsibility

The revisions effect language in required administrative regulation GCDA/GDDA-AR - Criminal Records Checks and Fingerprinting and can be revised by administration, implemented, and submitted to the Board for review; the AR is not required to be adopted.

Policy(ies) and ARs Impacted by these Revisions

GCDA/GDDA-AR – Criminal Records Checks and Fingerprinting, Required

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STUDENT HEALTH SERVICES

Summary

A new Oregon Administrative Rule, 581-021-0593, requires public education providers, which includes school districts, public charter schools, and education service districts, to provide information on menstrual health and must include this information in their health and sexuality education. As a result, new language has been added to board policy IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education. Oregon Department of Education's (ODE) website provides a variety of related resources.

In addition, new proposed language has been added to board policy JHC - Student Health Services, which refers to existing rules related to school nursing services and responsibilities.

Collective Bargaining Impact

None

Local District Responsibility

Both policies in this recommended update are highly recommended; submit to Board to consider revising and readopting.

Policy(ies) and ARs Impacted by these Revisions

IGAI – Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education**, Highly Recommended
JHC – Student Health Services**, Highly Recommended

INDIVIDUALIZED COVID-19 RECOVERY SERVICES

Summary

At its December 2021 meeting, the State Board of Education updated Temporary Rule OAR 581-015-2229 Individualized COVID-19 Recovery Services. The OAR required IEP teams for eligible student to make decisions about Individualized COVID-19 Recovery Services which support the district's requirement to ensure a free appropriate public education (FAPE) to eligible students.

A new section, Individualized COVID-19 Recovery Services, is added to IGBAF-AR describing the district's responsibilities and outlining notification requirements.

Collective Bargaining Impact

None

Local District, Responsibility

The district should review required administrative regulation IGBAF-AR – Special Education, Individualized Education Program and submit to the Board to adopt the recommended changes. It is further recommended that the district update the legal references in this policy and republish.

Policy(ies) and ARs Impacted by these Revisions

IGBAF – Special Education – Individualized Education Program (IEP), Required
IGBAF-AR – Special Education - Individualized Education Program (IEP), Required

TALENTED AND GIFTED

Summary

There have been some additional rule changes passed for talented and gifted programs. As a result, OSBA policy staff worked to reduce number of policies and administrative regulations (AR) to two, and both remaining ARs are optional. Further, the district could choose to use the general complaint procedure in board policy KL to support these programs and services, if desired, instead of using the accompanying ARs.

Collective Bargaining Impact

None

Local District Responsibility

Review the recommendations suggested to revise and update TAG related policies and administrative regulations. Essentially, policies IGBB and IGBBC have been merged, deleting IGBBC and leaving revised IGBB, and IGBBC-AR has been recoded to IGBB-AR.

Policy(ies) and ARs Impacted by these Revisions

IGBB – Talented and Gifted Program and/or Services, Required
IGBB-AR – Complaints Regarding the Talented and Gifted Program and/or Services, Optional
IGBBA – Talented and Gifted Students - Identification, Required
IGBBA-AR – Appeal Procedure for Talented and Gifted Student Identification and Placement, Optional
IGBBC - Talented and Gifted – Programs and Services, Recommend delete in lieu of other revisions
IGBBC-AR - Complaints Regarding the Talented and Gifted Program, Recommend delete or recode to IGBB-AR and revise as recommended or per district practice

9. Action Items
    9.a. Business Services
        9.a.1. General Fund Transfer to Indigenous Peoples Fund

Resolution 2022/23-___
2022-23 Resources Transfer

Oregon budget law requires that appropriation levels (instruction, support services, enterprise and community services, capital projects and debt service) must not be overspent. In accordance with ORS 294.450, budget law allows the Board of Directors to authorize transfers of appropriations and/or resources after declaring the need, purpose and amount of the transfer.

The District's 2022-23 Adopted Budget includes appropriations of $100,000 in General Fund - Transfers Out for transfer to the Indigenous Peoples Studies Fund – Transfers In.

The Indigenous Peoples Studies Fund was created to pay for studies related to local indigenous peoples. Waldport High School has requested a portion of these funds for such activities occurring in October, including a field trip to the newly established Yakona Reserve in South Beach, Oregon. The district wishes to make these funds available as soon as possible for these purposes.

The District's 2022-23 Adopted Budget includes appropriations of $300,000 in General Fund - Transfers Out for transfer to the Music Programs Fund – Transfers In. This fund was created to purchase musical instruments for all schools to create equity among music programs district-wide. The district has a need to order new instruments for the year that will exceed the fund's beginning fund balance.

Resources are more than adequate at this time to make this transfer and also meet the Board Policy requiring a 7% minimum ending fund balance in the General Fund.

Recommended for transfer are the following resources within the named funds:

	Increase	Decrease
General Fund		
– Transfers Out	$400,000	
Indigenous Peoples Studies Fund		
– Transfers In (Revenue)	$100,000	
Music Programs Fund		
– Transfers In (Revenue)	$300,000	

APPROVED BY A VOTE AT A REGULAR BOARD OF DIRECTORS MEETING HELD OCTOBER 11, 2022.

_____ _____

Board Chair Superintendent

9.a.2. 2023-24 Draft Budget Calendar

Lincoln County School District
2023-24 Budget Calendar & Process
DRAFT 10-11-22

*	10/11/2022	Draft Budget Calendar Presented to Board
*	11/8/2022	Board Approves Budget Calendar Board Announces Budget Committee Vacancies Zones 2 & 3
	December, January & February	Superintendent, Learning Support Team and Principals meet to discuss budget needs to support Board goals and to update the Integrated Grants Plan. Community Forums or other feedback methods are conducted for Integrated Grants and ESSER funding.
	1/3/2023	Budget Committee Candidate Names/Applications Due to Board
*	1/10/2023	Board interviews and appoints Budget Committee Member Zones 2 & 3
	1/24/2023	Board Work Session to develop Board Budget Goals LST will attend to answer Board questions about programs
*	2/14/2023	2023-25 Integrated Grants Application presented to Board
	3/6/2023	First Official State Estimate of Funding Released by ODE
	3/7/2023	Budget allocations distributed to all Administrators on staffing sheets
*	3/14/2023	Board Approval of 2023-25 Integrated Grants Application, submission due March 31st
	3/20-3/24/2023	LST meets regionally with principals to review school budget staffing sheets Staffing sheets due to Business Office 3/24 - All Departments & Buildings
	3/27/2023	Staffing Sheets/Budget Finalized by LST and Due to Business Office
	April	Business office prepares Proposed Budget Document
	TBD - April	Budget Committee Training
	5/3/2023 5/10/2023	Budget Committee Meeting notice published in the News Times and posted on the District's website
*	5/16/2023	Proposed Budget document delivered to Budget Committee and available for public review on District Website
	5/23/23 5/25/23 5/30/23	Budget Committee Meetings: 7 pm, Teaching & Learning Center 7 pm, if needed at Teaching & Learning Center 7 pm, if needed at Teaching & Learning Center
	6/7/2023	Budget Hearing Notice published in the NewsTimes Official publication requirements for public hearing: 1 notice at least 5 days but no more than 25 days before meeting
*	6/13/2023	Board Conducts Public Hearing on Approved Budget Resolution for Adoption, Appropriations & Levy approved by Board

Board
Budget Committee
Proposed Changes 11/8/22

* Regular Board Meeting

9.b. Facilities & Maintenance/Transportation/Food Services

9.b.1. Construction Excise Tax Rate

LINCOLN COUNTY SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
November 8, 2022

TOPIC: Construction Excise Tax Increase

PREPARED BY: Annette Brooks-Flatt

WILL BE PRESENTED BY: Rich Belloni

TYPE OF ITEM: Consent ☐ Information ☐ Discussion ☐ Decision ☒

DESCRIPTION OF AGENDA ITEM:

The Board approved the Construction Excise Tax rate in 2021 to $1.41 per square foot for residential construction and $0.70 per square foot for non-residential construction.

Staff recommends an increase of $0.04 for residential construction bringing the rate to $1.45 and an increase of $0.02 for non-residential construction bringing the rate to 0.72 per square foot for non-residential construction.

The Maximum rate for non-residential properties was $35,200 in 2022. Staff recommends a $900 increase to the current State authorized maximum rate of $36,100.

All rate changes will be effective January 1, 2023

SUPERINTENDENT'S RECOMMENDATION:

ADDITIONAL MATERIAL Attached: Yes ☒ No ☐ Available: Yes ☒ No ☐

9.c. Board

9.c.1. Swim Co Op between Newport High and Waldport High (New)

9.c.2. Budget Committee Vacancy - Zones 2 and 3

10. Items of Information & Discussion

10.a. Facilities & Maintenance/Transportation/Food Services

10.a.1. Yaquina View Seismic Grant

LINCOLN COUNTY SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
November 8, 2022

TOPIC: Draft RFP for (CM/GC) Seismic Upgrades for Yaquina View Elementary

PREPARED BY: Annette Brooks-Flatt

WILL BE PRESENTED BY: Rich Belloni

TYPE OF ITEM: Consent ☐ Information ☒ Discussion ☐ Decision ☐

DESCRIPTION OF AGENDA ITEM:

Director of Facilities and Maintenance Rich Belloni will give an update on the Draft RFP for Construction Manager/General Contractor (CM/GC) Seismic Upgrades for Yaquina View Elementary. The Board received the Draft Fact Findings and RFP under separate cover.

SUPERINTENDENT'S RECOMMENDATION:

None; for information only

ADDITIONAL MATERIAL Attached: Yes ☐ No ☒ Available: Yes ☒ No ☐

9/20/13 lku

10.b. Board

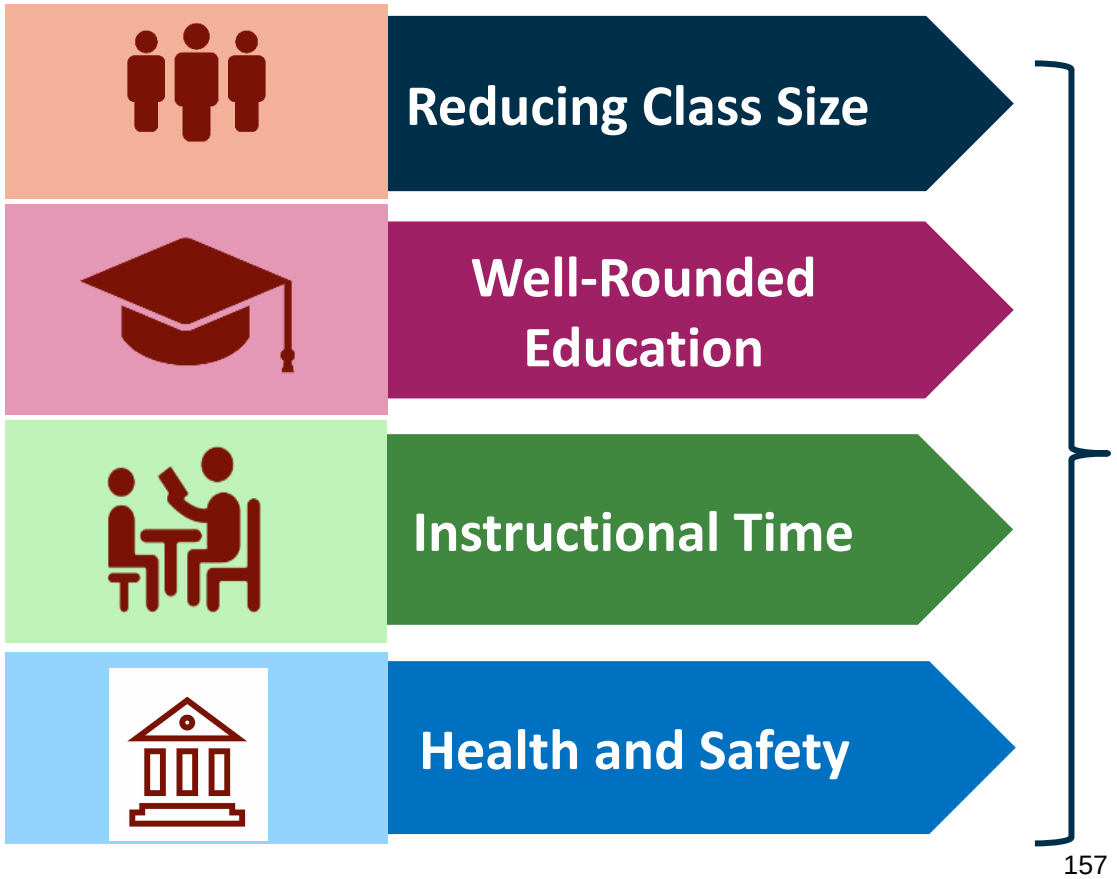
10.b.1. SIA Annual Report

LINCOLN COUNTY
SCHOOL DISTRICT

LINCOLN COUNTY SCHOOL DISTRICT
Student Investment Account (SIA) Annual Report

November 8, 2022

ALLOWABLE USES



Four Categories for the Student Investment Account

Eligible applicants are required by law to use these categories to:

1. Meet students' mental and behavioral health needs
2. Increase students' academic achievement and reduce disparities for focal populations

Student Success Act

- Expand support for students with behavior needs.
- Increase mental health support for students and staff
- Increase supports and accessibility to the educational system for our most impacted students
- Increase co-curricular and extra-curricular opportunities for students
- Continue to ask families about their barriers to engagement and what would make for welcoming environments

This is not an exhaustive list. Additional information can be found in the full community engagement report.

Student Investment Account Plan

Strategy 1

If we increase targeted instructional time into the summer, then we will increase access to educational opportunities to reduce summer slide for our most impacted students.

Strategy 2

If we create a department for Equitable and Healthy Schools, then consistent oversight and implementation of services that support students' mental and behavioral health will be provided to ensure aligned, coordinated, and comprehensive support for all students and families.

Strategy 3

If we equitably increase co- and extra-curricular opportunities for students, then students will become more connected to their home community, culture, and school, resulting in increased attendance and academic success and overall mental and behavioral health.

Strategy 4

If we provide increased supports and accessibility to the educational system for our most impacted students and families, then provided opportunities become obtainable and student achievement and community connectedness will grow.

Strategy 5

If we continue to engage our stakeholders through two-way communication and culturally specific meetings in an equitable, intentional, and meaningful way, then our community and school district together will use our collective voice to improve upon the implementation and evaluation of our plan.

Strategy 6

If we provide additional targeted classroom staff, then our students who are emerging bilingual, native, or receiving special education services will have increased support in accessing core content and educational resources.

Student Success Act

2021-22 Student Investment Account

- Actual award $4,323,881 million for year 1 of the biennium
  - Includes $220,512 pass through for Eddyville Charter School
- Revised our priorities and presented an updated plan to the board October 2021
- Grant Agreement posted on LCSD website at www.lincoln.k12.or.us under Public Reports
- Longitudinal Growth Goals suspended and replaced with "Progress Markers"

Challenges and Barriers to Implementation

- The COVID pandemic negatively impacted our plan due to filling general fund openings with SIA funded employees which created open positions in SIA.

- Lack of applicants for many of our open positions both general fund and SIA. SIA position unfilled or partially filled:
  - Area Care Team (Social Workers, Behavior Specialists)
  - Teachers on Special Assignment
  - Bilingual Customer Service
  - Bilingual Tutors
  - Nurses
  - Hispanic Family Liaison
  - Indian Education

2021-22 Annual SIA Expenditures

Planned	Actual	Difference	Description
$ 3,761,832	$ 2,907,824	$ 854,008	Staffing - Salaries and Benefits
$ 31,159	$ 17,207	$ 13,952	Supplies
$ 23,699	$ 1,453	$ 22,246	Mileage
$ 20,000	$ 3,728	$ 16,273	Special Education Curriculum Prof Dev
$ 0	$ 4,080	$ (4,080)	Audit Services
$ 220,512	$ 220,512	$ 0	Eddyville Charter School Allocation
$ 4,323,881	**$ 3,396,412**	**$ 927,470**	**Balance Remaining at 6/30/22**

2021-22 Staffing Shortage Details

- Equitable & Healthy Schools/HR Assistant Filled 1/3/22
- Behavior Specialist (1) (8 months)
- Social Worker (1) (budgeted higher than paid)
- School Nurse (1 open until 11/1/21)
- Secondary Bilingual Tutors (2) (NHS not hired until 3/15/22)
- Bilingual Customer Service Coord. (3) (TAHS hired, others hired then resigned)
- Reading/Math TOSA K-6 (Filled the YVE VP position mid year, not refilled until August)
- Science/Math TOSA 7-12 (Paid from HSS)
- Hispanic Family Liaison (1 open all year)
- Student Support Facilitators MS/HS (3) and Elementary (4) (some open positions, some filled then vacated)
- Music Teachers (budgeted higher than paid)

Use of Carryover Funds
21/22 Reallocated Expenses

Cost	Description
$ 241,903	FutureBound MS Alt Ed Salaries
$ 128,215	Teacher Salaries - Music
$ 83,508	Depot Download - Bus Video
$ 39,074	MS/HS Athletics
$ 26,847	Vestibules for Safety
$ 14,836	Summer School Transportation (Grant Matching Funds)
$ 13,249	Music PD
$ 9,019	PBIS Supplies & PD, Misc Supplies
$ 556,651	**Total Expenditures Reallocated from General Fund**

Use of Carryover Funds
July to September (22/23)

Cost	Description
$ 168,080	Vestibules for School Safety
$ 107,729	Special Ed Curriculum
$ 15,645	MS/HS Athletics
$ 18,729	ZOOM Licenses - Parent & Staff Communications
$ 13,040	Summer School Transportation (Grant Matching Funds)
$ 18,986	Supplies
$ 18,020	Professional Development - Safety & Music
$ 10,590	September Salaries
$ 370,819	**Total Expenses July - September**

Successful Outcomes

- Improved Community Engagement
  - Increased School Level Family Information Nights via Zoom
  - Increased Hispanic Family Information Nights via Zoom
  - Increased meetings with Tribal Community
  - Hiring of Bilingual Customer Service positions in North and West areas
- Equity work
  - Hiring of our Healthy and Equitable Schools Administrator
  - Creation of our District Equity Team
  - Beginning professional development around equity
  - Increased Title VI Indian Education Staff
  - MTSS Framework alignment in our District Continuous Improvement Plan

Successful Outcomes

Even amid a pandemic, we moved our plan forward with intention which resulted in

- Progress with MTSS
  - Creation of the North Area Care Team
  - Continued refinement of our PBIS and Academic tiered systems of support
  - Hiring of Student Support Facilitators
- Data Teams
  - School level PLC work
  - District aligned PLC work with grade band and content teachers
- 9th Grade On-Track Progress: Able to identify students prior to 10th grade with credit deficits and get plans in place early.
- Social Emotional Universal Screener (DESSA)- implemented district-wide for K-6, and grades 7/8 and some 9/10th graders at Taft 7-12

North Area Care Teams

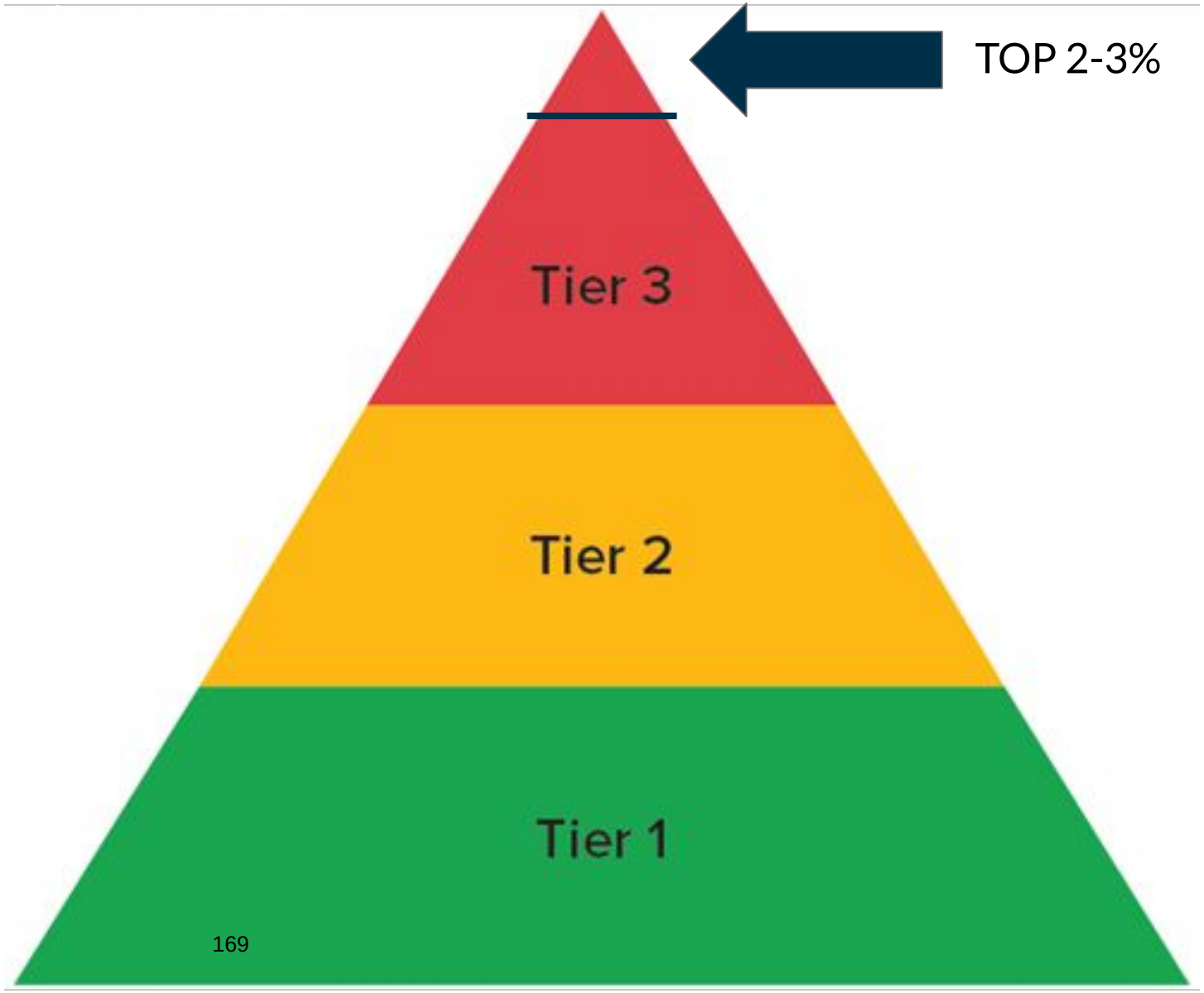
Mission:

A district team that provides integrated services to students and their families as part of a Multi-Tiered System of Support (MTSS). These individuals provide specialized expertise in coordinating and providing care and support for students.

Vision:

We integrate seamlessly with school systems to support the whole child by matching resources to clearly defined needs.

- The Care Team will be working with the top 2-3% of Tier III students
- Consists of services that will support the student as well as their family



North Area Care Teams

A district team that provides integrated services to students and their families as part of a Multi-Tiered System of Support (MTSS). These individuals provide specialized expertise in coordinating and providing care and support for students.

- Social Worker, Behavior Specialist and Nurse Hired
- Child, Family Team (CFT) Meeting Processes
  - Trauma Informed
  - Student-Family Centered
  - Restorative
  - Strengths Based
- Goals: Increase attendance, increase graduation rates, improve relationships between schools, students/families, and community resources, improve student self regulation and executive functioning skills

Key Reflections

- District Prioritization
  - Continued to reference stakeholder feedback
  - Remained aligned to District Improvement Graduation and Attendance Goals
  - Monthly conversations around budget adjustments and staffing needs
- Staff remained focused on student achievement and mental health
- COVID impacted LCSD but did not stop forward movement to benefit students, staff, families and the community
- MTSS in development as a district priority
- Shift from Area Care Teams providing direct service to students and families to Service Coordinators providing coordination of service and bridging building, area, district and community resources. .

Changes to SIA plan for 22-23

Service Coordinators: (4) One assigned per area of the district to coordinate care and connect students and families to resources within the schools and our shared community.

10.b.2. Public Comment (This time is reserved for general public comment to the Board)

10.b.3. Resolution to adopt OSBA Legislative Priorities and Principles

Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee

WHEREAS, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

WHEREAS, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

WHEREAS, the OSBA Legislative Policy Committee met in January and April to review the Proposed OSBA Legislative Priorities and Principles, and

WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles at its April meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles and place them before the membership for approval.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and

BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Legislative Priorities and Principles



Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

Approved by the Legislative Policy Committee: April 23, 2022
Approved by the OSBA Board: September 23, 2022
Approved by the OSBA Membership:

OREGON SCHOOL BOARDS ASSOCIATION

Priorities

Promote Adequate, Predictable, and Stable Funding

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

Protect the 2019 Student Success Act

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

Close the Opportunity Gap

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

Contain Cost Drivers

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

Support Local Governance and Oppose Mandates

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

Support Capital Improvements

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

Ensure Access to Post-Secondary Credits

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

Address Education Workforce Shortages

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

Principles

Finance

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

Student Programs

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

Student Safety and Wellness

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

Personnel

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

Governance and Operations

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

Federal Education Issues

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

10.b.4. OSBA Elections for Position 10 (LBL-ESD)

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NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: 9/22/22

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

Nominations are due by 5 pm, September 30, 2022

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

Dear Sonja McKenzie:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Linn Benton Lincoln ESD Region, Position # 10.

BOARD CANDIDATE INFORMATION

Name: Miriam Cummins
District/ESD/Community College: Linn Benton Lincoln ESD
Address: 3849 Oakmont Loop NE
City: Albany Oregon ZIP: 97322
E-mail: miriam.cummins@lblesd.k12.or.us Phone: 541-602-2740

This nomination was approved by official action of our board of directors at a duly called meeting on 9/21/2022.
(date)

DocuSigned by:
Miriam Cummins
45G5DD944D0342E...
(Board Chair signature)

Board Chair name: Miriam Cummins
District: LBL ESD
Address: 905 4th Ave SE
City: Albany, Oregon ZIP: 97321

CANDIDATE QUESTIONNAIRE
OSBA Board of Directors

Name: Miriam G. Cummins Region: Linn/Benton/Lincoln

District/ESD/CC: Linn Benton Lincoln ESD Position #: 10

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Miriam G. Cummins 9/15/2022

Name Date

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

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

To dedicate and ensure that all students receive the education they need and deserve to succeed, thrive, and create opportunities for growth. It is our duty to be the voice and advocate for our students and be the role model of what leadership looks like.

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

Being on the OSBA board of directors, I have seen the need to ensure that all our districts get the resources they need to serve their students better. We need to have the narrative and conversations that each component district is different, and the needs will differ from that; hence, why we need to cater to the needs of each district. Acknolowing and understanding that we do have a vast range of needs, especially as it pertains to smaller rural districts, OSBA is there to help the small districts get the resources that they need. Letting our districts know of the services that OSBA provides, from legal counsel and policy changes/implementations, to school board development/trainings, are services that, as members of OSBA, are tools available to them.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

Some of the leadership skills that I bring to the board, especially as a single parent with a special needs child, are my passion for advocacy, paving the way for others to have their voice/truth be told, empathy, team building, and being able to articulate important issues in a manner that is understood. In February of 2020, I attended the NSBA Advocacy and Equity conference in Washington, DC, where we had the opportunity to meet with the US Senators and US congressmen/women to bring up the importance of supporting and funding special education and increasing federal funding for all children. We also talked about how rural and communities of color need support and what that would l ook like. I have also participated in the Leadership Institute with OSBA, as I have gain the Bronze Level by participating in trainings on how to be a better school board member. At this 2022 OSBA summer conference, I also I earned and gained skills in how to communicate effectively with our communities and how to engage with them,
especially when it comes to our students education.

4. What do you see as the two most challenging issues faced by OSBA?

Two of the most challenging issues faced by OSBA are 1) how can we provide support to our smaller component districts and 2) statewide funding, especially as we have seen and personally experienced the challenges that this pandemic has brought forth. We are struggling with finding teachers, support staff, and administrators, that we have to look at creative ways to ensure our students get the education they deserve. These last two years, we have seen that it has taken a toll on our students - their education, mental health, and what we expect of them while in the pandemic. We are in survival mode, and it is our job and duty as school board members to advocate for our students so that we can start planning and having a trajectory and strategic planning for our students future. We need to plan to look forward and get out of the survival mode we are on.

5. What do you see as the two most challenging issues faced by your region?

Similar to the challenging issues faced by OSBA and statewide is the distrust in our public education system. As more and more parents voice their concerns, they start to question our public education system, in which many parents have decided to take their children out of the public education system. What this pandemic has done is brought forth many parent concerns about what level of education our students are receiving to how the students are getting their needs met at school. With the most recent release of our statewide test results, we have seen a decline in achievement, which is not surprising because of the pandemic. Still, it also has highlighted the importance of ensuring that our students get that hands-on, one-on-one education because if there is anything we have learned about this pandemic, it is that our students need in-person instruction, and for most of our students, online/virtual learning did not work for them. That is why it is so crucial that we advocate for our students in having in-person instruction and start creating protocols in how (if and when another pandemic hits) that we are prepared to follow those procedures.

6. What is your plan for communicating with boards in your region?

I plan to meet with individual (1:1) school board districts and then meet collectively with the region (Position 10) to get to know one another and hear about the issues each district is experiencing. Especially as we enter our long legislative session, we will need to work together to address the challenges our component districts are experiencing. It is so important to have a relationship with our component districts, have those conversations, and work together to better help our students. Also, keeping our component districts up-to-date on the legislative processes that are happening and how and what the Legislative Policy Committee is doing to ensure that their concerns are being heard and represented.

Deadline: September 30, 2022, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME
OSBA Board of Directors

Name: Miriam Guadalupe Cummins Date: 09/06/2022

Address: _____

City / ZIP: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: miriam.cummins@lblesd.k12.or.us

District/ESD/CC: Linn Benton Lincoln ESD

Term expires: June 30, 2023 Years on board: 3 years

Deadline: Sept. 30, 2022, 5 pm

Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable. E-mail to: *OSBAelections@osba.org* or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

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

- Currently serving as Chair of Linn Benton Lincoln ESD.
- I was appointed to the OSBA board in 2021, up until when my term expired in Dec 31st, 2021 and re-appointed June 2022 as I currently serve as OSBA Board of Directors Position 10.
- I have also participated in the OSBA Leadership Institute and have completed the Bronze Certificate Award.
- OSBA Equity, Diversity and Inclusion Committee
- Policy Rewrite Advisory Committee for Greater Albany Public School
- Equity & Racial Justice Task Form - OAESD
- Appointed/Nominated for WREN (Western Regional Educator Network) Coordinating Body Member as School Board representative
- OSBA - Oregon School Board Members of Color Caucus

Other education board positions held/dates:

Occupation (Include at least the past five years):

Employers:	Dates:
Oregon Voice - Executive Director	08/2022 to Present
MGC Consulting Services - Consultant/Owner	10/2021 to Present
Casa Latinos Unidos - Executive Director	01/2021 to 10/2021
Salem Keizer Coalition for Equality - Resource Development	06/2018 to 04/2020
Linn Benton Lincoln ESD - Spanish Interpreter/Translator	02/2013 to 06/2018
Oregon State University - Office of Financial Aid and Scholarships	02/2011 to 02/2013

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

High school: Marshfield High School, Coos Bay Oregon, Class of 2005

College: Oregon State University, Corvallis OR, Class of 2011

Degrees earned: Bachelors of Arts in Spanish and French

Education honors and/or awards:

Ford Family Foundation - Ford Scholar Class of 2005
Si Se Puede Award from OSU - June 2011
Bronze Award from OSBA - Leadership Institute

Other applicable training or education:

Diversity, Equity and Inclusion in the Workplace Certificate from University of South Florida
French Language Certificate from Université Catholique L'Ouest, France
Spanish Language from Universidad de Oviedo, Spain
TESOL Certificate from International Council for Online Educational Standards

Activities, other state and local community services:

Human Relations Committee - Commissioner for Ward 3 - Vice Chair - City of Albany
Greater Albany Public School Policy Rewrite Committee
Corvallis Chamber of Commerce - Board Member
Former candidate for State Representative for House District 15
Family Tree Relief Nursery, Board of Directors
Padres en Acción|Parents in Action, Board of Directors - Treasurer
Imagine Corvallis Action Network - Board of Directors
CSC Community Action Advisory Council - Board of Directors representing Linn County
American Leadership Forum of Oregon (ALF-Oregon) - Class 40

Hobbies/special interests:

Mom of two beautufil chidren, an advocate, JEDI and community leader. I enjoy spending time with my kids, going to the beach, playing video games, crafting, and painting. I also love all things Star Wars, Marvel, Legos, Pokemon, Harry Potter, and Lord of the Rings. In my spare time, I am catching up on some reading, watching the latest Netflix shows, or playing Pokemon Go.

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

Human Relations Committee in City of Albany - Commissioner for Ward 3 - Vice Chair - March 2021 to present
Corvallis Chamber of Commerce - Board of Directors and member of the Equity, Diversity and Inclusion Advisory Committee 08/21 to present
Imagine Corvallis Action Network - Board of Directors 6/2021 to present

Additional comments:

I would be delighted to be part of the OSBA School Board. I believe that my experience, professional skills, advocacy and motivation and leadership are very important to ensure that the work that we do as School Board members is reflected and represented in the duties that we do and hold as elected/appointed officials to do what is best for our students.

Thank you so much for your consideration.

Deadline: September 30, 2022, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

NOMINATION FORM
OSBA BOARD OF DIRECTORS
REGIONAL MEMBER

Date: September 13, 2022

Nominations are due by 5 pm, September 30, 2022

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

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

Dear Sonja McKenzie:

With this letter, our board nominates the candidate named below to a position on the OSBA Board of Directors for the Linn/Benton/Lincoln Region, Position # 10.

BOARD CANDIDATE INFORMATION

Name: Jason Curtis

District/ESD/Community College: Central Linn School District

Address: 8109 Washburn St.

City: Brownsville, Oregon ZIP: 97327

E-mail: jason.curtis@centrallinn.k12.or.us Phone: 541-54545454

This nomination was approved by official action of our board of directors at a duly called meeting on September 12, 2022.

(Board Chair signature)

Board Chair name: David Karo

District: Central Linn School District

Address: 3243 HWY 228; P.O. Box 200

City: Halsey, Oregon ZIP: 97348

CANDIDATE QUESTIONNAIRE
OSBA Board of Directors

Name: Jason E. Curtis Region: Linn/Benton/Lincoln

District/ESD/CC: Central Linn School District Position #: 10

I certify that if elected I will faithfully serve as a member of the OSBA Board of Directors. My nomination form has been submitted to OSBA (or is attached to this document) as evidence.

Jason E. Curtis
Name

9/27/22
Date

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

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

The OSBA exists primarily to increase student success by supporting local Oregon school boards. That support comes through advocating for proper school funding, leadership training for local school boards, and working to pull down barriers in all aspects of education including the recruitment of new local board members.

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

As a newly appointed local school board member my situation presents an opportunity to benefit school boards statewide through OSBA board training. The questions that I bring forward in my role as a local school board member likely mirror a similar process for new board members statewide.

3. What leadership skills do you believe you bring to the board of directors? Give an example of a situation in which you demonstrated these skills.

My leadership style is to include all members in the process. I enjoy seeing individual strengths and weaknesses coming together positively. This skill was a large part of helping me recruit volunteer firefighters to a numbers declining dept. The department is now flourishing as a result of everyone's efforts.

4. What do you see as the two most challenging issues faced by OSBA?

I see effectively serving such a diverse range of school boards along with navigating the sometimes rapidly changing federal laws as the two most challenging issues. I am certain there are other areas that I will become aware of as I move forward in my local school board.

5. What do you see as the two most challenging issues faced by your region?

I see funding and communication as the two most challenging issues. Gaining local community trust in leadership through effective communication and being able to foster an optimal educational environment where the funding often falls short is a tough combination.

6. What is your plan for communicating with boards in your region?

I would like to mirror a monthly email newsletter that I receive from one of our state representatives. A simple, straightforward newsletter that highlights the month's work, upcoming events, educational opportunities, grant programs, etc. with website links for further information. Also being directly available is integral to that process.

Deadline: September 30, 2022, 5 pm

Materials submitted by the candidate on this form may be subject to a public information request under ORS Chapter 192.

CANDIDATE PERSONAL/PROFESSIONAL RESUME
OSBA Board of Directors

Name: _Jason E. Curtis_____ Date: 9/27/22 _____

Address: _____

City / ZIP: _____

Business phone: _____

Residence phone: _____

Cell phone: _____

E-mail: jason.curtis@centrallinn.k12.or.us _____

District/ESD/CC:Central Linn School District _____

Term expires: June 2023 ___ Years on board: _2 MONTHS_

Deadline: Sept. 30, 2022, 5 pm

Please send your picture (head shot). A high-resolution digital photo is preferred but a print is acceptable. E-mail to: *OSBAelections@osba.org* or mail to: Oregon School Boards Association, 1201 Court St NE, #400, Salem, OR 97301

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

N/A

Other education board positions held/dates:

N/A

Occupation (Include at least the past five years):

Employers:		Dates:
Sandridge Charter School	Full Time Teacher	2001-2003
Curtis Excavation, LLC	Owner	2003-Present

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

High school: Lebanon Union High School, Lebanon OR, 1993-1997

College: Oregon State University, Corvallis OR, 1997-2001

Degrees earned: BS in Elementary Education

Education honors and/or awards:

National Honor Society Member

Other applicable training or education:

N/A

Activities, other state and local community services:

Brownsville Rural Fire Dept. Volunteer (Current), Brownsville Recreation Center Volunteer Coach (Current), AYSO Soccer Volunteer Coach/Ref. (Past)

Hobbies/special interests:

Attending my children's sporting events, Motocross Racing, Reading Non-Fiction (My daughters say that isn't reading, but I greatly enjoy learning new things), Community Events

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

Sharing Hands; Board Member 2014-2018

Brownsville Fire Association; Secretary, VP, President 2013-Present

Brownsville Chamber of Commerce; Member 2015-Present

Additional comments:

Thank you for your consideration

Deadline: September 30, 2022, 5 pm

10.c. Other

10.c.1. Reminders/Announcements

10.d. Adjournment

Board Goals 2024-2029

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities and finances, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

Lincoln County School District Equity Team
Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

NON-DISCRIMINATION: Lincoln County Schools do not discriminate nor tolerate discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age of any other persons with whom the individual associates.