



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

AMENDED MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. AUDIENCE COMMENTS

This is a time for citizens to address the Board. Public comments will need to be submitted to ruth.hopkins@lebanon.k12.or.us by 4:00 PM on January 14, 2021.

3. COVID UPDATE

Action: Informational

4. 2021-22 BUDGET COMMITTEE CALENDAR, pg. 3

Action: Approval Requested

5. 2021-23 LBL ESD LOCAL SERVICE PLAN, pg. 5

Action: Approval Requested

6. SALE OF LHS CONSTRUCTION DUPLEX

Action: Approval Requested

7. NAMING OF THE LEBANON POOL, pg. 75

Action: Approval Requested

8. CONSENT AGENDA

Action: Approval Requested

- A. December 10, 2020 Meeting Minutes, pg. 80
- B. December 17, 2020 Special Meeting Minutes, pg. 84
- C. Policies – First Reading, pg. 86:

CODE	TITLE
GCBDA/GDBDA-AR(1)	Federal Family and Medical Leave/State Family Medical Leave
GCBDA/GDBDA-AR(2)	Request for Family and Medical Leave
GCBDA/GDBDA-AR(4)	FMLA/OFLA Eligibility Notice to Employee
IJ – DELETE OLD	Guidance Program
IJ - NEW	School Counseling Program
IKFB	Graduation Exercises
JB	Equal Educational Opportunity
JFCM	Threats of Violence

- D. Policies – Second Reading, pg. 119:

CODE	TITLE
ACB	All Students Belong
ACB-AR	Bias Incident Compliant Procedure

9. DEPARTMENT REPORTS

Action: Informational

- A. Operations
- B. Human Resource
- C. Finance, pg. 125

10. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent

11. ADJOURNMENT

Upcoming meeting dates:

February 11, 2021 - Regular Meeting
March 11, 2021 – Regular Meeting

Agenda Item 4

2021-22 Budget Committee Calendar

**Lebanon Community School District #9
Lebanon, Oregon**

BUDGET CALENDAR FOR 2021-2022

January 14, 2021	*	Regular Board Meeting: Review/Approve Budget Calendar
March 11, 2021	*	Special Board/Budget Meeting: Budget Committee Training, and Set Budget Parameters
January 14 – June 2, 2021	*	Preparation of Proposed Budget: Budget Officer
May 21, 2021	*	Post public notice of Budget Committee meeting online. (not more than 30 days before the meeting and & not less than 10 days before the meeting).
May 28, 2021	*	Post public notice of Budget Committee meeting online. (not more than 30 days before the meeting and & not less than 10 days before the meeting).
June 02, 2021	*	Budget Committee Meeting #1: Continued budget discussion
June 09, 2021	*	Budget Committee Meeting #2: Target date for approval of the budget
June 18, 2021	*	Post Notice of Budget Hearing, Financial Summary and Fund Summaries (not more than 30 days nor less than 5 days prior to the hearing).
June 24, 2021	*	Public Budget Hearing & Special Board Meeting on the budget as approved by Budget Committee Adopt the final budget and make appropriations (<i>after Budget Hearing</i>). The amount of tax levy in the published budget may not be increased, a new fund added, or expenditures increased by more than 10 percent without full republication and another public hearing.

Agenda Item 5

2021-23 LBL ESD Local Service Plan

Linn Benton Lincoln Education Service District

LOCAL SERVICE PLAN

2021-2023



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

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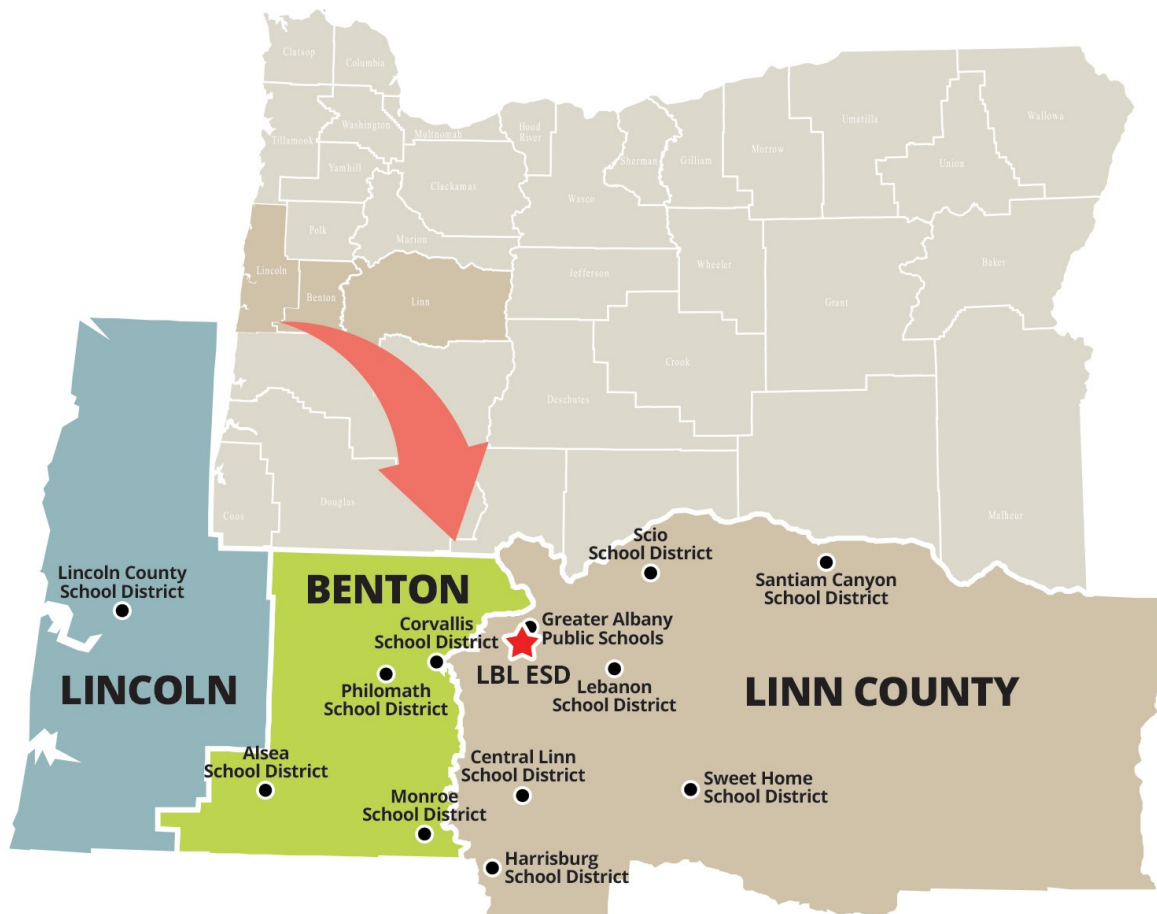
Serving the Counties of Linn, Benton, Lincoln, and Beyond!

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

LBL comprises 12 component districts and over 90 schools with approximately 37,000 students in Linn, Benton, and Lincoln counties. LBL also

serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board.

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



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



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

An education service district plays a key role in:

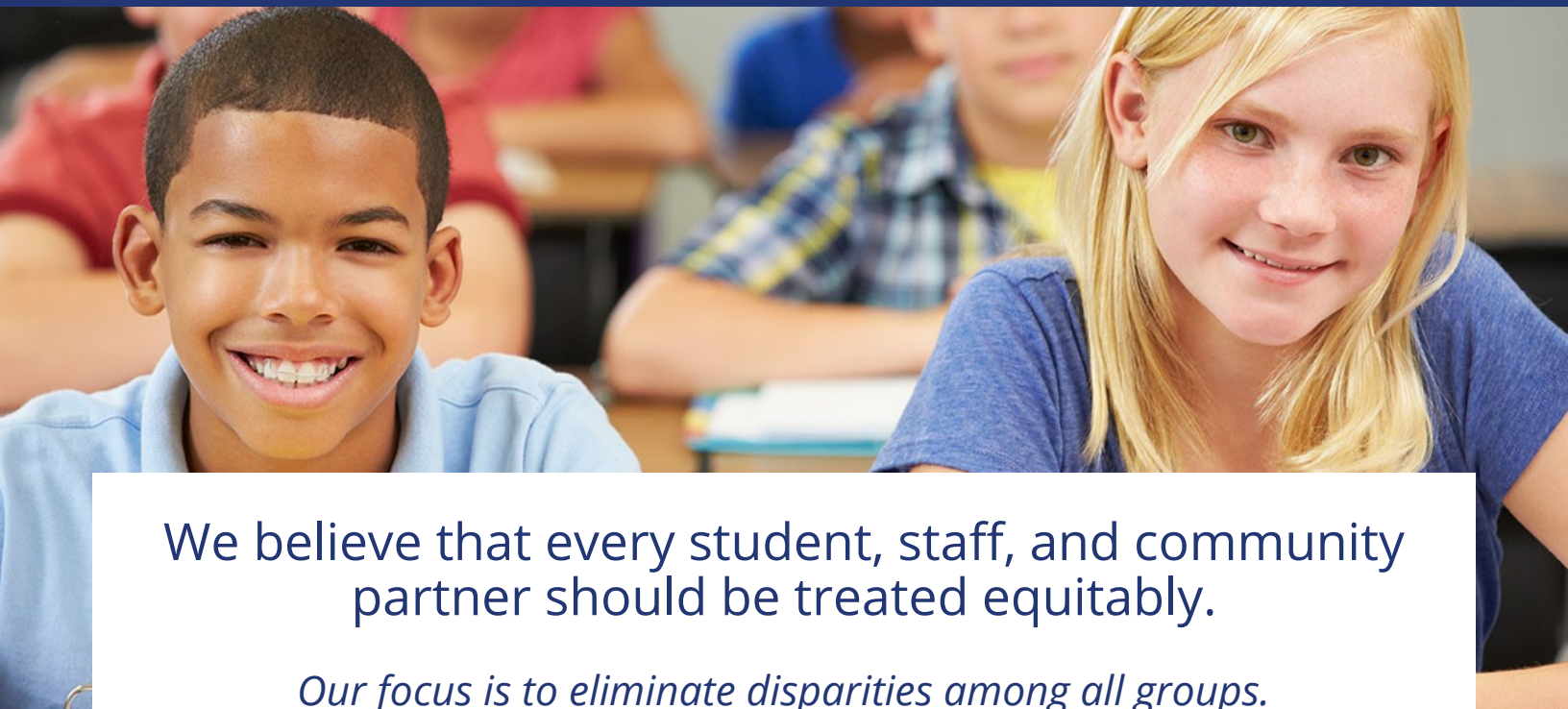
- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21st Century;
- Fostering the attainment of high standards of performance by all students in Oregon's public schools;
- Facilitating interorganizational coordination and cooperation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

(Continued on page 6)

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

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

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



We believe that every student, staff, and community partner should be treated equitably.

Our focus is to eliminate disparities among all groups.

Purpose

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

Equity

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

Procedure

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

1. Who does it impact?

Who are the racial/ethnic groups affected?

What are the potential impacts on these groups?

2. Who has the opportunities and is included and who is not?

Are existing disparities ignored or worsened?

Are there unintended consequences?

3. Whose voices are at the table?

Have we intentionally involved our partners?

4. What can we do about it?

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



Mission

Linn Benton Lincoln Education Service District serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale.



Vision

To be a responsive and transparent organization that supports districts in helping every child succeed.



Values

Success for all students and their districts.

Relationships built on trust, responsiveness and honesty.

The four "E"s of Excellence, Equity, Efficiency and Effectiveness.

Accountability.

Goals and Board Objectives

Goal 1

Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Board Objective 1

Pursue innovation through service delivery, evaluation and improvement, staff development, and the use of technology.

Goal 2

Foster positive relationships by strengthening communication within the ESD, with school districts, other organizations, and communities.

Board Objective 2

Continue to enhance positive relationships and effective communication with LBL ESD employees, school districts, and communities.

Goal 3

Continue long-term financial stability.

Board Objective 3

Maintain a long-term financial plan with guidelines and philosophy that includes contingencies for economic changes.

Board of Directors



Heather Search
Zone 1
Term Expires: 6/30/2021



Roger Irvin
Zone 2
Term Expires: 6/30/2021



Frank Bricker
Zone 3
Term Expires: 6/30/2021



David Dowrie
Zone 4
Term Expires: 6/30/2021



Terry Deacon
Zone 5
Term Expires: 6/30/2023

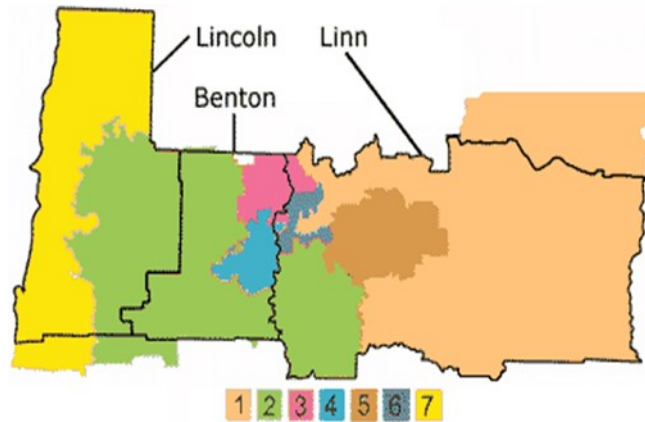


Miriam Cummins
Zone 6
Term Expires: 6/30/2023



David Dunsdon
Zone 7
Term Expires: 6/30/2023

Board Zones



Zone 1

GAPS (NE & E Albany), Sweet Home, Central Linn, Scio, Santiam Canyon

Zone 2

Central Linn, Harrisburg, Monroe, Alsea (town), Philomath, Lincoln Co. Schools (East County)

Zone 3

Corvallis (North), GAPS

Zone 4

Corvallis (South), Philomath

Zone 5

Lebanon

Zone 6

GAPS

Zone 7

Lincoln County, Alsea (all but town of Alsea)

Budget Committee

Richard Moore

Zone 1

Term Expires: 6/30/2023

Sarah Finger McDonald

Zone 4

Term Expires: 6/30/2021

Ron Beck

Zone 7

Term Expires: 6/30/2023

Sarah Fay

Zone 2

Term Expires: 6/30/2022

Sherrie Sprenger

Zone 5

Term Expires: 6/30/2021

Jim Gourley

At Large

Term Expires: 6/30/2022

Tina Baker

Zone 3

Term Expires: 6/30/2022

Kim Butzner

Zone 6

Term Expires: 6/30/2021

Cabinet



Tonja Everest
Superintendent



Jason Hay
Assistant Superintendent



Jackie Olsen
Chief Financial Officer



Kate Marrone
Chief Human Resources Officer



Francisco Zavala
Chief Information and Technology Officer

Program Administrators



Don Dorman
Cascade Regional
Program



Debbie McPheeters
Early Intervention, Early
Childhood Special Ed.



Autumn Belloni
Early Intervention, Early
Childhood Special Ed.



Martha Kroessin
Information Systems



Cathy Wright
Long-Term Care &
Treatment Education



Laura Petschauer
Special Education &
Evaluation Services



Nancy Griffith
Strategic Partnerships



Ann Lavond
Student and Family
Support Services

**Alsea 7J**

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

Superintendent: Marc Thielman

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

Phone: 541-487-4305

**Central Linn 552C**

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

Superintendent: Brian Gardner

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

Phone: 541-369-2813

**Corvallis 509J**

1555 SW 35th Street
Corvallis, OR 97333

Superintendent: Ryan Noss

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

Phone: 541-757-5841

**Greater Albany 8J**

718 Seventh Avenue SW
Albany, OR 97321

Superintendent: Melissa Goff

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

Phone: 541-967-4511

**Harrisburg #7**

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

Superintendent: Bryan Starr

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

Phone: 541-995-6626 ext. 1

**Lebanon Community #9**

485 S Fifth Street
Lebanon, OR 97355

Superintendent: Bo Yates

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

Phone: 541-451-8511



Lincoln County

1212 NE Fogarty Street
Newport, OR 97365

Superintendent: Dr. Karen Gray

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

Phone: 541-265-9211



Monroe 1J

365 N 5th Street
Monroe, OR 97456

Superintendent: Bill Crowson

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

Phone: 541-847-6292



Philomath 17J

1620 Applegate Street
Philomath, OR 97370

Superintendent: Susan Halliday

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

Phone: 541-929-3169



Santiam Canyon 129J

P.O. Box 197
150 SW Evergreen Street
Mill City, OR 97360

Superintendent: Todd Miller

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

Phone: 503-897-2321



Scio 95

38875 NW First Avenue
Scio, OR 97374

Superintendent: Steve Martinelli

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

Phone: 503-394-3261



Sweet Home 55

1920 Long Street
Sweet Home, OR 97386

Superintendent: Tom Yahraes

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

Phone: 541-367-7126



September/October

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



October/November

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



November

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



December

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



January/February

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



March

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



April/May

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

Resolution Service Allocation

At least 90% of the annual State School Fund (SSF), property tax, and other qualifying resources allocated to LBL will be expended on resolution services. Services will be provided on a two-tiered basis.

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of two-thirds of the districts, representing over 50% of the students, based on the final ADMr from the 2019-2020 fiscal year as provided by the Oregon Department of Education in May of 2021. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence. Current Tier 1 services include:

- Business Information Services
- InTouch Student Receipting Software
- Forecast5 Software
- Courier
- Student Information System Suite: General Student Records, Gradebook, Attendance, Schedule, Online Registration, Data Warehouse Analytics, Systems Analysts, and Help Desk Support
- PowerSchool Special Education Records Systems
- Network Support Services including Wide Area Network Operation
- Special Education and Evaluation Services (School Psychologists, Speech Language Pathologists, and other special education assessment personnel)
- Early Childhood Special Education Evaluation
- Audiology Evaluation
- Occupational Therapy
- Physical Therapy
- Augmentative Communication Services
- Severe Disabilities: Support and consultation for students
- Student and Family Support Services
- Home School: Registration and assessment tracking

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. For the 2021-2022 fiscal year, ADMw from FY17/18, FY18/19 and FY19/20 will be used. For the 2022-2023 fiscal year, ADMw from FY18/19, FY19/20 and FY21/22 will be used. The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

Changes in Tier 2 resolution services are negotiated by each district between the LBL Superintendent and the component school district Superintendent based on individual needs and within the following criteria:

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts

- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

While every attempt is made to achieve economies of scale in Tier 2, the emphasis is on customizing a service package for each district. Tier 2 services do not require participation by a certain number of school districts. The emphasis is on the development of consortia of districts utilizing a given service. These consortia may, and most likely will, utilize a variety of funding resources, including resolution service resources, to fund services. The cost of Tier 2 services will be based on the districts ADMr where applicable. Up to 50% of the district's allocated Tier 2 resources may be used to acquire services from sources other than LBL if the service is not provided by LBL, based on the above criterion. Individual districts will determine Tier 2 services of Charter Schools.

Amendments to the Local Service Plan

If the component school districts approve an amendment to a Local Service Plan, the board of the education service district may amend a Local Service Plan that has been previously adopted by the LBL Board and approved by the Boards of component school districts.

ADMw that is used to calculate resource distribution for the 2021-2023 Local Service Plan are as follows:

(Continued on page 18)

Enrollment for the 2021-2023 Biennium

Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. For the 2021-2022 fiscal year, ADMw from FY17/18, FY18/19 and FY19/20 will be used. This information is provided below.

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY21/22

District	2017-2018 ADMw	2018-2019 ADMw	2019-2020 ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alsea	335.3	465.9	465.9	422.4	0.9%	1.0%
Central Linn	826.9	844.4	844.4	838.6	1.9%	1.9%
Corvallis	7,942.1	7,942.1	7,847.5	7,910.6	17.6%	17.6%
Greater Albany	11,240.5	11,167.7	11,030.2	11,146.1	24.8%	24.7%
Harrisburg	1,096.3	1,044.7	1,029.5	1,056.8	2.4%	2.4%
Lebanon	4,939.0	4,937.8	4,928.5	4,935.1	11.0%	11.0%
Lincoln County	6,996.0	7,003.4	7,033.0	7,010.8	15.6%	15.6%
Monroe	613.9	592.0	531.4	579.1	1.3%	1.3%
Philomath	1,931.9	1,931.9	1,939.8	1,934.5	4.3%	4.3%
Santiam Canyon	5,260.0	5,458.0	5,458.0	5,392.0	12.0%	12.0%
Scio	964.1	970.0	1,073.0	1,002.4	2.2%	2.2%
Sweet Home	2,726.7	2,734.3	2,734.3	2,731.8	6.1%	6.1%
	44,872.7	45,092.2	44,915.5	44,960.1	100%	100%

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





SPECIAL EDUCATION SERVICES

Audiology Screening and Evaluation Services

Service: Audiology Screening and Evaluation Services

Program: Cascade Regional

How It's Funded: Tier 1

Total FTE: 1.73 FTE

Contact: Don Dorman

Hearing screenings are provided to all students in kindergarten, 1st and 3rd grades who attend public schools. A child who fails two hearing screenings is then referred to the audiologist for an audiology evaluation. Testing may include: otoscopy, acoustic emittance testing, standard air and bone



conduction audiometry, speech audiometry, and otoacoustic emissions

Augmentative Communication



Service: Augmentative Communication

Program: Cascade Regional

How It's Funded: Tier 1

Total FTE: 4.6 FTE

Contact: Don Dorman

Students who have an existing special education program, demonstrate significant difficulty communicating, and need a specialized system to support their education program are referred to augmentative communication specialists. The goal of the specialists is to support school staff in creating and supporting student communication opportunities throughout the school day/week- infusing communication training in daily tasks and routines.

Early Childhood Special Education Evaluation

Service: Early Childhood Special Education Evaluation

Program: Early Intervention/
Early Childhood Special Education

How It's Funded: Tier 1

Total FTE: 6.5 FTE

Contact: Debbie McPheeters &
Autumn Belloni

LBL early intervention specialists provide evaluations for students from birth to 5 who are suspected of having a developmental delay, including problems in how they see, hear, talk, walk, respond to others, play or learn. Families, child care providers, preschools, physicians, and community agencies can all refer students to the program. Students who are found to have a developmental delay or disability are provided an

Individualized Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and include the child's abilities and needs, services for the child and family, family outcomes related to the child's needs and goals, and objectives reflecting both the child's developmental and special education needs.



Occupational Therapy

Mild/Moderate occupational therapy in the educational setting supports school staff toward the collaborative implementation of student and children's educational goals. Providers assist in the implementation of Individual Family Service Plan (IFSP) and Individual Education Program (IEP) goals with a focus on adaptations and functional skills that promote progress toward those goals.

Service: Occupational Therapy

Program: Cascade Regional

How It's Funded: Tier 1 and Tier 2

Total FTE: 10.6 FTE

Contact: Don Dorman



Providers direct consultation to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress towards IFSP or IEP goals.

Physical Therapy

Service: Physical Therapy
Program: Cascade Regional
How It's Funded: Tier 1 and Tier 2
Total FTE: 4.6 FTE
Contact: Don Dorman

Physical therapists play an important role in both developing standards for school staff to assist students with gross motor deficits and in developing health care protocols to ensure safety,



availability, accessibility, and self-care in the school environment. A library of equipment is available for loan including assistive technology, positioning equipment, recreational equipment, and mobility aids. Providers direct consultation to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress toward Individual Family Service Plan (IFSP) or Individual Education Program (IEP) goals.

School Psychological Services



Service: School Psychological Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 15.4 FTE
Contact: Laura Petschauer

School psychologists provide evaluation and consultation services to component districts. The school psychologists complete some evaluations in their assigned districts and also lead more complex team evaluations (such as Autism Spectrum Disorder and Culturally and Linguistically Diverse evaluations) that take place in the ESD's testing center. Additionally, school psychologists provide consultation services in a wide range of areas such as systems development, academic interventions and behavioral supports for both general education and special education students, evaluation planning, as well as legal compliance.

Severe Disability Services

Service: Severe Disability Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1
Total FTE: 1.6 FTE
Contact: Laura Petschauer

Consultants provide support on instructional programming for students with moderate to severe intellectual disabilities, financial support, and access to an extensive lending library with materials that target the educational needs of students with moderate to severe intellectual disabilities. Services are provided by a program consultant which include the following resources: coordinates library purchases and

distributes list of available materials, provides districts with, or helps districts find, technical assistance and materials identified in goals and objectives, visits each district monthly to observe programs and to provide consultation, serves as regional qualified trainer for Extended Assessment, and maintains an iPad loaded with educational apps for teacher preview.



Spanish Interpreter and Translation Services

Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings/services related to special education are offered through the Special Education and Evaluation Services program. The interpreter/translator services include interpreting at special education meetings and provide exact

Service: Spanish Interpreter and Translation Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 2.0 FTE
Contact: Laura Petschauer



translation of all school-related materials and forms, including but not limited to: evaluation reports, education forms, and parent communications. Staff can attend special education meetings to provide interpretation. This service also supports the Culturally and Linguistically Diverse (CLD) evaluations conducted per district request.

Special Education Collaborative

Service: Special Education Collaborative

Program: Special Education and Evaluation Services

How It's Funded: Tier 2

Total FTE: 0.85 FTE

Contact: Laura Petschauer

The Special Education Collaborative consists of five component districts who coordinate service and professional development needs through the ESD's learning consultants and school psychologists to maximize the support of district teachers and administrators. The collaborative services and supports include, but are not limited to the following: consultation on special education paperwork development, Individualized Education Plan (IEP) preparation, action plan

and system development, short professional development for individuals or groups of teachers, Oregon Department of Education (ODE) guidance and sharing of ODE resources, Systems Performance Review & Improvement (SPR&I) procedures, and review and maintaining the Electronic Special Education Manual (EMAN).



Special Education Evaluation Services

The Special Education and Evaluation Services (SEES) program offers support to students across the broad range of services, including: system development for general education interventions in academics and behavior, evaluations for Special Education identification, psychologists, speech language pathologists and educational consultants services, interpreter and translator services

Service: Special Education Evaluation Services

Program: Special Education and Evaluation Services

How It's Funded: Tier 1

Total FTE: 20.54 FTE

Contact: Laura Petschauer



in Spanish, Response to Intervention (RTI) systems consultation and training, professional development on research based initiatives, special education law and current practices in evaluation by SEES staff, and guests brought in and sponsored through SEES.

Speech/Language Services

Service: Speech Language Services

Program: Special Education and Evaluation Services

How It's Funded: Tier 2

Total FTE: 7.0 FTE

Contact: Laura Petschauer

Speech Language Pathologists (SLPs) provide speech and language services in Tier 1 evaluations as well as a direct service for districts to address students with a communication disorder that adversely impact their educational performance.

As a Tier 1 service, speech language pathologists work with the evaluation teams to help identify and evaluate students with a suspected communication disorder, suspected Autism Spectrum Disorder, or to help teams identify a language difference due to an English language proficiency rather than a disorder for students who are bilingual.

As a Tier 2 service, districts are able to purchase FTE to support direct services within districts. Services include improving communication skills for students coping with difficulties in learning to listen, speak, read and/or write. SLPs serving in the schools case manage students who are identified with an eligibility of communication disorder as well as serve on intervention teams to help determine appropriate next steps for students who may be struggling with speech and/or language. SLPs may work with students under all disability categories and provide services under Specially Designed Instruction (SDI), related service, and/or consultation. These services may include articulation, receptive language, expressive language, social language, fluency, voice, Augmentative and Alternative Communication (AAC), and support for hearing loss.





TECHNOLOGY SUPPORT SERVICES

Business Information System (BIS)

Service: Business Information System (BIS)

Program: Business Office

How It's Funded: Tier 1 and Tier 2

Total FTE: 3.81 FTE

Contact: Jackie Olsen

Infinite Visions is a fully integrated solution for financial and personnel management. It is comprised of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and Government Account Standards Board (GASB) compliant, offering full Microsoft

Office integration, drill-down capabilities, expert state reporting, customizable data sorting, and comprehensive reporting. The Infinite Visions suite also includes integrated applications such as the iVisions Web Portal that brings the power of Infinite Visions to every employee's desktop for both employee self-services and school site functionality. LBL provides level 1 customer support to districts and acts as a liaison between Tyler Technologies and districts. Customer support includes problem solving, training, facilitation of user groups, and upgrades and maintenance to each district database.



Computer Support Technicians



Service: Computer Support Technicians

Program: Network

How It's Funded: Tier 2

Total FTE: 2.0 FTE

Contact: Francisco Zavala

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

District Network Second-Level Support

Service: District Network Second-Level Support

Program: Network

How It's Funded: Tier 1 and Tier 2

Total FTE: 2.0 FTE

Contact: Francisco Zavala

Network technicians provide support from desktop to first level troubleshooting for systems and networks. Technicians maintain and provide consultation on computer services and network equipment. Technical issues can involve resetting

passwords, managing software licenses, offering training, and providing support on various software applications. Technology moves at a fast pace and our technical staff can help districts keep up with changing technologies.



District Technology Support



Service: District Technology Support

Program: Network

How It's Funded: Tier 2

Total FTE: 4.0 FTE

Contact: Francisco Zavala

System engineers specialize in solving complex engineering problems regarding maintenance of and implementation of new systems. Systems engineers work to align standard operating procedures across all LBL systems, such as LBL's Student Information System, Infinite Visions, as well as data storage/infrastructure. They play a key role in assisting both LBL and districts in analyzing the technical features. Engineering procedures are developed from idea to implementation to ensure security, service and sustainability.

Forecast5

Service: Forecast5 License
Program: Business
How It's Funded: Tier 1
Total FTE: 0.0 FTE
Contact: Jackie Olsen

FORECAST5[®]
ANALYTICS

Tier 1 funds support the purchase of Forecast5 licenses for 3 products: 5Cast, 5Cast *Plus* and 5Sight. A statewide contract with Forecast5 provides technical support, regional trainings, and report development.

InTouch Receipting Software



Service: InTouch Receipting Software
Program: Business
How It's Funded: Tier 1
Total FTE: 0.21 FTE
Contact: Jackie Olsen

InTouch is a comprehensive cash receipting software specifically developed for K-12 schools that provides information in real-time. Tier 1 funds support the purchase of licenses for InTouch software and LBL staff provide level 1 support and training to districts. The software acts as a point of sale, manages students fees, tracks donations and payments for fundraisers, and provides comprehensive reporting.

Low Voltage Electrician

Service: Low Voltage Electrician

Program: Network

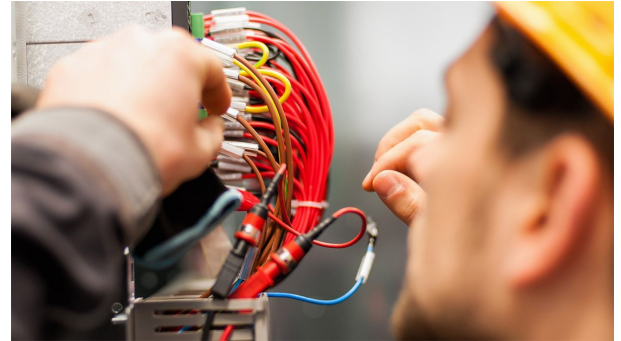
How It's Funded: Tier 2

Total FTE: 1.0 FTE

Contact: Francisco Zavala

Low-voltage electrical work requires a licensed (journeyman) staff who can provide design, installation, maintenance, replacement and repair of electrical systems under 100 volts. Services include any kind of device that connects through the internet, such as telephone systems, climate controls, and even clocks. This service and other related

network consulting services are offered economically and with a clear understanding of district needs and the best time to complete work within a school calendar. As school districts replace older technology equipment, they need to update their existing CAT-3/4/5 cabling with newer CAT-5+ or CAT-6.



Student Information System (SIS) Suite

LBL provides a comprehensive Student Information Suite (SIS) to districts and schools across Oregon. The suite includes an administrative student information system (**WebSIS**), teacher gradebook and attendance (**Gradebook**), and master/student scheduler (**SILK**). Additional modules include an online registration system (**RegiStar**), special education data management

Service: Student information System

Program: Information Systems

How It's Funded: Tier 1 and Tier 2

Total FTE: 14.0 FTE

Contact: Martha Kroessin



(**PowerSchool**), and data analysis tools (**Argos**). These integrated applications offer secure, configurable access to student demographics, enrollment, grades, schedules, and much more. The system provides district offices with automated submission of many state reports, and significant data assistance with others. WebSIS also offers the ability to integrate with a variety of third party vendors, including but not limited to Destiny, MealTime, Canvas, Google and School Messenger.

Special Education Records Management

Service: Special Education
Records Management

Program: Information Systems

How It's Funded: Tier 1 and Tier 2

Total FTE: 2.0 FTE

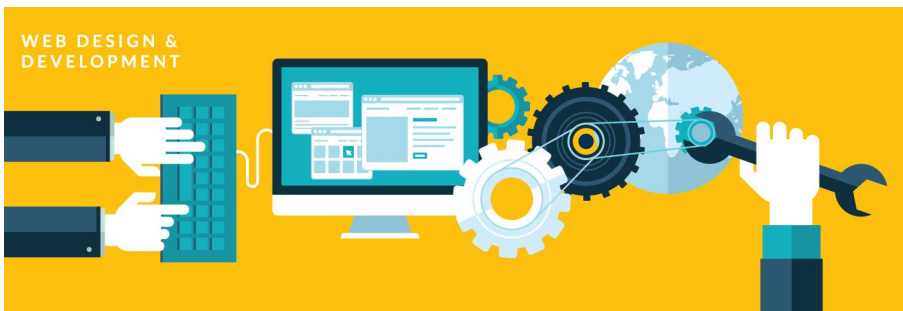
Contact: Martha Kroessin

PowerSchool Special Education is a web-based special education management system. PowerSchool enables educators to document all activities from pre-referral, referral, eligibility, Individual Education Program (IEP) development, IEP progress reporting to parents, and IEP revisions. The model



also includes private school Individualized Service Plan (ISP) forms, data tracking sheets, and other forms. PowerSchool has an extensive suite of reports for district administrative reporting and state reporting. PowerSchool can be integrated with a district's student information system allowing specified data to flow between the two systems.

Web Design and Maintenance



Service: Web Design and
Maintenance

Program: Information Systems

How It's Funded: Tier 2

Total FTE: 1.65 FTE

Contact: Martha Kroessin

LBL offers website development, hosting, and management solutions for district web-related needs. All of our websites utilize responsive design, with content that tailors to any device. Websites and content are made accessible to the widest audience. LBL's social media integration allows districts to make multiple posts of the same content for website and social media feeds. LBL can connect your website to your social media, such as Facebook and Twitter, and have new updates automatically post to your feeds, saving you time. LBL has developed a mobile app for websites that allows users to quickly access website information, news, and resources, as well as receive push notifications for instant communication from school district officials. The mobile app is available for Android and Apple devices.

Wide Area Network (WAN)

Service: Wide Area Network

Program: Network

How It's Funded: Tier 1 and Tier 2

Total FTE: 0.25 FTE

Contact: Francisco Zavala

Network service maintains communication equipment, vendor and customer relationships, technical support, equipment configurations, and other network assets to maintain and support the regional wide area network. Network devices and servers required to deliver the wide area network

service are housed and maintained in the LBL data center facility. This secure facility provides a hosting environment that includes high-capacity cooling and emergency power capabilities. Data center staff maintain the environment and equipment, provide ongoing support of the services hosted, and consultation to districts regarding data center design and maintenance.



A background image of school supplies, including a mesh pencil holder with several pencils, a stack of books, and an apple with a leaf, all rendered in a monochromatic red color scheme.

SCHOOL IMPROVEMENT SERVICES

Attendance Services

Service: Attendance Services
Program: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 3.7 FTE
Contact: Ann Lavond



School attendance advisors work in collaboration with educators to mobilize schools and communities to teach the value of regular school attendance. Decreasing absenteeism involves a team approach in addressing the complex needs of our most vulnerable children in schools. School attendance advisors provide positive messaging, home visits, and mentoring to students and families. They address barriers to regular school attendance and connect students and families to community resources when needed. Schools attendance advisors work closely with school teams to promote a positive culture of attendance and an engaging school environment that motivates daily attendance.

Behavior Consultant Services

Behavior consultants work closely with teachers and administrators to provide practical implications for behavioral intervention for students in the classroom. Behavior consultants collaborate with educators to complete Functional Behavior Assessments (FBAs) and positive Behavior Intervention Plans (BIPs). They provide specific student strategies to help students learn new behavior skills and promote prosocial behavior and emotional regulation. Behavior consultants provide support for level 1 and level 2 student threat

Service: Behavior Consultant Services
Program: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 3.2 FTE
Contact: Ann Lavond



assessment and sexual incident response advisory teams. They also provide nonviolent crisis intervention training to teach educators best practices for managing difficult situations involving unsafe behavior. Beginning in FY20/21, behavior consultants will be offering Question, Respond, Persuade (QRP) to school districts needing suicide prevention training.

Extended Learning Paraprofessionals

Service: Extended Learning Paraprofessional

Program: Long-Term Care & Treatment

How It's Funded: Tier 2

Total FTE: 0.73 FTE

Contact: Cathy Wright

This service provides staff to support online learning in district schools. The paraprofessional works closely with school counselors and administrators to set up learning plans for



individual students and mentors and tracks students engaged in online learning.

Family Support Liaisons

Family support liaisons offer a range of services that include, but are not limited to addressing, physical and mental health services, case coordination services, positive youth development opportunities, and education supports. Of importance, secure connections are made for families to access health and social services, assist in navigating social service systems, and eliminate access barriers. A disproportionate number of youth and families encounter

Service: Family Support Liaisons

Program: Student and Family Support Services

How It's Funded: Tier 2

Total FTE: 5.6 FTE

Contact: Ann Lavond

adversities such as poverty, homelessness, bullying/ harassment, trauma, crisis, food insecurity, and substance abuse resulting in problems with social, emotional problems, and behavioral health issues. The vision is to fully engage and support underserved populations by integrating and leveraging resources that eliminate barriers to school success and foster successful transition to the workforce or postsecondary education. Beginning in FY20/21, family support liaisons will be offering Question, Respond, Persuade (QRP) to school districts needing suicide prevention training.



Home School Support

Service: Home School Support
Program: Student and Family Support Services
How It's Funded: Tier 1
Total FTE: 0.5 FTE
Contact: Ann Lavond

LBL home school registrar monitors and maintains records of compliance including notification and testing for home school students and their parents residing in Linn, Benton, and Lincoln counties. LBL serves as a home school information resource for parents, students, schools, and districts. When a student is being home



schooled, then parents must notify LBL of their intention to home school. Home school is education provided in the home by the parent or guardian. Home school parents have the full responsibility for their student's education, including all curriculum choices, record keeping, and testing compliance.

Library/Media Services

This service provides districts with the opportunity to purchase district-based library media services at the level of FTE required to meet Division 22 Standards. The specialist primarily provides consultation services that may include supporting districts in the development of library media program goals, library inventory training, and database management along with providing

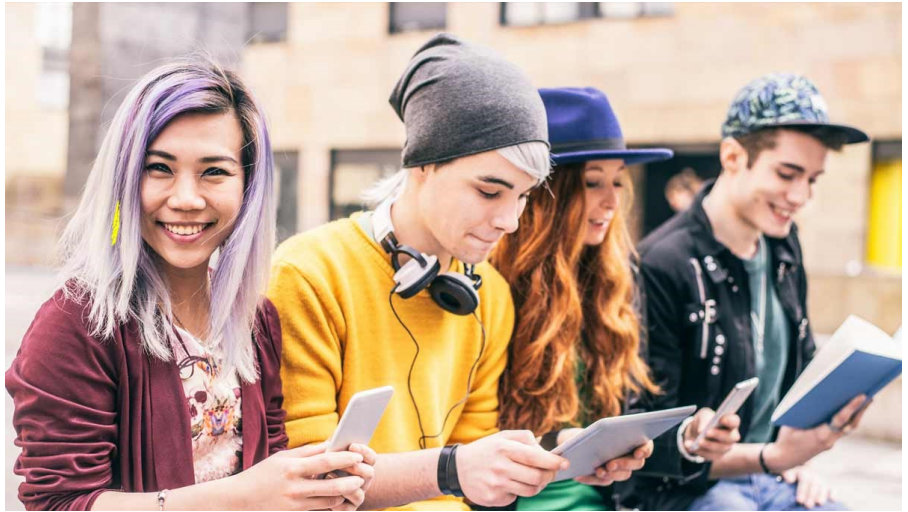
Service: Library/Media Services
Program: Long-Term Care & Treatment
How It's Funded: Tier 2
Total FTE: 1.29 FTE
Contact: Cathy Wright



recommendations for media, book and collection purchases as well as other services as needed by the district.

Student and Family Support Services

Service: Student and Family Support Services
Program: Student and Family Support Services
How It's Funded: Tier 1
Total FTE: 1.0 FTE
Contact: Ann Lavond



This service provides oversight and coordination of student and family support services including behavior consultants, school attendance

advisors, family support liaisons, home school, youth transition specialists, and transition network facilitators. Additional services include crisis response, grant writing, and service coordination with youth serving agencies specifically addressing health and social services.



ADMINISTRATIVE SERVICES

Business Administration Services

Service: Business Information System

Program: Business Office

How It's Funded: Tier 2

Total FTE: 4.0 FTE

Contact: Jackie Olsen

The business office serves component and non-component districts by offering services to support the many business functions of a district.

Services include payroll,

accounts payable, grants and business services management.



Courier Service

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



Service: Courier

Program: Business Office

How It's Funded: Tier 1

Total FTE: 0.4 FTE

Contact: Jackie Olsen

E-rate Services

Service: E-rate Services
Program: Business Office
How It's Funded: Tier 2
Total FTE: 1.0 FTE
Contact: Jackie Olsen

The Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, helps ensure that schools and libraries can obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring

internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services. LBL can assist districts to apply for and track E-rate funding, while helping to make sure each district stays in compliance with program rules. Our application services include assisting applicants through the entire lifecycle of the E-rate application process as well as providing staff training and yearly reports on E-rate funding. LBL also offers additional services that include district needs assessments, project management and audit supports.



Special Education Administration/ Consultation



Service: Special Education Administration/Consultation
Program: Superintendent Office
How It's Funded: Tier 2
Total FTE: 0.2 FTE
Contact: Jason Hay

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



OTHER GRANTS & CONTRACTS

Cascade Regional Grant

How It's Funded: Grant with Oregon Department of Education
Total FTE: 16.9 FTE
Contact: Don Dorman

This contract through the Oregon Department of Education, supports the Regional Program for students with low-incidence disabilities. The disability areas include:

- Deaf/Hard of Hearing
- Audiology for Deaf/Hard of Hearing
- Traumatic Brain Injury
- Blind/Visually Impaired
- Severe Orthopedic Impairment
- Autism Spectrum Disorder

Two supplemental grants were received from ODE to provide audiology services, purchase equipment needed to support students with hearing disabilities and to provide support for school districts serving students with traumatic brain injuries.

Early Intervention/Early Childhood Special Education

How It's Funded: Grant with Oregon Department of Education and Student Success Act
Total FTE: 57.46 FTE
Contact: Debbie McPheeters & Autumn Belloni

This contract through the Oregon Department of Education, supports the program for Early Intervention and Special Education services to

young children, birth to five years. Early Intervention/Early Childhood Special Education staff provides consultation and instruction to families and young children with developmental delays and disabilities in a variety of settings through an Individualized Family Service Plans (IFSP).

The focus of Oregon's Early Intervention (EI) program is to build the family's capacity to meet the special needs of their child. EI services are available for children from birth to three years who have developmental delays in their cognitive, physical, communication, self-help, or social skills development. EI services are also provided to children who have medically diagnosed conditions that are likely to result in a developmental delay later in the child's development.

Most EI interventions are provided to the child within everyday routines, activities, and places within their natural environment. Family members or caregivers are shown strategies for teaching the child in situations where and when a skill is used.

Early Childhood Special Education (ECSE) provides services for children from three years to entrance to kindergarten who qualify for services due to a developmental delay or categorical disability. Children in ECSE have disabilities that significantly impact their developmental progress. Services are provided in community preschools, homes, and structured classrooms and are based on the unique special education needs of each child.

(Continued on page 44)

The focus of the ECSE program is on teaching the child needed skills in areas of developmental delay, preparing the child for a school setting, and incorporating intervention strategies into the child's day.

Family Support Liaison (JCP)

How It's Funded: Grant with
Juvenile Crime Prevention
Total FTE: 0.53 FTE
Contact: Ann Lavond

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

Long-Term Care and Treatment

How It's Funded: Grant with
Oregon Department of Education
Total FTE: 17.46 FTE
Contact: Cathy Wright

The Long Term Care and Treatment (LTCT) contract through the Oregon Department of Education provides education services to students in residential and day treatment facilities.

Farm Home School - The Children's Farm Home, a Trillium Family Services mental health facility, provides residential and day treatment mental health services to children and youth from our region and from around the state who have significant emotional and behavioral challenges. LBL provides educational services to children and youth primarily in middle school through high school.

Wake Robin School - This transitional program provides education services to children and youth admitted to the day treatment program located on the Children's Farm Home campus, through a contract with ODE. Trillium Family Services provides the mental health services and LBL ESD provides the educational services. The program services children and youth, kindergarten through 12th grade.

Old Mill Center Classroom - This program, through a contract with ODE, provides education services to students in day treatment at the Old Mill Center for Children and Families in Corvallis, the mental health provider. The program services children and youth, kindergarten through 2nd grade.

Medicaid Administrative Claiming

How It's Funded: Grant with Oregon Department of Human Services

Total FTE: 1.9 FTE

Contact: Ann Lavond

With support from the Oregon Department of Human Services (DHS), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with DHS to generate cost pools, process match payments and resolve questions.

LBL staff also participate in the Medicaid Administrative Claiming process. Funds generated are used to purchase:

- 0.4 FTE family support liaison to work with students and families in the Early Intervention/Early Childhood Special Education program
- 0.5 FTE behavioral consultant to assist districts with the Sexual Incident Response Committee (SIRC).

School Safety and Prevention Specialist

How It's Funded: Grant with Oregon Department of Education

Total FTE: 1.0 FTE

Contact: Nancy Griffith

This contract through the Oregon Department of Education offers training, assistance with

program/plan development, help to establish and coordinate school and community teams and provide ongoing consultation, training and technical assistance in Linn, Benton, Lincoln, and Lane counties. Three domains include: Threat assessment, suicide prevention, and bullying and harassment prevention. This also includes promoting the use of the SafeOregon Tip Line.



Statewide Education Initiatives Account

How It's Funded: Student Investment Account

Total FTE: 3.0 FTE

Contact: Nancy Griffith

The Statewide Education Initiatives Account (SEIA) provides support to districts in the implementation of their Student Investment Account (SIA) plans. LBL's plan will assist districts in meeting their SIA goals by providing school and systems improvement strategy support through partnerships that facilitate ongoing learning. Staff provide and assist with the use of data and strategies integral to improvement science. As a hub of information from ODE and other educational and mental health organizations, we communicate the latest information in regard to curriculum, initiatives and grants, professional development, and opportunities to work with other educators and service providers.

Transition Network Facilitator

How It's Funded: Grant with Oregon Department of Education
Total FTE: 2.0 FTE
Contact: Ann Lavond

This contract through the Oregon Department of Education provides support in developing partnerships between districts and agencies that support transition services for students with intellectual and developmental disabilities. The services are focused on providing educators and students in Lane, Linn, Benton, Lincoln, and Marion counties with information and services creating pathways toward independent living and employment in post school life. Services include teaching pre-employment transition skills for youth and young adults.

Youth Transition Program

How It's Funded: Grant with Oregon Department of Human Services
Total FTE: 0.78 FTE
Contact: Ann Lavond

The Youth Transition Program (YTP) is a structured partnership between local Vocational Rehabilitation offices and school districts to enhance transition services. The grant is used to support services which are designed to prepare high school youth with disabilities for employment or career related post-secondary education or training. Through a partnership, the University of Oregon provides technical assistance to students and schools, preparing the student to enter the work force, higher education or both.



APPENDIX

Business Services

Performance Goal #1

In support of LBL Board Goal 3: Continue long-term financial stability.

Increase E-rate services across the state of Oregon to become a self-supporting program.

Performance Goal #2

In support of LBL Board Goal 3: Continue long-term financial stability.

Develop a budget and supporting documents that will allow for the ESD to apply for the Meritorious Budget Award through the Association of School Business Officials.

Human Resources

Performance Goal #1

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Develop strategies for recruiting, hiring, and retaining hard to fill positions.

Performance Goal #2

In support of LBL Board Goal 3: Continue long-term financial stability.

Develop a business strategy framework for expanding human resources services to districts.

Cascade Regional Program

Performance Goal #1

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Improve accuracy of student service time data collection for the purpose of:

- Prioritizing student service needs.
- Aligning service provider services across districts (Tier 1 services).
- Improving the referral and identification process.
- Improving tracking and reporting by refining the process for capturing service time by provider/ discipline, student time and/or by district service time.
- Measuring the impact of distance learning/ teletherapy on specialist workloads and schedules.

Performance Goal #2

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Develop proposals for streamlining ESD referral processes, and possible efficiencies in supervision, evaluation, and work load division.

Performance Goal #3

In support of LBL Board Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Increase awareness for Regional Low-Incidence programs and demographics by participating in statewide collaborative efforts and outreach activities with stakeholder groups and legislators.

Participate in OAESD/ODE and Regional Management Team meetings to create and execute a campaign to rebrand/review OARs supporting Regional Services.

Join in OAESD/COSA planned activities to promote positive changes in Regional funding model.

Increase general knowledge around the impact specialists provide to students at an efficient and effective cost.

Promote the adopted 'rebranding' name and graphics for Regional Programs and incorporate both into all CRP materials, forms, and website.

Early Intervention/Early Childhood Special Education

Performance Goal #1

In support of LBL Board Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Expand inclusive preschool settings by collaborating with Lincoln County School District, Kidco Head Start preschool programs, and two additional community preschools.

Performance Goal #2

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Create comprehensive distance learning and hybrid teaching models to meet all current Individual Family Services Plans (IFSP) service levels and expand home visiting services for children under age three to meet the state defined adequate service level.

Information Systems

Performance Goal #1

In support of LBL Board Goal 3: Continue long-term financial stability.

Gather data and develop a plan to support district's third party integrations for a fee.

Performance Goal #2

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Develop a reorganization plan for Information Systems and Network Programs to create a single Information Technology Team to leverage all staff for services to our districts.

Long-Term Care and Treatment (LTCT)

Performance Goal #1

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Complete accreditation process with Cognia by June of 2021.

Performance Goal #2

In support of LBL Board Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Engage in a continuous improvement process for the student transition process back to resident district.

Special Education and Evaluation Services (SEES)

Performance Goal #1

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Provide support to districts by developing and implementing new assessment procedures while following guidance from ODE, OHA, and OSPA in order to complete special education evaluations during COVID restrictions.

Performance Goal #2

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Speech/Language pathologists will support districts by identifying online resources and implementing services through a telepractice model.

Performance Goal #3

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Develop proposals for streamlining ESD referral processes, and possible efficiencies in supervision, evaluation, and work load division.

Network Services

Performance Goal #1

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Develop a reorganization plan for Information Systems and Network Programs to create a single Information Technology Team to leverage all staff for services to our districts.

Performance Goal #2

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

In support of LBL Board Goal 3: Continue long-term financial stability.

Complete a comprehensive security audit for financial software and student information systems.

Performance Goal #3

In support of LBL Board Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Begin to develop a business continuity disaster recovery plan.

Strategic Partnerships

Performance Goal #1

In support of LBL Board Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.

Create a communication and collaboration structure for program development to support strategic partnerships with districts and community partners.

Performance Goal #2

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Develop a regional collaborative approach to professional development across our component districts.

Student and Family Support Services

Performance Goal #1

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Support student and family engagement during hybrid and comprehensive distance learning models for students not on track (3rd grade on-track, 9th grade on-track, etc.).

Performance Goal #2

In support of LBL Board Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Collaborate with Strategic Partnerships to develop and implement a “train the trainer” suicide prevention and postvention professional development model.

ALSEA SCHOOL DISTRICT

P.O. BOX B / 301 South 3rd Street

Alsea, OR 97324

Phone: 541-487-4305

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Superintendent: Marc Thielman

marc.thielman@alsea.k12.or.us



Marc Thielman
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	ASD
Audiology Hearing Screenings	4941	48
Audiology Evaluations	18	0
Mild/Moderate Special Ed Supports K-12 (PT)	63	0
Mild/Moderate Special Ed Supports K-12 (OT)	530	5
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	1
In-Center Special Education Evaluations	109	1
In-District and Assigned Special Education Evaluations	379	11
Severe Disability Supports	202	2
Early Intervention Evaluations	280	2
Early Childhood Special Education Evaluations	324	1

Special Education - Tier 1 Services by Hours	ESD	ASD
Interpreter, District Requests	99.03	0
Interpreter, In-Center Evaluations	154.65	0
Translation, District Requests	412.33	0
Translation, In-Center Evaluations	142.74	0

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	ASD
Early Intervention Services	180	0
Early Childhood Special Education Services	433	1
Students Transitioned to Kindergarten	228	1

Cascade Regional - Low Incidence, High Needs	ESD	ASD
Vision	57	0
Hearing	88	0
Physical Therapy	51	0
Occupational Therapy	52	0
Autism Spectrum Disorder	833	2
Traumatic Brain Injury	21	0
Total # of K-12 Regional Low Incidence Disabilities	1102	2

Other Services	ESD	ASD
Attendance	1719	0
Behavior Consultant	236	12
Family Support Liaison	483	62
Youth Transition Services	31	5



CENTRAL LINN SCHOOL DISTRICT

P.O. Box 200 / 32433 Highway 228

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Phone: 541-369-2813 ext 3222

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Superintendent: Brian Gardner

brian.gardner@centrallinn.k12.or.us



Brian Gardner
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	CLSD
Audiology Hearing Screenings	4941	141
Audiology Evaluations	18	1
Mild/Moderate Special Ed Supports K-12 (PT)	63	0
Mild/Moderate Special Ed Supports K-12 (OT)	530	3
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	2
In-Center Special Education Evaluations	109	2
In-District and Assigned Special Education Evaluations	379	21
Severe Disability Supports	202	2
Early Intervention Evaluations	280	5
Early Childhood Special Education Evaluations	324	7

Special Education - Tier 1 Services by Hours	ESD	CLSD
Interpreter, District Requests	99.03	12.3
Interpreter, In-Center Evaluations	154.65	8.95
Translation, District Requests	412.33	26.85
Translation, In-Center Evaluations	142.74	9.2

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	CLSD
Early Intervention Services	180	2
Early Childhood Special Education Services	433	9
Students Transitioned to Kindergarten	228	4

Cascade Regional - Low Incidence, High Needs	ESD	CLSD
Vision	57	2
Hearing	88	1
Physical Therapy	51	4
Occupational Therapy	52	4
Autism Spectrum Disorder	833	7
Traumatic Brain Injury	21	0
Total # of K-12 Regional Low Incidence Disabilities	1102	18

Other Services	ESD	CLSD
Attendance	1719	24
Behavior Consultant	236	0
Family Support Liaison	483	6
Youth Transition Services	31	0



CORVALLIS SCHOOL DISTRICT

1555 SW 35th

Corvallis, OR 97333-1130

Phone: 541-757-5841

Fax: 541-757-5703

Superintendent: Ryan Noss

ryan.noss@corvallis.k12.or.us



Ryan Noss
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	CSD
Audiology Hearing Screenings	4941	941
Audiology Evaluations	18	8
Mild/Moderate Special Ed Supports K-12 (PT)	63	23
Mild/Moderate Special Ed Supports K-12 (OT)	530	102
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	37
In-Center Special Education Evaluations	109	27
In-District and Assigned Special Education Evaluations	379	56
Severe Disability Supports	202	40
Early Intervention Evaluations	280	49
Early Childhood Special Education Evaluations	324	53

Special Education - Tier 1 Services by Hours	ESD	CSD
Interpreter, District Requests	99.03	0
Interpreter, In-Center Evaluations	154.65	37
Translation, District Requests	412.33	0
Translation, In-Center Evaluations	142.74	50.07

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	CSD
Early Intervention Services	180	32
Early Childhood Special Education Services	433	67
Students Transitioned to Kindergarten	228	29

Cascade Regional - Low Incidence, High Needs	ESD	CSD
Vision	57	12
Hearing	88	16
Physical Therapy	51	12
Occupational Therapy	52	12
Autism Spectrum Disorder	833	118
Traumatic Brain Injury	21	2
Total # of K-12 Regional Low Incidence Disabilities	1102	172

Other Services	ESD	CSD
Attendance	1719	145
Behavior Consultant	236	0
Family Support Liaison	483	6
Youth Transition Services	31	0



GREATER ALBANY PUBLIC SCHOOLS

718 Seventh Avenue SW

Albany, OR 97321-2399

Phone: 541-967-4511

Fax: 541-967-4587

Superintendent: Melissa Goff

melissa.goff@albany.k12.or.us



Melissa Goff
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	GAPS
Audiology Hearing Screenings	4941	1373
Audiology Evaluations	18	2
Mild/Moderate Special Ed Supports K-12 (PT)	63	12
Mild/Moderate Special Ed Supports K-12 (OT)	530	119
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	59
In-Center Special Education Evaluations	109	36
In-District and Assigned Special Education Evaluations	379	51
Severe Disability Supports	202	50
Early Intervention Evaluations	280	91
Early Childhood Special Education Evaluations	324	98

Special Education - Tier 1 Services by Hours	ESD	GAPS
Interpreter, District Requests	99.03	0
Interpreter, In-Center Evaluations	154.65	42.92
Translation, District Requests	412.33	7.45
Translation, In-Center Evaluations	142.74	54.47

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	GAPS
Early Intervention Services	180	53
Early Childhood Special Education Services	433	142
Students Transitioned to Kindergarten	228	89

Cascade Regional - Low Incidence, High Needs	ESD	GAPS
Vision	57	8
Hearing	88	22
Physical Therapy	51	11
Occupational Therapy	52	11
Autism Spectrum Disorder	833	188
Traumatic Brain Injury	21	6
Total # of K-12 Regional Low Incidence Disabilities	1102	246

Other Services	ESD	GAPS
Attendance	1719	355
Behavior Consultant	236	115
Family Support Liaison	483	0
Youth Transition Services	31	0



HARRISBURG SCHOOL DISTRICT

P.O. Box 208 / 865 LaSalle Street

Harrisburg, OR 97446-9549

Phone: 541-995-6626 ext. 1

Fax: 541-995-3453

Superintendent: Bryan Starr

bryan.starr@harrisburg.k12.or.us



Bryan Starr
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	HSD
Audiology Hearing Screenings	4941	0
Audiology Evaluations	18	1
Mild/Moderate Special Ed Supports K-12 (PT)	63	0
Mild/Moderate Special Ed Supports K-12 (OT)	530	13
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	7
In-Center Special Education Evaluations	109	5
In-District and Assigned Special Education Evaluations	379	26
Severe Disability Supports	202	6
Early Intervention Evaluations	280	5
Early Childhood Special Education Evaluations	324	5

Special Education - Tier 1 Services by Hours	ESD	HSD
Interpreter, District Requests	99.03	0
Interpreter, In-Center Evaluations	154.65	4
Translation, District Requests	412.33	37.07
Translation, In-Center Evaluations	142.74	4

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	HSD
Early Intervention Services	180	4
Early Childhood Special Education Services	433	8
Students Transitioned to Kindergarten	228	3

Cascade Regional - Low Incidence, High Needs	ESD	HSD
Vision	57	0
Hearing	88	1
Physical Therapy	51	2
Occupational Therapy	52	2
Autism Spectrum Disorder	833	16
Traumatic Brain Injury	21	1
Total # of K-12 Regional Low Incidence Disabilities	1102	22

Other Services	ESD	HSD
Attendance	1719	37
Behavior Consultant	236	26
Family Support Liaison	483	16
Youth Transition Services	31	0



LEBANON SCHOOL DISTRICT

485 S Fifth Street

Lebanon, OR 97355

Phone: 541-451-8511

Fax: 541-259-6857

Superintendent: Bo Yates

bo.yates@lebanon.k12.or.us



Bo Yates
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	LCS
Audiology Hearing Screenings	4941	996
Audiology Evaluations	18	0
Mild/Moderate Special Ed Supports K-12 (PT)	63	9
Mild/Moderate Special Ed Supports K-12 (OT)	530	57
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	20
In-Center Special Education Evaluations	109	12
In-District and Assigned Special Education Evaluations	379	44
Severe Disability Supports	202	33
Early Intervention Evaluations	280	44
Early Childhood Special Education Evaluations	324	53

Special Education - Tier 1 Services by Hours	ESD	LCS
Interpreter, District Requests	99.03	0
Interpreter, In-Center Evaluations	154.65	6.33
Translation, District Requests	412.33	7.25
Translation, In-Center Evaluations	142.74	0

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	LCS
Early Intervention Services	180	20
Early Childhood Special Education Services	433	70
Students Transitioned to Kindergarten	228	28

Cascade Regional - Low Incidence, High Needs	ESD	LCS
Vision	57	6
Hearing	88	5
Physical Therapy	51	7
Occupational Therapy	52	7
Autism Spectrum Disorder	833	64
Traumatic Brain Injury	21	4
Total # of K-12 Regional Low Incidence Disabilities	1102	93

Other Services	ESD	LCS
Attendance	1719	354
Behavior Consultant	236	17
Family Support Liaison	483	177
Youth Transition Services	31	0



LINCOLN COUNTY SCHOOL DISTRICT

1212 NE Fogarty Street

Newport, OR 97365

Phone: 541-265-9211

Fax: 541-265-3059

Superintendent: Dr. Karen Gray

karen.gray@lincoln.k12.or.us



Dr. Karen Gray
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	LCSD
Audiology Hearing Screenings	4941	587
Audiology Evaluations	18	3
Mild/Moderate Special Ed Supports K-12 (PT)	63	9
Mild/Moderate Special Ed Supports K-12 (OT)	530	155
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	36
In-Center Special Education Evaluations	109	5
In-District and Assigned Special Education Evaluations	379	44
Severe Disability Supports	202	28
Early Intervention Evaluations	280	48
Early Childhood Special Education Evaluations	324	63

Special Education - Tier 1 Services by Hours	ESD	LCSD
Interpreter, District Requests	99.03	82.68
Interpreter, In-Center Evaluations	154.65	46.03
Translation, District Requests	412.33	209.93
Translation, In-Center Evaluations	142.74	14

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	LCSD
Early Intervention Services	180	39
Early Childhood Special Education Services	433	86
Students Transitioned to Kindergarten	228	48

Cascade Regional - Low Incidence, High Needs	ESD	LCSD
Vision	57	10
Hearing	88	14
Physical Therapy	51	8
Occupational Therapy	52	10
Autism Spectrum Disorder	833	150
Traumatic Brain Injury	21	0
Total # of K-12 Regional Low Incidence Disabilities	1102	192

Other Services	ESD	LCSD
Attendance	1719	610
Behavior Consultant	236	0
Family Support Liaison	483	0
Youth Transition Services	31	0



MONROE SCHOOL DISTRICT

365 N 5th Street

Monroe, OR 97456

Phone: 541-847-6292

Fax: 541-847-6290

Superintendent: Bill Crowson

bill.crowson@monroe.k12.or.us



Bill Crowson
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	MSD
Audiology Hearing Screenings	4941	77
Audiology Evaluations	18	0
Mild/Moderate Special Ed Supports K-12 (PT)	63	1
Mild/Moderate Special Ed Supports K-12 (OT)	530	6
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	2
In-Center Special Education Evaluations	109	3
In-District and Assigned Special Education Evaluations	379	6
Severe Disability Supports	202	2
Early Intervention Evaluations	280	7
Early Childhood Special Education Evaluations	324	4

Special Education - Tier 1 Services by Hours	ESD	MSD
Interpreter, District Requests	99.03	0
Interpreter, In-Center Evaluations	154.65	2.25
Translation, District Requests	412.33	45.6
Translation, In-Center Evaluations	142.74	0

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	MSD
Early Intervention Services	180	4
Early Childhood Special Education Services	433	2
Students Transitioned to Kindergarten	228	2

Cascade Regional - Low Incidence, High Needs	ESD	MSD
Vision	57	1
Hearing	88	1
Physical Therapy	51	1
Occupational Therapy	52	2
Autism Spectrum Disorder	833	6
Traumatic Brain Injury	21	1
Total # of K-12 Regional Low Incidence Disabilities	1102	12

Other Services	ESD	MSD
Attendance	1719	3
Behavior Consultant	236	0
Family Support Liaison	483	17
Youth Transition Services	31	15



PHILOMATH SCHOOL DISTRICT

1620 Applegate Street

Philomath, OR 97370

Phone: 541-929-3169

Fax: 541-929-3991

Superintendent: Susan Halliday

susan.halliday@philomath.k12.or.us



Susan Halliday
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	PSD
Audiology Hearing Screenings	4941	0
Audiology Evaluations	18	0
Mild/Moderate Special Ed Supports K-12 (PT)	63	2
Mild/Moderate Special Ed Supports K-12 (OT)	530	21
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	5
In-Center Special Education Evaluations	109	4
In-District and Assigned Special Education Evaluations	379	26
Severe Disability Supports	202	15
Early Intervention Evaluations	280	5
Early Childhood Special Education Evaluations	324	11

Special Education - Tier 1 Services by Hours	ESD	PSD
Interpreter, District Requests	99.03	1.75
Interpreter, In-Center Evaluations	154.65	6
Translation, District Requests	412.33	78.18
Translation, In-Center Evaluations	142.74	11

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	PSD
Early Intervention Services	180	6
Early Childhood Special Education Services	433	15
Students Transitioned to Kindergarten	228	6

Cascade Regional - Low Incidence, High Needs	ESD	PSD
Vision	57	2
Hearing	88	5
Physical Therapy	51	3
Occupational Therapy	52	1
Autism Spectrum Disorder	833	28
Traumatic Brain Injury	21	2
Total # of K-12 Regional Low Incidence Disabilities	1102	41

Other Services	ESD	PSD
Attendance	1719	0
Behavior Consultant	236	32
Family Support Liaison	483	55
Youth Transition Services	31	0



SANITAM CANYON SCHOOL DISTRICT

P.O. Box 197 / 150 SW Evergreen Street
Mill City, OR 97360

Phone: 503-897-2321

Fax: 503-897-2322

Superintendent: Todd Miller

todd.miller@santiam.k12.or.us



Todd Miller
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	SCSD
Audiology Hearing Screenings	4941	145
Audiology Evaluations	18	0
Mild/Moderate Special Ed Supports K-12 (PT)	63	2
Mild/Moderate Special Ed Supports K-12 (OT)	530	6
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	3
In-Center Special Education Evaluations	109	9
In-District and Assigned Special Education Evaluations	379	18
Severe Disability Supports	202	2
Early Intervention Evaluations	280	5
Early Childhood Special Education Evaluations	324	6

Special Education - Tier 1 Services by Hours	ESD	SCSD
Interpreter, District Requests	99.03	0
Interpreter, In-Center Evaluations	154.65	1.17
Translation, District Requests	412.33	0
Translation, In-Center Evaluations	142.74	0

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	SCSD
Early Intervention Services	180	2
Early Childhood Special Education Services	433	0
Students Transitioned to Kindergarten	228	2

Cascade Regional - Low Incidence, High Needs	ESD	SCSD
Vision	57	10
Hearing	88	15
Physical Therapy	51	1
Occupational Therapy	52	1
Autism Spectrum Disorder	833	196
Traumatic Brain Injury	21	2
Total # of K-12 Regional Low Incidence Disabilities	1102	225

Other Services	ESD	SCSD
Attendance	1719	0
Behavior Consultant	236	0
Family Support Liaison	483	74
Youth Transition Services	31	11



SCIO SCHOOL DISTRICT

38875 NW First Avenue

Scio, OR 97374

Phone: 503-394-3261

Fax: 503-394-3920

Superintendent: Steve Martinelli

martinellis@sciok12.org



Steve Martinelli
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	SSD
Audiology Hearing Screenings	4941	53
Audiology Evaluations	18	3
Mild/Moderate Special Ed Supports K-12 (PT)	63	2
Mild/Moderate Special Ed Supports K-12 (OT)	530	12
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	4
In-Center Special Education Evaluations	109	2
In-District and Assigned Special Education Evaluations	379	28
Severe Disability Supports	202	5
Early Intervention Evaluations	280	3
Early Childhood Special Education Evaluations	324	4

Special Education - Tier 1 Services by Hours	ESD	SSD
Interpreter, District Requests	99.03	2.3
Interpreter, In-Center Evaluations	154.65	0
Translation, District Requests	412.33	0
Translation, In-Center Evaluations	142.74	0

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	SSD
Early Intervention Services	180	7
Early Childhood Special Education Services	433	1
Students Transitioned to Kindergarten	228	0

Cascade Regional - Low Incidence, High Needs	ESD	SSD
Vision	57	2
Hearing	88	1
Physical Therapy	51	1
Occupational Therapy	52	1
Autism Spectrum Disorder	833	10
Traumatic Brain Injury	21	0
Total # of K-12 Regional Low Incidence Disabilities	1102	15

Other Services	ESD	SSD
Attendance	1719	21
Behavior Consultant	236	34
Family Support Liaison	483	30
Youth Transition Services	31	0



SWEET HOME SCHOOL DISTRICT

1920 Long Street

Sweet Home, OR 97386

Phone: 541-367-7126

Fax: 541-367-7105

Superintendent: Tom Yahraes

tom.yahraes@sweethome.k12.or.us



Tom Yahraes
Superintendent

Tier 1

Data based on fiscal year 2019-2020

Special Education - Tier 1 Services by Student	ESD	SHSD
Audiology Hearing Screenings	4941	580
Audiology Evaluations	18	0
Mild/Moderate Special Ed Supports K-12 (PT)	63	3
Mild/Moderate Special Ed Supports K-12 (OT)	530	31
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	189	13
In-Center Special Education Evaluations	109	3
In-District and Assigned Special Education Evaluations	379	48
Severe Disability Supports	202	17
Early Intervention Evaluations	280	16
Early Childhood Special Education Evaluations	324	19

Special Education - Tier 1 Services by Hours	ESD	SHSD
Interpreter, District Requests	99.03	0
Interpreter, In-Center Evaluations	154.65	0
Translation, District Requests	412.33	0
Translation, In-Center Evaluations	142.74	0

Grants

Data based on fiscal year 2019-2020

EI/ECSE	ESD	SHSD
Early Intervention Services	180	12
Early Childhood Special Education Services	433	32
Students Transitioned to Kindergarten	228	16

Cascade Regional - Low Incidence, High Needs	ESD	SHSD
Vision	57	4
Hearing	88	7
Physical Therapy	51	1
Occupational Therapy	52	1
Autism Spectrum Disorder	833	48
Traumatic Brain Injury	21	3
Total # of K-12 Regional Low Incidence Disabilities	1102	64

Other Services	ESD	SHSD
Attendance	1719	170
Behavior Consultant	236	0
Family Support Liaison	483	46
Youth Transition Services	31	0



LBL Local Service Plan Addendum 2021-2023: Statewide Education Initiatives Account

Student Success Act Purpose:

- a) Meet students' mental or behavioral health needs; and
- b) Increase academic achievement for students, including reducing academic disparities for historically underserved students

LBLED	Student Success Act – SEIA
Outcome #1	Technical assistance for districts in their implementation of policies, systems, programs, and services that promote student social emotional wellbeing, mental health, engagement, and physical safety.
Outcome #2	Technical assistance for the continued implementation of and the identified key areas in district SIA plans via consulting, coaching, professional development, or other supports.
Outcome #3	Technical assistance in data collection and analysis that builds capacity, data literacy, and continuous improvement of schools and districts.
Outcome #4	Technical assistance to further and expand community engagement to meet the requirements of district SSA/SIA planning.
Outcome #5	Technical assistance for the growth and support of equity within each school district.
Strategy #1	Utilize a Regional Behavioral Health Plan to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. (Outcome 1, 2, 5)
Strategy #2	Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. (Outcome 2, 3, 5)
Strategy #3	Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. (Outcome 1, 2, 3, 4, 5)

Activities 2021-2022	SSA Coordinator and associated costs (Strategy 1-3)
	Regional Behavioral Health Systems Facilitator and associate costs (Strategy 1, 3)
	Instructional Coaching and associated costs (Strategy 2, 3)
	Communities of Practice Facilitator and associated costs (Strategy 1-3)
	Professional Development – regional trainings (Strategy 1-3)
	Community Engagement: ThoughtExchange (Outcome 4)
	DESSA (SEL) K-8 (Strategy 1, 2)
	Data Analyst/Programming Support (Strategy 3)
	Indirect 5%
Activities 2022-2023	SSA Coordinator and associated costs (Strategy 1-3)
	Regional Behavioral Health Systems Facilitator and associate costs (Strategy 1, 3)
	Instructional Coaching and associated costs (Strategy 2, 3)
	Communities of Practice Facilitator and associated costs (Strategy 1-3)
	Professional Development – regional trainings (Strategy 1-3)
	DESSA (SEL) K-8 (Strategy 1, 2)
	Data Analyst/Programming Support (Strategy 3)
	Indirect 5%

SEIA Plan presented to Valley Coast Superintendent Association: November 20, 2020

SEIA Plan approved by Valley Coast Superintendent Association: December 11, 2020

Presented and adopted by LBL Board of Directors: December 15, 2020

(Continued on page 68)

LBL works to support districts in the implementation of their Student Investment Account (SIA) plan. Section 13 in the Student Success Act (SSA) outlines where districts can spend their funds. LBL has created a plan that can support the following utilizing the Regional Behavioral Health Systems Facilitator, Instructional Coach, and Communities of Practice Facilitator.

The SSA purpose, meet students' health or safety needs, may include supports from the following:

- (A) Social-emotional learning and development;*
- (B) Student mental and behavioral health;*
- (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;*
- (D) Student health and wellness;*
- (E) Trauma-informed practices;*

Increase academic achievement for students, including reducing academic disparities for historically underserved students.

Each of the activities were created based on the strategies listed that support the overall outcomes.

Strategy 1: Utilize a Regional Behavioral Health Plan to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. (Outcome 1, 2, 5)

Activity Associated

- SSA Coordinator
- Regional Behavioral Health Systems Facilitator
- Communities of Practice Facilitator
- Professional Development
- DESSA

Strategy 2: Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. (Outcome 2, 3, 5)

Activity Associated

- SSA Coordinator
- Instructional Coaching
- Communities of Practice Facilitator
- Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

Strategy 3: Utilize a Continuous Improvement Team to support implementation of district SIA processes and plans. (Outcome 1, 2, 3, 4, 5)

Activity Associated

- SSA Coordinator
- Instructional Coaching
- Communities of Practice Facilitator
- Data Analyst Tech/Programming Support (LPGT)
- Professional Development
- Community Engagement/ThoughtExchange

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

Tier 1 Resolution Services

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

Tier 2 Resolution Services

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

Transits

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

Statewide Education Initiatives Account (SEIA)

The SEIA grant provides funding to allow greater ESD support to districts. This includes the provision of technical assistance to districts in developing, implementing and reviewing a plan for receiving Student Investment Account grant money; and providing coordination with Oregon Department of Education in administering and providing technical assistance to districts, including coordinating any coaching programs. SEIA plans are adopted and amended as part of the Local Service Plan and approved by the Oregon Department of Education.

The _____ School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2021-2022 school year as presented.

LBL Board Chair

Date

School District Board Chair

Date

Agenda Item 7

*Naming of the Lebanon Pool
request from the Lebanon
Booster Club*

We are requesting that the Lebanon Community Swimming Pool be officially renamed and recognized as the Jan Nadig Pool. Jan was instrumental in developing and maintaining swimming programs, as well as the pool facility, for over twenty years. Jan was known as the "Pool Lady," and her incredibly kind and thoughtful personality ensured that programming took into account all members of our community. She was hired in 1975 as the assistant supervisor of Lebanon Community Services, overseeing the pool(s) specifically. She later was hired as the Aquatic Coordinator in 1980. Jan was the head swim coach for Lebanon High School from 1986 to 1996. During her time at the pool, she developed an elementary school swim program that allowed all 3rd graders in the district to have two weeks of swimming lessons. In addition, Jan taught classes for the high school, including Advanced Lifesaving and Adaptive Aquatics, as well as developing a community swimming lesson program and water therapy classes for adults. She was an advocate for affordable prices for pool access, trying to ensure that it would be available for all to enjoy.

Jan resigned from the pool in 1996 to teach PE and Health at Lebanon High School. She continued her work at the pool by serving on the Aquatic District Board until her health would not allow it.

Jan was the first at the door for early bird swimming EVERY DAY after her retirement, up until just recently.

She faced many challenges while working at the pool, but one of the most challenging tasks was keeping the pool open. Her dedication to the pool led her to make the decision to take a 50% pay cut during a time when she was a single mom.

She was instrumental in the work to create the structure for the Lebanon Aquatic District, including working on the pool election and serving on the pool board.

Her primary focus over the years has been community fitness. She promoted lifetime fitness, particularly for those who are not competitive athletes. She also brought to Lebanon cutting edge tools and programs, such as Swim and Trim and water aerobics, both designed to bring low impact exercise to busy moms. She developed and promoted water therapy and was able to get a lift installed, which allowed physical therapy for people with physical challenges. The warm pool was a dream for many years, but with Jan's determination it finally happened. She also had a rope swing installed and started the aqua jogging program.

Although known as the Pool Lady, Jan's interest in fitness was not limited to water. Starting in 1972, Jan and her late husband John created and grew a tennis vibrant program. The Golden Olympics started for 100th anniversary of the town, which is for people ages 55 and up. She participated in Relay for Life, served on the Linn County Parks Commission, was a frequent community speaker on fitness and supported an inclusive swim team. She also mentored teens in our community through the STARS program (Students Today Aren't Ready for Sex) and tutoring.

Jan has mentored many people over the years, as a boss, as a friend and as a coach.

Jan Nadig has touched so many lives through teaching kids and adults to swim, teaching teenagers to be lifeguards, inviting the community in to use the pool in a variety of ways, and just loving the people of our community. We feel it would be very appropriate to rename our community pool after her and have it recognized as the Jan Nadig Pool.

Lebanon Booster Club

Lebanon Community Schools

Code: **FF**
Adopted: 6/15/98
Readopted: 6/3/10
Orig. Code(s): FF

Naming New Facilities

The district recognizes that when naming or renaming a facility, new or currently existing, it is important to consider naming them in honor of individuals who have made contributions to the district and/or the community. Also, it is important to consider the historical significance of sites. The Board is committed to making a decision based on community input and the historical significance of the site as well as the desire to honor certain individuals.

Any individual or group wishing to have a site named in honor of someone, or for historical reasons, should submit a written request to the Board for consideration. That request must state why the request is being made and the contributions of the individual or the historical significance of the site that would warrant such consideration. The Board will then schedule time for public comment at two consecutive regular Board meetings before a decision is made on the matter.

If the Board approves naming the facility in honor of an individual or for historical significance, the district will provide adequate signage to that effect.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Agenda Item 7

*Consent Agenda
December Meeting Minutes*



MEETING MINUTES

<u>BOARD MEMBERS PRESENT:</u> Tom Oliver, Chair Mike Martin, Vice Chair Richard Borden Todd Gestrin Tammy Schilling	<u>EXECUTIVE STAFF PRESENT:</u> Bo Yates, Superintendent Jennifer Meckley, Assistant Superintendent William Lewis, Business Director Kim Grousbeck, Human Resources Director Tami Volz, Director of School Improvement
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The meeting minutes were recorded by Executive Secretary Ruth Hopkins.

1. WELCOME AND CALL TO ORDER

Board Chair Tom Oliver called the meeting to order at 6:01 PM and led the Pledge of Allegiance.

2. AUDIENCE COMMENTS

There were numerous public comments submitted. These comments were read into the record by Executive Secretary Ruth Hopkins and are included with these meeting minutes.

3. ELEMENTARY BLUEPRINT

Superintendent Bo Yates shared that he had worked with district principals to develop the blueprint that will allow students to attend school every day, getting in-person instruction and getting back to going to school. A copy of this blueprint is included with the meeting agenda and is available online.

For older students at the junior high and high school, students will need to be rotated through. For the younger students and due to the drop in district enrollment numbers, the district is able to bring more students back to in-person instruction.

This blueprint will be posted on the district website and will be the ODE Return to School Plan for when the metrics are down and we are allowed to return to in-person instruction.

4. ENROLLMENT AND ATTENDANCE UPDATE

Superintendent Yates shared the attendance information that was provided with the meeting agenda and is available online. He compared the district data to the Albany School District

attendance numbers to see how our numbers compare with another school district. Our attendance at the high school is a little lower than Albany. Our high school staff is calling parents and doing what they can to improve attendance. Comparatively, our other schools are doing well with attendance, given the current situation.

Superintendent Yates added that we have surveyed parents and asked them their preference of returning to the classroom or remaining online when we are able to move back to in-person instruction. He also shared the results of that survey. Currently, we are about 80-20 across the board, with the exception of Hamilton Creek and Lacombe, which are 90-10. The difference in the two being Internet accessibility and quality in the outlying areas of the district.

5. CONSTRUCTION EXCISE TAX

Business Director William Lewis III shared the resolution to impose the construction excise tax for both the City of Lebanon and Linn County. It was verified that the resolution that the IGA identifies that it will be for new construction only.

Upon motion made by Vice Chair Mike Martin, duly seconded by Todd Gestrin, the Board voted unanimously to approve the construction excise tax as presented.

6. CONSENT AGENDA

A. November 12, 2020 Meeting Minutes

Upon motion made by Member Richard Borden, duly seconded by Vice Chair Mike Martin, the Board voted unanimously to approve the November 12, 2020 meeting minutes as presented.

B. Policies – First Reading

There was a discussion around the policies that were presented for a first reading. Policies GCBDAAGDBDAA, GCBDAAGCBDAAR(1) and AR(2) all pertain to COVID-19 leave. There was a question regarding the law the covers COVID leave and how the policies merge with the law, and if there was a need to adopt them and make them permanent board policies, as well as a question of where staff would go for questions regarding COVID. Kim Grousbeck reviewed the process for the Board that staff go through when reporting a positive COVID result.

It was decided to table these policies at this time and not approve them to move forward for a second reading at this time.

C. Policies – Second Reading

There was a question regarding Policies ACB and ACB-AR, in that they seemed similar to Policy JBB. It was clarified that there was more information included in ACB than JBB. The Board decided to table Policies ACB and ACB-AR for further review at the January meeting and comparison with JBB.

Upon motion made by Member Richard Borden, duly seconded by Vice Chair Mike Martin, the Board voted unanimously to approve policies GBEB, GBN/JBA, JBA/GBN, GBN/JBA-AR(1), GBN/JBA-AR(2), JBA/GBN-AR(1), JBA/GBN-AR(2), JHCC and GCAB as presented on second

reading, with the exception of Policy ACB and ACB-AR, which are pulled for further review at the January meeting.

D. Hiring

Upon motion made by Vice Chair Richard Borden, duly seconded by Todd Gestrin, the Board voted unanimously to approve the hiring of Mike Anderson and Patricia Pierce as presented, with ending date for Patricia Pierce changed to 2/28/2021.

7. DEPARTMENT REPORTS

A. Operations

Superintendent Yates shared that the technology department has been working extra on Chromebooks that we were originally going to recycle. They are now being refurbished to meet needs at Sand Ridge Charter School and Sweet Home School District.

B. Human Resources

There was not an update for Human Resources.

C. Finance

William Lewis provided some information regarding the vocational house. The City has approved it and it will be going on the market. We are looking to have approximately \$200,000 in profit from this project.

He then discussed the seismic project at Lebanon High School. The request for proposal has went out and the district is going to award the design project to Soderstrom Architects for the design work of the seismic project. There may be a need for an approval meeting to help the project timeline so that we do not have to wait until January to approve.

The Lebanon Fire Department's card lock system quit working recently. They are not going to repair that. The district now needs to look at fueling contracts for the district. William Lewis may ask for approval at a special meeting to approve a fueling contract as well.

It was decided then that there would be a special board meeting on December 17 at 6:00 PM for the approvals needed for both of these contracts.

8. COMMUNICATION

A. Board

There was nothing for board communication.

B. Superintendent

Superintendent Yates thanked the Board for supporting our schools and teachers and all who work for the district. He felt that everyone has been straightforward, honest and as responsible as

possible in financial decisions. He thanked them for the work they have done and said he appreciated their honesty and integrity in working through the negotiation process.

9. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 7:05 PM.

Tom Oliver, Chair

Bo Yates, Superintendent



SPECIAL MEETING MINUTES

<u>BOARD MEMBERS PRESENT:</u> Tom Oliver, Chair Richard Borden Todd Gestrin Tammy Schilling	<u>EXECUTIVE STAFF PRESENT:</u> Bo Yates, Superintendent William Lewis, Business Director
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The meeting minutes were recorded by Executive Secretary Ruth Hopkins.

1. WELCOME AND CALL TO ORDER

Board Chair Tom Oliver called the meeting to order at 6:06 PM and led the Pledge of Allegiance.

2. RESOLUTION #2021-3 – RECOMMENDATION TO AWARD

Business Director William Lewis III presented Resolution 2021-3 for approval. It is a recommendation to award the design contract for the seismic work at the high school to Soderstrom Architects. They will be used to help design the seismic rehabilitation project at the high school.

Upon motion made by Member Richard Borden, duly seconded by Member Tammy Schilling, the Board voted unanimously to approve Resolution 2021-3 as presented.

3. FUELING CONTRACT RECOMMENDATION

William Lewis shared that he has researched the options for a fueling contract for the school district and mentioned that the location was the primary driving factor. The district would like to use state contract 8519 PetroCard, Inc. This means that the district will be using Pacific Pride for its fueling needs, moving forward.

Upon motion made by Member Richard Borden, duly seconded by Member Tammy Schilling, the Board voted unanimously to approve using state contract 8519 PetroCard, Inc. for the district fueling contract.

4. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 6:11 PM.

Tom Oliver, Chair

Bo Yates, Superintendent

Agenda Item 8

*Consent Agenda
Policies – First Reading*

BOARD MEMORANDUM



To: Board of Directors

From: Jennifer Meckley, Assistant Superintendent

Date: January 8, 2021

Meeting Date: January 14, 2021

Re: Policy Update

JANUARY 2021 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommend Adoption? (Yes/No)
IJ	School Counseling Program	Highly Recommended	Jen	Delete old IJ per OSBA Changed title from Guidance Program to School Counseling Program. New policy aligns with 2019 legislation.	Yes
IKFB	Graduation Exercises	Optional	Jen, Craig S., Bo	Language added to comply with 2019 legislation which allows eligible students to wear U.S. Armed Forces uniform at graduation ceremonies. Equity language has also been added.	Yes

Attachment

JB	Equal Education Opportunity	Required	Jen	Changes result from recent comprehensive changes to GBN/JBA - Sexual Harassment in an effort to remove duplicate language. Equity language has also been added.	Yes
JFCM	Threats of Violence	Required	Jen	Updates to the policy are reflective of review of statute to better align with language and application of a new equity lens.	Yes
GCBDA/GDBDA - AR (1) GCBDA/GDBDA - AR (2) GCBDA/GDBDA - AR (4)	Federal Family and Medical Leave/State Family Medical Leave	Required	Kim G.	Temporary BOLI rules were made permanent in September 2020.	Yes

OSBA Model Sample Policy

Code: JFCM
Adopted:

Threats of Violence**

The Board is committed to promoting healthy relationships and a safe learning environment. To this end, student threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage any district property, shall not be tolerated on district property or at activities under the jurisdiction of the district.

Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct prohibited by this policy. Parents and others will be encouraged to report such information to the district. Staff shall immediately notify an administrator of any threat, threatening behavior or act of violence ~~he/she~~ the staff member has knowledge of, has witnessed or received. All reports will be promptly investigated.

Students found in violation of this policy shall be subject to discipline up to and including expulsion. The principal shall notify the parent or guardian of any student in violation of this policy and the disciplinary action imposed. A referral to law enforcement shall be made for any infraction involving a student bringing, possessing, concealing or using a weapon or destructive device as prohibited by state and federal law and Board policy.

The district shall enforce this policy consistently, fairly and without bias against any student, including a student from a protected class as defined in Oregon Revised Statute 659.850.

The principal shall, in determining appropriate disciplinary action, consider:

1. Immediately removing from the classroom setting, any student who has threatened to injure another person or to severely damage district property;
2. Placing the student in a setting where the behavior will receive immediate attention from an administrator, counselor, licensed mental health professional or others;
3. Requiring the student to be evaluated by a licensed mental health professional before allowing the student to return to the classroom setting^[1].

The district may enter into contracts with licensed mental health professionals to perform student evaluations. Funds for evaluations, other disciplinary options or other procedures as may be required by law and this policy shall be provided by the district.

The principal shall ~~ensure notification is provided to~~ attempt to notify:

- ~~1. The parent of any student in violation of this policy and the disciplinary action imposed;~~

¹ [A student removed from the classroom setting for an evaluation may not be removed for more than 10 school days unless the principal is able to show good cause that an evaluation could not be completed in that time period.]

1. The parent or guardian of a student when the student's name appears on a targeted list at school that threatens violence or harm to the students on the list, or when threats of violence or harm to the student are made by another student at school;
2. Any district employee whose name appears on a targeted list at school threatening violence or harm to the district employee [and when threats of violence or harm are made by a student or others at school].

The principal shall attempt to ~~Notification~~ to the above persons ~~shall be attempted~~ by telephone or in person promptly and within 12 hours of discovery of a targeted list or learning of a threat. Regardless, the principal shall issue a written follow-up notification ~~shall be sent~~ within 24 hours of discovery of a targeted list or learning of a threat.

The principal will provide necessary information regarding threats of violence to law enforcement, child protective services and health care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, ~~he/she~~ the principal may provide such information to other school officials, including teachers within the district or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

The district or person participating in good faith in making the notification required by ORS 339.327 is immune from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of the notification.

[As a part of the district's proactive safety efforts, the superintendent will plan staff development activities designed to alert staff to early warning signs of possible violent behavior. Students so identified shall be referred to a counselor, licensed mental health professional and/or multidisciplinary team for evaluation and follow-up as appropriate.]

END OF POLICY

Legal Reference(s):

[ORS 161.015](#)
[ORS 166.210 - 166.370](#)
[ORS 332.107](#)
[ORS 339.115](#)
[ORS 339.240](#)
[ORS 339.250](#)

[ORS 339.327](#)
~~[ORS 809.135](#)~~
~~[ORS 809.260](#)~~
[OAR 581-021-0050 - 021-0075](#)
[OAR 581-053-0010\(5\)](#)

[OAR 581-053-0230\(9\)\(k\)](#)
[OAR 581-053-0330\(1\)\(r\)](#)
[OAR 581-053-0430\(17\)](#)
[OAR 581-053-0531\(16\)](#)
[OAR 581-053-0630](#)

Gun-Free School Zones Act of 1990, 18 U.S.C. §§ 921(a)(25)-(26), 922(q) (~~2012~~2018).
 Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (~~2012~~2018).
 Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2017~~2019).

OSBA Model Sample Policy

Code: JB
Adopted:

Equal Educational Opportunity^[**]

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation¹, race, religion, color, national origin, disability, marital status, familial status~~[,] [or]~~ parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

~~Further,~~ no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district or denied access to facilities in the district. ~~The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.~~

~~The superintendent will designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX. The Title IX coordinator will investigate complaints communicated to the district alleging noncompliance with Title IX. The name, address and telephone number of the Title IX coordinator will be provided to all students and employees.~~

A student or parent may also access and use the district's general complaint procedure through Board policy KL - Public Complaints.

All reports, complaints or information will be investigated.

~~The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints under Title IX.~~ The district will communicate the availability of policy and available complaint procedures to students and their parents through available district communication systems[,] [and] [handbooks] and will be published to the district website and made available at the district office during regular business hours.

A student of the district may not be subjected to retaliation by the district for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation.

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051](#)
[ORS 329.025](#)
[ORS 332.107](#)
~~[ORS 336.067](#)~~

~~[ORS 336.082](#)~~
[ORS 336.086](#)
~~[ORS 342.123](#)~~
[ORS 659.850](#)
[ORS 659.852](#)
~~[ORS Chapter 659](#)~~

~~[ORS Chapter 659A](#)~~
[ORS 659A.003](#)
[ORS 659A.006](#)
~~[ORS 659A.030](#)~~
[ORS 659A.103 - 659A.145](#)
[ORS 659A.400](#)

¹ "Sexual orientation" means an individual's actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual's gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual's sex at birth.

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2012~~8~~); 28 C.F.R. §§ 42.101-42.106 (2019).
~~Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2012).~~
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2012~~2018~~); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705 (2012~~2018~~); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017~~2020~~).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012~~2018~~); 29 C.F.R. Part 1630 (2017~~2019~~); 28 C.F.R. Part 35 (2017~~2019~~).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12333 (2018).

OSBA Model Sample Policy

Code: IKFB
Adopted:

Graduation Exercises

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

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

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

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

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

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

Graduating students will be allowed to wear items of cultural significance, in accordance with consistently-enforced rules established by the principal or designee.

END OF POLICY

Legal Reference(s):

[ORS 329.451](#)
~~[ORS 332.105](#)~~
[ORS 332.107](#)
~~[ORS 332.114](#)~~
~~[ORS 339.115](#)~~
[ORS 339.505](#)

[ORS 343.295](#)
~~[OAR 581-021-0071](#)~~
[OAR 581-021-0050](#)
[OAR 581-021-0055](#)
[OAR 581-021-0060](#)

[OAR 581-022-2000](#)
[OAR 581-022-2010](#)
[OAR 581-022-2015](#)
[OAR 581-022-2020](#)
[OAR 581-022-2505](#)

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

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

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2012⁸); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2017²⁰²⁰).

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

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

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

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

Guidance Program

The district recognizes that all students are individuals with unique needs and strengths. The desire of the Board is to support a counseling and guidance program that assists students in understanding themselves and realizing their full potential.

The counseling and guidance program should provide learning experiences for students that develop values and attitudes that enhance interpersonal relationships and responsible individual behavior and align with the district's school improvement plans. Students in grade K-12 will participate in a career education program based on the Oregon Department of Education's Framework for *Comprehensive Guidance and Counseling Program for Pre-Kindergarten through Twelfth Grade*.

Districtwide Goals

1. The student is able to make appropriate decisions and use problem-solving skills.
2. The student is able to use the skills involved in self-exploration and self-discovery to examine personal feelings, values, interests and aptitudes.
3. The student is able to communicate effectively in relationships with others.
4. The student is able to self-advocate and accept responsibility for his/her own actions.
5. The student is able to understand and utilize the opportunities and alternatives available in the educational program for meeting academic standards.
6. The student is able to set tentative career goals.
7. The student is able to use the resources available in the school and community.
8. Students in grades 7-12 will create, and annually review, an education plan and education portfolio.
9. The student will demonstrate the ability to use personal qualities, education and training in a work setting.
10. The student will demonstrate the use of personal skills in making contributions in his/her community.

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)
[ORS 326.565](#)
[ORS 326.575](#)
[ORS 336.187](#)

[OAR 581-021-0046\(7\)](#)
[OAR 581-022-0405](#)
[OAR 581-022-0606](#)

[OAR 581-022-0610](#)
[OAR 581-022-1020](#)
[OAR 581-022-1510](#)
[OAR 581-022-1512](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2006); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2006).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2006); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2006).

DELETED

OSBA Model Sample Policy

Code: IJ
Adopted:

School Counseling Program

The district's coordinated comprehensive school counseling program supports the academic, career, social-emotional, and community involvement development of all students. Each school will have a comprehensive counseling program for students in all grades, which will be based on the Oregon Department of Education's *Oregon's Framework for Comprehensive School Counseling Programs*.¹

The district will adopt program goals, which will assist students to:

1. Understand and utilize the educational opportunities and alternatives available to them;
2. Meet academic standards;
3. Establish tentative career and educational goals;
4. Create and maintain an education plan and education portfolio;
5. Demonstrate the ability to utilize personal qualities, education and training, in the world of work;
6. Develop decision-making skills;
7. Obtain information about self;
8. Accept increasing responsibility for their own actions, including the development of self-advocacy skills;
9. Develop skills in interpersonal relations, including the use of effective and receptive communication;
10. Utilize school and community resources;
11. Demonstrate and discuss personal contributions to the larger community; and
12. Know where and how to utilize personal skills in making contributions to the community.

Materials used in the counseling program will be free of content that may discriminate on the basis of race, color, national origin, religion, sex, sexual orientation, age, disability, or marital status, or that which permits or requires different treatment of students on such basis unless such differences cover the same occupation and interest areas and the use of such different material is shown to be essential to the elimination of discrimination.

Consistent with individual rights and the counselor's obligations as a professional, the counseling

¹ Oregon Department of Education - [Comprehensive School Counseling](#)

relationship and resulting information may be protected as privileged communications by Oregon law.²

END OF POLICY

Legal Reference(s):

[ORS 40.245](#)

[ORS 326.565](#)

[ORS 326.575](#)

[ORS 329.603](#)

[ORS 336.187](#)

[OAR 581-021-0013](#)

[OAR 581-021-0046\(7\)](#)

[OAR 581-022-2030](#)

[OAR 581-022-2055](#)

[OAR 581-022-2060](#)

[OAR 581-022-2250](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019).

Protection of Pupil Rights, 20 U.S.C. § 1232h (2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (2019).

² See ORS 40.245.

OSBA Model Sample Policy

Code: GCBDA/GDBDA-AR(1)
Revised/Reviewed:

Federal Family and Medical Leave/State Family Medical Leave *

Coverage

The federal Family and Medical Leave Act (FMLA) applies to districts with 50 or more employees within 75 miles of the employee's work site, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year preceding the year in which the leave is to be taken. The 50 employee test does not apply to educational institutions for determining employee eligibility.

The Oregon Family Leave Act (OFLA) and the Oregon Military Family Leave Act (OMFLA) applies to districts that employ 25 or more part-time or full-time employees in Oregon, based on employment during each working day during any of the 20 or more workweeks in the calendar year in which the leave is to be taken, or in the calendar year immediately preceding the year in which the leave is to be taken.

Employee Eligibility

FMLA applies to employees who have worked for the district for at least 12 months (not necessarily consecutive) and worked for at least 1,250 hours during the 12-month period immediately preceding the start of the leave.

An employee who has previously qualified for and has taken some portion of FMLA leave may request additional FMLA leave within the same leave year. In such instances, the employee need not requalify as an eligible employee, if the additional leave applied for is in the same leave year and for the same condition.

OFLA applies to employees who work an average of 25 hours or more per week during the 180 calendar days or more immediately prior to the first day of the start of the requested leave.¹ For parental leave purposes, an employee becomes eligible upon completing at least 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

An employee who has previously qualified for and has taken some portion of OFLA leave, may request additional OFLA leave within the same leave year. In such instances, the employee must requalify as an eligible employee for each additional leave requested unless one of the following exceptions apply:

¹ The requirements of OFLA do not apply to any employer offering eligible employees a nondiscriminatory cafeteria plan, as defined by section 125 of the Internal Revenue Code of 1986, which provides as one of its options employee leave at least as generous as the leave required by OFLA.

1. A female employee who has taken 12 weeks of pregnancy disability leave need not requalify leave in the same leave year for any other purpose;
2. An employee who has taken 12 weeks of parental leave need not requalify to take an additional 12 weeks in the same leave year for sick child leave; and
3. An employee granted leave for a serious health condition for the employee or a family member need not requalify if additional leave is taken in this leave year for the same reason.

OMFLA applies to employees who work an average of at least 20 hours per week. There is no minimum number of days worked when determining employee eligibility for OMFLA.

In determining if an employee has been employed for the preceding 180 calendar days, when applicable, the employer must consider days, e.g., paid or unpaid, an employee is maintained on payroll for any part of a work week. Full-time public school teachers who have been maintained on payroll by a district for 180 consecutive calendar days are thereafter deemed to have been employed for an average of at least 25 hours per week during the 180 days immediately preceding the start date of the OFLA leave. This provision is eligible for rebuttal if for example, the employee was on a nonpaid sabbatical.

In determining average workweek, the employer must count the actual hours worked using the Fair Labor Standards Act (FLSA) guidelines.

Qualifying Reason

Eligible employees may access FMLA leave for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave² (separate from eligible leave as a result of a child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.

² Parental leave must be taken in one continuous block of time within 12 months of the triggering event.

3. Military Caregiver Leave: leave for the care for spouse, son, daughter or next-of-kin who is a covered servicemember/veteran with a serious injury or illness;
4. Qualifying Exigency Leave: leave arising out of the foreign deployment of the employee's spouse, son, daughter or parent.

Eligible employees may access OFLA for the following reasons:

1. Serious health condition of the employee or the employee's covered family member:
 - a. Inpatient care;
 - b. Continuing treatment;
 - c. Chronic conditions;
 - d. Permanent, long-term or terminal conditions;
 - e. Multiple treatments;
 - f. Pregnancy and prenatal care.
2. Parental leave (separate from eligible leave as a result of the child's serious health condition):
 - a. Bonding with and the care for the employee's newborn (within 12 months following birth);
 - b. Bonding with and the care for a newly adopted or newly placed foster child under the age of 18 (within 12 months of placement);
 - c. Care for a newly adopted or newly placed foster child over 18 years of age who is incapable of self-care because of a physical or mental impairment (within 12 months of placement);
 - d. Time to effectuate the legal process required for placement of a foster child or the adoption of a child.
3. Sick Child Leave: leave for non-serious health conditions of the employee's child. For OFLA, sick child leave includes absence to care for an employee's child whose school or child care provider has been closed³ in conjunction with a statewide public health emergency declared by a public health official.⁴
4. Bereavement Leave: leave related to the death of a covered family member.⁵

³ "Closure" for the purpose of sick child leave during a statewide public health emergency declared by a public health official means a closure that is ongoing, intermittent, or recurring and restricts physical access to the child's school or child care provider. OAR 839-009-0210(4).

⁴ The district may request verification of the need for sick child leave due to a closure during a statewide emergency. Verification may include:

1. The name of the child being cared for;
2. The name of the school or child care provider that has closed or become unavailable; and
3. A statement from the employee that no other family member of the child is willing and able to care for the child. With the care of a child older than 14, a statement that special circumstances exist requiring the employee to provide care to the child during daylight hours.

⁵ Bereavement leave under OFLA must be completed within 60 days of when the employee received notice of the death.

5. Eligible employees may access OMFLA for the purpose of spending time with a spouse or same-gender domestic partner who is in the military and has been notified of an impending call or order to active duty, or who has been deployed during a period of military conflict.
6. The eligibility of an employee who takes multiple leaves for different qualified reasons during the same district designated leave period may be reconfirmed at the start of each qualified leave requested.

Definitions

1. Family member:

- a. For the purposes of FMLA, “family member” means:
 - (1) Spouse⁶;
 - (2) Parent;
 - (3) Child; or
 - (4) Persons who are “in loco parentis”.
- b. For the purposes of OFLA, “family member” means:
 - (1) Spouse;
 - (2) Registered, same-gender domestic partner;
 - (3) Parent;
 - (4) Parent-in-law;
 - (5) Parent of employee’s registered, same-gender domestic partner;
 - (6) Child;
 - (7) Child of employee’s registered, same-gender domestic partner;
 - (8) Grandchild;
 - (9) Grandparent; or
 - (10) Persons who are “in loco parentis”.

2. Child:

- a. For the purposes of FMLA, “child” means a biological, adopted or foster child, a stepchild, a legal ward or a child of a person standing “in loco parentis”, who is either under the age of 18, or who is 18 years of age or older and who is incapable of self-care because of a physical or mental impairment.
- b. For the purposes of Military Caregiver Leave and Qualifying Exigency Leave under FMLA, “child” means the employee’s son or daughter on covered active duty regardless of that child’s age.
- c. For the purposes of OFLA, “child” means a biological, adopted, foster child or stepchild of the employee, the child of the employee’s same-gender domestic partner, or a child with whom the employee is or was in a relationship of “in loco parentis”.

⁶ “Spouse” means individuals in a marriage, including “common law” marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

- d. For the purposes of parental and sick child leave under OFLA, the child must be under the age of 18 or an adult dependent child substantially limited by a physical or mental impairment.

3. In loco parentis:

- a. For the purposes of FMLA, “in loco parentis” means persons with day-to-day responsibility to care for and financially support a child, or, in the case of an employee, who had such responsibility for the employee when the employee was a child. A biological or legal relationship is not necessary.
- b. For the purposes of OFLA, “in loco parentis” means person in the place of the parent having financial or day-to-day responsibility for the care of a child. A legal or biological relationship is not required.

4. Next of kin:

For the purposes of FMLA and Military Caregiver Leave under FMLA, “next of kin” means the nearest blood relative other than the servicemember’s spouse, parent, son or daughter in the following order of priority (unless otherwise designated in writing by the servicemember):

- a. Blood relatives who have been granted legal custody of the servicemember by court decree or statutory provisions;
- b. Brothers or sisters;
- c. Grandparents;
- d. Aunts and uncles; and
- e. First cousins.

5. Covered servicemembers:

For the purposes of Military Caregiver Leave under FMLA, “covered servicemember” means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is receiving medical treatment, recuperation or therapy, or is in outpatient status, or is on the temporary disability retire list for a serious injury or illness.

6. Covered veteran:

For the purposes of Military Caregiver Leave under FMLA, “covered veteran” means a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness provided ~~he or she was~~ they were:

- a. A member of the Armed Forces (including a member of the National Guard or Reserves);
- b. Discharged or released under conditions other than dishonorable; and
- c. Discharged within the five-year period before the eligible employee first takes FMLA, Military Caregiver Leave.

Leave Period

For the purposes of calculating an employee’s leave period, the district will use [the calendar year] [any fixed 12-month “leave year”] [the 12-month period measured forward from the date the employee’s leave begins] [a “rolling” 12-month period measured backward from the date the employee uses any family and

medical leave]. The same method for calculating the 12-month period for FMLA and OFLA leave entitlement shall be used for all employees. However, in all instances, the leave period for the purposes of OMFLA and Military Caregiver Leave under FMLA shall be dependent on the start of any such leave regardless of the district's designated 12-month leave period described above.

Leave Duration

For the purposes of FMLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period⁷. Spouses who work for the district may be limited to a combined 12 weeks of FMLA leave during the district's designated leave period when the purpose of the leave is for the birth of a child or to care for a child after birth, placement of an adopted or foster child or the care for an adopted or foster child after placement, or to care for the employee's parent's serious medical condition. Except in specific and unique instances, all qualified leave under FMLA counts toward an employee's leave entitlement within the district's designated leave period.

For the purposes of OFLA, an eligible employee is generally entitled to a total of 12 weeks of qualified leave during the district's designated leave period. However, a woman is entitled to an additional, full 12 weeks of parental leave during the district's designated leave period following the birth of a child regardless of how much OFLA qualified leave she has taken prior to the birth of such child during the district's designated leave period. Likewise, an employee who uses the full 12 weeks of parental leave during the district designated leave period, will be entitled to an additional 12 weeks of sick child leave under OFLA during the district's designated leave period for the purpose of caring for a child(ren) with a non-serious health condition requiring home care.⁸ Unlike FMLA, OFLA does not combine the leave entitlement for spouses working for the district. However, under OFLA, family members who work for the district may be restricted from taking concurrent OFLA qualified leave.⁹

For the purposes of OMFLA, an eligible employee is entitled to 14 days of leave per call or order to active duty or notification of a leave from deployment. When an employee also meets the eligibility requirements of OFLA, the duration of the OMFLA leave counts toward that employee's leave entitlement during the district's designated leave period.

Except as otherwise noted above, qualified leave under FMLA and OFLA for an eligible employee will run concurrently during the district's designated leave period.

⁷ An eligible employee taking Military Caregiver Leave under FMLA is entitled to up to 26 weeks of leave in the 12-month period beginning with the first day of such leave and regardless of any FMLA leave taken previously during the district's leave period. However, once the 12-month period begins for the purposes of Military Caregiver Leave under FMLA, any subsequent FMLA qualified leave, regardless of reason for such leave, will count toward the employee's 26-week entitlement under Military Caregiver Leave under FMLA.

⁸ Sick child leave under OFLA need not be provided if another family member, including a noncustodial biological parent, is willing and able to care for the child.

⁹ Exceptions to the ability to require family members from taking OFLA qualified leave at different times are when 1) employee is caring for the other employee who has a serious medical condition; 2) one employee is caring for a child with a serious medical condition when the other employee is suffering a serious medical condition; 3) each family member is suffering a serious medical condition; 4) each family member wants to take Bereavement Leave under OFLA; and 5) the employer allows the family members to take concurrent leave.

For the purpose of tracking the number of leave hours an eligible employee is entitled and/or has used during each week of the employee's leave, leave entitlement is calculated by multiplying the number of hours the eligible employee normally works per week by 12¹⁰. If an employee's schedule varies from week-to-week, a weekly average of the hours worked over the 12 weeks worked prior to the beginning of the leave period shall be used for calculating the employee's normal workweek¹¹. If an employee takes intermittent or reduced work schedule leave, only the actual number of hours of leave taken may be counted toward the 12 weeks of leave to which the employee is entitled.

Intermittent Leave

With the exception of parental leave which must be taken in one continuous block of time, an eligible employee is permitted under FMLA and OFLA to take intermittent leave for any qualifying reason.

Intermittent leave is taken in multiple blocks of time (i.e., hours, days, weeks, etc.) rather than in one continuous block of time and/or requires a modified or reduced work schedule. For OFLA this includes but not limited to sick child leave taken requiring an altered or reduced work schedule because the intermittent or recurring closure of a child's school or child care provider due to a statewide public health emergency declared by a public health official.

When an employee is eligible for OFLA leave, but not FMLA leave, the employer:

1. May allow an exempt employee, as defined by state and federal law, with accrued paid time off to take OFLA leave in blocks of less than a full day; but
2. May not reduce the salary of an employee who is taking intermittent leave when they do not have accrued paid leave available. To do so would result in the loss of exemption under state law.

An employee's FMLA and/or OFLA intermittent leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

Holidays or days in which the district is not in operation, are not counted against the eligible employee's intermittent OFLA leave period unless the employee was scheduled and expected to work on any such day.

Alternate Work Assignment

The district may transfer an employee recovering from a serious health condition to an alternate position which accommodates the serious health condition provided:

¹⁰ For example, an employee normally employed to work 30 hours per week is entitled to 12 times 30 hours, or a total of 360 hours of leave.

¹¹ For example, an employee working an average of 25 hours per week is entitled to 12 times 25 hours, or a total of 300 hours of leave.

1. The employee accepts the position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreement;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA; and
5. The transfer is not used to discourage the employee from taking FMLA and/or OFLA leave for a serious health condition or to create a hardship for the employee.

The district may transfer an eligible employee who is on a foreseeable intermittent FMLA and/or OFLA leave to another position with the same or different duties to accommodate the leave, provided:

1. The employee accepts the transfer position voluntarily and without coercion;
2. The transfer is temporary, lasts no longer than necessary and has equivalent pay and benefits;
3. The transfer is compliant with any applicable collective bargaining agreements;
4. The transfer is compliant with state and federal law, including but not limited to the protections provided for in FMLA and/or OFLA;
5. The transfer to an alternate position is used only when there is no other reasonable option available that would allow the employee to use intermittent leave or reduced work schedule; and
6. The transfer is not used to discourage the employee from taking intermittent or reduced work schedule leave, or to create a hardship for the employee.

If an eligible employee is transferred to an alternative position, and as a result the employee works fewer hours than the employee was working in the original position, the employee's FMLA and/or OFLA leave time is determined by calculating the difference between the employee's normal work schedule and the number of hours the employee actually works during the leave period. The result of such calculation is credited against the eligible employee's leave entitlement.

When an employee is transferred to alternate position as described above but such transfer does not result in a reduced schedule, time worked in any such alternate position shall not be considered for the purpose of FMLA and/or OFLA leave. An employee working in an alternate position retains the right to return to the employee's original position unless all FMLA and/or OFLA leave taken in that leave year plus the period of time worked in the alternate position exceeds 12 weeks.

Special Rules for School Employees

For the purposes of FMLA, "school employee" means those whose principal function is to teach and instruct students in a class, a small group or an individual settlement. Athletic coaches, driving instructors and special education assistants, such as interpreters for the hearing impaired, are included in this definition. This definition does not apply to teacher assistants or aides, counselors, psychologist, curriculum specialists, cafeteria workers, maintenance workers or bus drivers.

For the purposes of OFLA, “school employee” means employees employed principally as instructors in public kindergartens, elementary schools, secondary schools or education service districts.

FMLA and/or OFLA leave that is taken for a period that ends with the school year and begins with the next semester is considered consecutive rather than intermittent. In any such situation, the eligible school employee will receive any benefits during the break period that employees would normally receive if they had been working at the end of the school year.

1. Foreseeable Intermittent Leave Exceeding 20 Percent of Working Days

When the qualified leave is foreseeable, will encompass more than 20 percent of the eligible school employee’s regular work schedule during the leave period, and the purpose of such leave is to care for a family member with a serious medical condition, for a servicemember with a serious medical condition or because of the employee’s own serious medical condition, the district may require the eligible school employee to:

- a. Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- b. Temporarily transfer the eligible school employee to an alternate position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than the employee’s original position.

2. Limitation on Leave Near the End of the School Year

When an eligible school employee requests leave near the end of the school year, the district may require the following:

- a. When the qualified leave begins more than five weeks before the end of the school year:
 - (1) For the purposes of FMLA leave, the eligible school employee may be required to continue taking leave until the end of the school year provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee would return to work during the three-week period before the end of the term.
 - (2) For the purposes of OFLA leave, if the reason for the leave is because of the eligible school employee’s own serious health condition, the eligible school employee may be required to remain in leave until the end of the school year, provided:
 - (a) The leave will last at least three weeks; and
 - (b) The employee’s return to work would occur within three weeks of the end of the school year.
- b. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within five weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided:

- (1) The leave will last more than two weeks; and
 - (2) The employee would return to work during the two-week period before the end of the school year.
- c. For the purposes of FMLA and/or OFLA leave, when the qualified leave begins within three weeks of the end of the school year and the purpose of such leave is parental leave, for the serious health condition of a family member or for the serious health condition of a servicemember, the eligible school employee may be required to remain on leave until the end of the school year provided the length of the leave will last more than five working days.

If the district requires an eligible school employee to remain on leave until the end of the school year as described above, additional leave required by the employer until the end of the school year shall not count against the eligible school employee's leave entitlement.

Paid/Unpaid Leave

FMLA and OFLA do not require the district to pay an eligible employee who is on a qualified leave. Subject to any related provisions in any applicable collective bargaining agreement, ¹²[an employee may elect to use any available accrued paid leave including personal and sick leave, or available accrued vacation leave during the leave period.] [the district requires the eligible employee to use any available accrued sick leave, vacation or personal leave days (or other available paid time established by Board policy(ies) and/or collective bargaining agreement) in the order specified by the district and before taking FMLA and/or OFLA leave without pay during the leave period.] [the district requires the eligible employee to use any available accrued paid leave, including personal and sick leave or available accrued vacation leave before taking FMLA and/or OFLA leave without pay during the leave period. The employee may select the order in which the available paid leave is used.]

The district will notify the eligible employee that the requested leave has been designated as FMLA and/or OFLA leave and, if required by the district, that available accrued paid leave shall be used during the leave period. In the event the district is aware of an OFLA or FMLA qualifying exigency, the district shall notify the eligible employee of its intent to designate the leave as such regardless of whether a request has been made by the eligible employee. Such notification will be given to the eligible employee prior to the commencement of the leave or within two working days of the employee's notice of an unanticipated or emergency leave, whichever is sooner.

When the district does not have sufficient information to make a determination of whether the leave qualifies as FMLA or OFLA leave, the district will provide the required notice promptly when the information is available but no later than two working days after the district has received the information. Oral notices will be confirmed in writing no later than the following payday. If the payday is less than one week after the oral notice is given, written notice will be provided no later than the subsequent payday.

Eligible employees who request OMFLA leave shall not be required to use any available accrued paid time off during the OMFLA leave period.

¹² [The district must choose one of the following from the three available bracketed options to complete this paragraph, and delete the other two.]

Benefits and Insurance

When an eligible employee returns to work following a FMLA or OFLA qualified leave, the employee must be reinstated to the same position the employee held when the leave commenced, or to an equivalent position with equivalent benefits, pay and other terms and conditions of employment.

During an OFLA qualified leave an eligible employee does not accrue seniority or other benefits that would have accrued while the employee was working. The eligible employee is also subject to layoff to the same extent similarly situated employees not taking OFLA leave are subject unless the terms of an applicable collective bargaining agreement, other agreement or the district's policies provide otherwise.

For the purposes of FMLA and OFLA, the district will continue to pay the employer portion of the eligible employee's group health insurance contribution (if applicable) during the qualified leave period. The eligible employee is required to pay the employee portion of any such group health insurance contribution as a condition of continued coverage.

For the purposes of FMLA qualified leave, the district's obligation to maintain the employee's group health insurance coverage will cease if the employee's contribution is remitted more than 30 calendar days late. The district will provide written notice that the premium payment is more than 30 calendar days late. Such notice will be provided within 15 calendar days before coverage is to cease.

For the purposes of OMFLA, the eligible employee is entitled to a continuation of benefits.

Fitness-for-Duty Certification

Prior to the reinstatement of an employee following a leave which was the result of the employee's own serious health condition, the district may require the employee to obtain and present a Fitness-for-Duty Certification. The certification will specifically address the employee's ability to perform the essential functions of the employee's job as they relate to the health condition that was the reason for the leave. If the district is going to require a fitness-for-duty certification upon return to work, the district must notify the employee of such requirement when the leave is designated as FMLA and/or OFLA leave. Failure to provide the certification may result in a delay or denial of reinstatement.

For the purposes of FMLA qualified leave, any costs associated with obtaining the fitness-for-duty certification shall be borne by the employee.

For the purposes of OFLA qualified leave, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

If the leave is qualified under both FMLA and OFLA, any out-of-pocket costs associated with obtaining the fitness-for-duty certification shall be borne by the district.

Application

Under federal and state law, an eligible employee requesting FMLA and/or OFLA leave shall provide at least 30 days' notice prior to the leave date if the leave is foreseeable. The notice shall be written and include the anticipated start date, duration and reasons for the requested leave. When appropriate, the

eligible employee must make a reasonable effort to schedule treatment, including intermittent leave and reduced leave, so as not to unduly disrupt the operation of the district.

The district may request additional information to determine that the requested leave qualifies as FMLA and/or OFLA leave. The district may designate the employee as provisionally on FMLA and/or OFLA leave until sufficient information is received to properly make a determination. An eligible employee able to give advance notice of the need to take FMLA and/or OFLA leave must follow the employer's known, reasonable and customary procedures for requesting any kind of leave.

For the purposes of FMLA, if advance notice is not possible, an employee eligible for FMLA leave must provide notice as soon as practicable. "As soon as practicable," for the purpose of FMLA leave, means the employee must comply with the employer's normal call-in procedures except in limited and under unique circumstances. Failure of an employee to provide the required notice for FMLA leave may result in the district delaying the employee's leave up to 30 days after the notice is ultimately given.

For the purposes of OFLA, an eligible employee is required to provide oral or written notice within 24 hours of commencement of the leave in unanticipated or emergency leave situations. The employee may designate a family member or friend to notify the district during that period of time. Failure of an employee to provide the required notice for leave covered by OFLA may result in the district deducting up to three weeks from the employee's unused OFLA leave in that one-year leave period. The employee may be subject to disciplinary action for not following the district's notice procedures.

When an employee fails to give advance notice for both the FMLA and OFLA above, the district must choose the remedy that is most advantageous to the employee.

In all cases, proper documentation must be submitted no later than three working days following the employee's return to work.

Medical Certification

The district [may] [shall] require an eligible employee to provide medical documentation, when appropriate, to support the stated reason for such leave. The district will provide written notification to an employee of this requirement within five working days of the employee's request for leave. If the employee provides less than 30 days' notice, the employee is required to submit such medical certification no later than 15 calendar days after receipt of the district's notification that medical certification is required.

The district may request re-certification of a condition when the minimum duration of a certification expires if continued leave is requested. If the certification does not indicate a duration or indicates that it is ongoing, the district may request re-certification at least every six months in connection with an absence.

Under federal law, a second medical opinion may be required whenever the district has reason to doubt the validity of the initial medical opinion. The health care provider may be selected by the district. The provider shall not be employed by the district on a regular basis. Should the first and second medical certifications differ, a third opinion may be required. The district and the employee will mutually agree on the selection of the health care provider for a third medical certification. The third opinion will be final. Second and third opinions and the actual travel expenses for an employee to obtain such opinions will be paid for by the district.

Second and Third Opinions

1. For the purposes of FMLA, the district may designate a second health care provider, but that person cannot be utilized by the district on a regular basis except in rural areas where health care is extremely limited. If the opinions of the employee's and the district's designated health care provider(s) differ, the district may require a third opinion at the district's expense. The third health care provider must be designated or approved jointly by the employee and the district. This third opinion shall be final and binding.
2. For the purposes of OFLA, and except for leave related to sick child leave under OFLA, the district may require the employee to obtain a second opinion from a health care provider designated by the district. If the first and second verifications conflict, the employer may require the two health care providers to jointly designate a third health care provider for the purpose of providing a verification. This third verification shall be final and binding.

Notification

Any notice required by federal and state laws explaining employee rights and responsibilities will be posted in all staff rooms and the district office. Additional information may be obtained by contacting the [superintendent] [personnel director].

Record Keeping/Posted Notice

The district will maintain all records as required by federal and state laws including dates leave is taken by employees, identified separately from other leave; hours/days of leave; copies of general and specific notices to employees, including Board policy(ies) and regulations; premium payments of employee health benefits while on leave and records of any disputes with employees regarding granting of leave.

Medical documentation will be maintained separately from personnel files as confidential medical records.

The district will post notice of FMLA and OFLA leave requirements.

Federal vs. State Law

Both federal and state law contain provisions regarding leave for family illness. Federal regulations state an employer must comply with both laws; that the federal law does not supersede any provision of state law that provides greater family leave rights than those established pursuant to federal law; and that OFLA and FMLA leave entitlements run concurrently. State law requires that FMLA and OFLA leave entitlements run concurrently when possible.

For example, due to differences in regulations, an eligible employee who takes OFLA leave after 180 days of employment, but before ~~he/she is~~ they are eligible for FMLA leave, is still eligible to take a full 12 workweeks of FMLA leave after meeting FMLA's eligibility requirements. Thereafter, any eligible leave period will run concurrently, when appropriate.

EMPLOYEE RIGHTS AND RESPONSIBILITIES UNDER THE FAMILY AND MEDICAL LEAVE ACT

Basic Leave Entitlement

FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- For incapacity due to pregnancy, prenatal medical care or child birth;
- To care for the employee's child after birth, or placement for adoption or foster care;
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition; or
- For a serious health condition that makes the employee unable to perform the employee's job.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered servicemember during a single 12-month period. A covered servicemember is: (1) a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness*; or (2) a veteran who was discharged or released under conditions other than dishonorable at any time during the five-year period prior to the first date the eligible employee takes FMLA leave to care for the covered veteran, and who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness*.

***The FMLA definition of "serious injury or illness" for current servicemembers and veterans are distinct from the FMLA definition of "serious health condition".**

Benefits and Protections

During FMLA leave, the employer must maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees must be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms.

Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Eligibility Requirements

Employees are eligible if they have worked for a covered employer for at least 12 months, have 1,250 hours of service over the previous 12 months, and if at least 50 employees are employed by the employer within 75 miles.

Definition of Serious Health Condition

A serious health condition is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the continuing treatment requirement may be met by a period of incapacity of more than three consecutive calendar days combined with at least two visits to a health care provider or one visit and a regimen of continuing treatment, or incapacity due to pregnancy, or incapacity due to a

chronic condition. Other conditions may meet the definition of continuing treatment.

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced leave schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies may also be taken on an intermittent basis.

Substitution of Paid Leave for Unpaid Leave

Employees may choose or employers may require use of accrued paid leave while taking FMLA leave. In order to use paid leave for FMLA leave, employees must comply with the employer's normal paid leave policies.

Employee Responsibilities

Employees must provide 30 days advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with an employer's normal call-in procedures.

Employees must provide sufficient information for the employer to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave. Sufficient information may include that the employee is unable to perform job functions, the family member is unable to perform daily activities, the need for hospitalization or continuing treatment by a health care provider, or circumstances supporting the need for military family leave. Employees also must inform the employer if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also may be required to provide a certification and periodic recertification supporting the need for leave.

Employer Responsibilities

Covered employers must inform employees requesting leave whether they are eligible under FMLA. If they are, the notice must specify any additional information required as well as the employees' rights and responsibilities. If they are not eligible, the employer must provide a reason for the ineligibility.

Covered employers must inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's leave entitlement. If the employer determines that the leave is not FMLA-protected, the employer must notify the employee.

Unlawful Acts by Employers

FMLA makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under FMLA; and
- Discharge or discriminate against any person for opposing any practice made unlawful by FMLA or for involvement in any proceeding under or relating to FMLA.

Enforcement

An employee may file a complaint with the U.S. Department of Labor or may bring a private lawsuit against an employer. FMLA does not affect any Federal or State law prohibiting discrimination, or supersede any State or local law or collective bargaining agreement which provides greater family or medical leave rights.

FMLA section 109 (29 U.S.C. § 2619) requires FMLA covered employers to post the text of this notice. Regulations 29 C.F.R. § 825.300(a) may require additional disclosures.

For additional information:

1-866-4US-WAGE (1-866-487-9243) TTY: 1-877-889-5627

WWW.WAGEHOUR.DOL.GOV

U.S. Department of Labor | Wage and Hour Division

OSBA Model Sample Policy

Code: GCBDA/GDBDA-AR(2)
Revised/Reviewed:

Request for Family and Medical Leave

Employee Request for Family and Medical Leave (FMLA) and/or Oregon Family Leave (OFLA)

PLEASE PRINT

Where the need for the leave may be anticipated, written request for family and medical leave must be made, if practical, at least 30 days prior to the date the requested leave is to begin. Failure to request leave in a timely manner could result in either the leave being postponed or the amount of leave available reduced up to three weeks.

Name _____ Effective date of the leave _____

Department _____ Title _____

Status: ☐ Full-time ☐ Part-time ☐ Temporary

Hire date _____ Length of service _____

Have you taken a family leave in the past 12 months? ☐ Yes ☐ No

If yes, how many work days? _____ Reason for leave _____

I request family or medical leave for one or more of the following reasons:¹

1. ☐ Because of the birth of my child and to care for him or her. (District: Use GCBDA/GDBDA-AR(3)(A) Certification Form)

Expected date of birth _____ Actual date of birth _____
Leave to start _____ Expected return date _____

2. ☐ Because of the placement of a child with me for adoption or foster care. (District: Use GCBDA/GDBDA-AR(3)(A) Certification Form)

Age of child _____ Date of placement _____
Leave to start _____ Expected return date _____

3. ☐ To care for a family member² with a serious health condition. (District: Use GCBDA/GDBDA-AR(3)(B) Certification Form)

Leave to start _____ Expected return date _____

¹ A physician's certification may be required to support a request for family and medical leave. In addition, a fitness-for-duty certification may be required before reinstatement following the leave.

² "Family member," for purposes of FMLA and OFLA leave, means the spouse, custodial parent, noncustodial parent, adoptive parent, stepparent or foster parent, biological parent, child of the employee (biological, adopted, foster or step child, a legal ward or child of the employee standing in loco parentis) or a person with whom the employee is or was in a relationship of "in loco parentis." Additionally, when defining "family member" under OFLA (but not FMLA leave), the definition includes a grandparent, grandchild, parents-in-law or the parents of the employee's registered domestic partner.

Please check one: ☐ Spouse³ ☐ Child ☐ Parent ☐ Individual who was in *loco parentis* when the employee was a child ☐ Parent-in-law or the parent of the employee's registered domestic partner (OFLA leave only) ☐ Custodial parent ☐ Noncustodial parent ☐ Adoptive parent ☐ Stepparent ☐ Foster parent ☐ Grandparent (OFLA leave only) ☐ Grandchild (OFLA leave only).

Please state name and address of relation:

Name _____ Address _____

Does the condition render the family member unable to perform daily activities? _____

4. ☐ Sick child leave due to the closure of a child's school or child care provider.

5. ☐ For a serious health condition which prevents me from performing my job functions. (District: Use GCBDA/ GDBDA-AR(3)(A) Certification Form)

Describe _____

Leave to start _____ Expected return date _____

Regarding 3 or 4 above, request intermittent (reduced workday hours) or reduced leave (fewer workdays each workweek) schedule or alternate duty (if applicable, subject to employer's approval). Please describe schedule of when you anticipate you will be unavailable to work: _____

6. ☐ To care for a child with a condition requiring home care which does not meet the definition of serious health condition and is not life threatening or terminal (OFLA leave only).

7. ☐ A qualifying exigency arising from an employee's spouse, son, daughter, or parent who is a covered servicemember as defined in GCBDA/GDBDA-AR(1), or leave for the spouse per each deployment of the spouse when the spouse has either been notified of an impending call to active duty, has been ordered to active duty, or has been deployed or on leave from deployment. (District: Use GCBDA/GDBDA-AR(3)(C) Certification Form)

8. ☐ To care for a spouse, son, daughter, parent, or next of kin⁴ who is a covered servicemember with a serious illness or injury incurred in the line of duty or active duty in the armed forces. Has leave been taken for the same servicemember and the same injury? ☐ Yes ☐ No (District: Use GCBDA/GDBDA-AR(3)(D) Certification Form) If yes, when was the leave taken and for how many work days? _____

9. ☐ For the death of a family member (OFLA only).

I understand that [I may use any available accrued paid leave, including personal and sick leave or available accrued vacation leave during the leave period.] [the district requires me to use any available accrued sick leave, vacation, personal leave days or other available paid time established by Board policy(ies) and/or collective bargaining agreement) in the order specified by the district and before taking leave without pay during the leave period.] [I am required to use any available accrued paid leave, including personal and sick leave or available accrued vacation leave before taking FMLA and/or OFLA leave without pay during the leave period. I may select the order in which the available paid leave is used.]

If my request for a leave is approved, it is my understanding that without an authorized extension when the need for an extension could be anticipated, I must report to duty on the first workday following the date my leave is _____

³ "Spouse" means individuals in a marriage including "common law" marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

⁴ "Next of kin" means the nearest blood relative of the eligible employee.

scheduled to end. I understand that failure to do so will constitute unequivocal notice of my intent not to return to work and the district may terminate my employment. (A fitness-for-duty certification may be required.)

I authorize the district to deduct from my paychecks any employee contributions for health insurance premiums, life insurance or long-term disability insurance which remain unpaid after my leave, consistent with state and/or federal law.

I have been provided a copy of the district's family and medical leave policy and a copy of my rights and responsibilities under the Family Medical Leave Act leave request form.

Signature of Employee: _____ Date: _____

OSBA Model Sample Policy

Code: GCBDA/GDBDA-AR(4)
Revised/Reviewed:

FMLA/OFLA Eligibility Notice to Employee

DATE: _____

TO: _____
(Employee's name)

FROM: _____
(Name of appropriate employer representative)

SUBJECT: Request for FMLA and/or OFLA Leave

On _____ (date) you notified us of your need to take family/medical leave due to:

1. _____ The birth of your child or the placement of a child with you for adoption or foster care;
2. _____ A serious health condition that makes you unable to perform the essential functions of your job;
3. _____ A serious health condition of your ☐ spouse¹, ☐ child (including the biological, grandchild, adopted or foster child or stepchild of an employee or a child with whom the employee is or was in a relationship of "in loco parentis"), ☐ parent (biological parent of an employee or an individual who stood "in loco parentis" to an employee when the employee was a child), ☐ grandparent (OFLA leave only), ☐ parent-in-law or the parent of an employee's registered domestic partner (OFLA leave only), ☐ custodial parent, ☐ noncustodial parent, ☐ adoptive parent, ☐ foster parent for which you are needed to provide care;
4. _____ Sick child leave due to the closure of a child's school or child care provider;
5. _____ An illness or injury to your child which requires home care but is not a serious health condition (OFLA leave only);
6. _____ A qualifying exigency arising from a spouse, child or parent in the Armed Forces on covered active duty, or in the National Guard or Reserves on covered active duty;
7. _____ Your spouse has been notified of an impending call to active duty, has been ordered to active duty or has been deployed or on leave from deployment;
8. _____ A serious illness or injury, incurred in the line of duty, of a covered service member who is your spouse, child, parent or next of kin;
9. _____ For the death of a family member (OFLA only).

¹ "Spouse" means individuals in a marriage, including "common law" marriage and same-sex marriage. For OFLA, spouse also includes same-sex individuals with a Certificate of Registered Domestic Partnership.

You notified us that you need this leave beginning on _____ (date) and that you expect leave to continue until on or about _____ (date). The FMLA requires that you notify the district as soon as possible if dates of scheduled leave changes or are extended, or were initially unknown.

Except as explained below, you have a right under the FMLA and/or OFLA for up to 12 workweeks of unpaid leave in a 12-month period for the reasons listed above.² The district will use [the calendar year] [any fixed 12-month “leave year”] [the 12-month period measured forward from the date the employee’s leave begins] [a “rolling” 12-month period measured backward from the date the employee uses any family medical leave]. FMLA leave and OFLA leave generally run concurrently. In order to care for an injured service member, you are entitled to up to 26 weeks of leave in a single 12-month period.

Also, your health benefits under FMLA and OFLA must be maintained during any period of unpaid leave under the same conditions as if you continued to work, including you continuing to pay the same portion of the premiums you currently pay. You will be reinstated to the same position, or in some cases under state or federal law, to an equivalent position.

If you do not return to work following FMLA and/or OFLA leave for a reason other than: (1) the continuation, recurrence or onset of a serious health condition which would entitle you to FMLA and/or OFLA; or (2) other circumstances beyond your control, you may be required to reimburse the district for health insurance premiums paid on your behalf during your FMLA and/or OFLA leave.

This is to inform you that (*check appropriate boxes, explain where indicated*):

1. You are ☐eligible ☐not eligible for leave under ☐FMLA ☐OFLA ☐both FMLA and OFLA.
2. The requested leave may be counted against your annual ☐FMLA leave entitlement ☐OFLA leave entitlement ☐FMLA and OFLA leave entitlements.
3. You ☐will ☐will not be required to furnish a medical certification of a serious health condition. If required, you must furnish the certification by _____ (date) (must be at least 15 days after you are notified of this requirement).
4. You may elect to substitute accrued paid leave for unpaid FMLA leave. We ☐will ☐will not require that you substitute accrued paid leave for unpaid FMLA and/or OFLA leave. If paid leave will be used, the following conditions will apply: (*Explain*)
5. a. If you normally pay a portion of the premiums for your health insurance, these payments will continue during the period of FMLA and/or OFLA leave. Arrangements for payment have been discussed with you and it is agreed that you will make premium payments as follows: (*Set forth dates, e.g., the 10th of each month or pay periods, etc., that specifically cover the agreement with the employee.*)
5. b. You have a minimum ☐30-day ☐Other: _____ (*indicate longer period, if applicable*) grace period in which to make premium payments. If payment is not timely made, your group health insurance may be canceled. We will notify you in writing at least 15 days before the date that your health coverage will lapse. At our option, we may also pay your share of the premiums during your FMLA and/or OFLA leave as provided by Board policy and/or collective bargaining agreement, and recover

² Oregon Military Family Leave Act allows for 14 days of leave per deployment.

these payments from you upon your return to work. We ☐will ☐will not pay your share of health insurance premiums while you are on FMLA and/or OFLA leave.

5. c. We ☐will ☐will not do the same with other benefits (e.g., life insurance, disability insurance, etc.) while you are on FMLA and/or OFLA leave. If we do pay your premiums for other benefits, when you return from leave you ☐will ☐will not be expected to reimburse us for the payments made on your behalf.
5. d. Except as noted above, in the event you do not return to work for the district after your FMLA and/or OFLA leave, and the district has paid your share of benefit premiums, you ☐will ☐will not be responsible for reimbursing the district the amount paid on your behalf with the exceptions noted in C.F.R. § 104 (c)(2)(B) of the FMLA.
6. ☐You will be required to present a fitness-for-duty certification prior to being restored to employment following leave for your own serious health condition. If such certification is required but not received, your return to work may be delayed until the certification is provided. A list of essential functions for your position is attached. The fitness-for-duty certification must address your ability to perform these functions.
- ☐You will not be required to present a fitness-for-duty certification prior to being restored to employment following leave for your own serious health condition.
7. a. You ☐are ☐are not a “key employee” as described in C.F.R. § 825.218 of the FMLA regulations. If you are a “key employee,” reinstatement to employment may be denied following FMLA leave on the grounds that such restoration will cause substantial and grievous economic injury to the district. (FMLA leave only.)
7. b. We ☐have ☐have not determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to us. (FMLA leave only.) (*Explain (a) and/or (b) below.*)
8. While on FMLA and/or OFLA leave you ☐will ☐will not be required to furnish us with periodic reports every _____ (*indicate interval of periodic reports, as appropriate for the particular leave situation*) of your status and intent to return to work. If the circumstances of your leave change and you are able to return to work earlier than the date indicated on this form, you ☐will ☐will not be required to notify us at least two workdays prior to the date you intend to report for work.
9. You ☐will ☐will not be required to furnish recertification relating to a serious health condition. (FMLA leave only.) (*Explain below, if necessary, including the interval between certifications as prescribed in C.F.R. § 825.308 of the FMLA regulations.*)
10. You are notified that all leave taken for the purposes of the death of a family member, counts toward the total period of authorized family leave.

Agenda Item 8

*Consent Agenda
Policies – Second Reading*

Code: **ACB**

Adopted:

All Students Belong

The district is dedicated to the success of every student in each of our schools. For that success to occur, the district is committed to equity by recognizing institutional barriers and creating access and opportunities that benefit each student. Equity at Lebanon Community School District will not be confused with equality, where all students are treated the same. Equity will be an enduring commitment where race will no longer be a predictor of student achievement; where historically underserved groups increase in capacity and power; and where barriers to student success have been mitigated or eliminated.

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin^{ 1 }.

All visitors are entitled to participate in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin^{ 2 }.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag³,^{ 4 } and whose display: **(BOARD CAN ADD HERE)**

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

¹ { OAR 581-022-2312 does not include this list of classes for employees (only for students), but it can be added. }

² { OAR 581-022-2312 does not include this list of classes for visitors (only for students), but it can be added. }

³ While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

⁴ { We strongly advise that a district not add to these symbols of hate without first consulting with legal counsel. }

The district prohibits the use or display of any symbols of hate^{ 5 } on school^{ 6 } grounds or in any district- or school-sponsored program, service, school or activity that is funded in whole or in part by monies appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

In responding to the use of any symbols of hate, the district will use non-disciplinary remedial action whenever appropriate.

The district prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of district facilities pursuant to a lease or license.

The district will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

Legal Reference(s):

[ORS 659.850](#)
[ORS 659.852](#)

[OAR 581-002-0005](#)
[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969).

Dariano v. Morgan Hill Unified Sch. Dist., 767 F.3d 764 (9th Cir. 2014).

State v. Robertson, 293 Or. 402 (1982).

⁵ {Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the district document why the district feels that the presence of these symbols will cause a “material and substantial interference with schoolwork or discipline” or collide “with the rights of other students to be secure and be let alone.” These reasons may include previous incidents, current conditions in the schools and other factors.}

⁶ {Oregon Administrative Rule uses “school.”}

Code: **ACB-AR**
Adopted:

Bias Incident Complaint Procedure

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.¹

Step 1^{2}: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and promptly report the incident to the building or program administrator.

Step 2: The administrator or designee shall acknowledge receipt of the complaint, reduce the complaint to writing, and investigate any complaint of a bias incident. Responding staff will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm.^{3}

The administrator or designee must consider whether the behavior implicates other district policies or civil rights laws, and if so, respond accordingly.

The administrator or designee will determine responsibility within 10 days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and

¹ The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

² { These specific procedures are not required. The procedures must include all of the requirements listed in OAR 581-022-2312(6)(e). If making changes, we recommend working closely with legal counsel. }

³ { ODE will be releasing additional guidance to support administrators in these situations. }

- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.⁴

Step 3: If complainant or a respondent wishes to appeal the decision of the administrator or designee, the complainant or respondent may submit a written appeal to the superintendent within five school days after receipt of the administrator or designee's response to the complaint.

The superintendent or designee shall acknowledge receipt of the appeal and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the administrator or designee's decision. The superintendent or designee will respond in writing to the complainant within 10 school days.

The superintendent or designee will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent or designee's response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing within 10 days of this meeting.

The Board will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the administrator or designee, in which case Step 1 will be skipped. Complaints against the administrator can be directed to the superintendent or designee and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the district or a parent or guardian of a student who attends school in the district, is not satisfied after exhausting local complaint procedures, the district fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal⁵ the district's final decision to

⁴ Refer to policies GBL - Personnel Records, JOA - Directory Information and JOB - Personally Identifiable Information and district legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

⁵ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.⁶

District administration will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

When necessary, timelines may be adjusted by the district by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.

⁶ Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

Agenda Item 9

Financial Reports

BOARD MEMORANDUM



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: William H. Lewis III, Business Director

Date: December 31, 2020

Meeting Date: January 14, 2020

Re: Financial Report

Financial Report

The 2020-2021 Financial Board Report included in this packet reflects all revenues and expenditures for 2015-2019 and the budgeted YTD expenditures, plus encumbered amounts for 2020-2021 as of 12/31/20.

2021-22 Update-Included in the board packet is a suggested 2021-22 budget calendar for approval.

The district has an offer on the LHS construction class duplex in the amount of \$527,500. This district views this as a fair price and would like to request the board's approval of this sale. The title company needs a copy of the meeting minutes where the board approves the sale of this property. The scheduled closing is before the next board meeting. Once the sale is approved we will proceed with providing the meeting minutes to the title company prior to their approval at the February meeting.

2020-2021 General Fund Expenditure Report

Obj	Description	16/17 Actual	17/18 Actual	18/19 Project	19/20 Budget	20/21 Budget	12-31-20 YTD	12-31-20 Encumb	12-31-20 Balance
111	Certified salaries	10,161,648	10,831,007	12,299,845	12,665,056	12,540,564	4,042,539	7,916,709	581,316
112	Classified salaries	4,545,055	4,757,666	5,617,686	6,227,931	6,008,791	2,149,508	3,311,454	547,829
113	Administrative salaries	1,648,330	1,614,127	1,782,092	1,873,807	1,863,955	928,101	935,288	566
114	Managerial - classified	178,755	187,797	249,120	154,577	289,051	140,771	142,449	5,831
116	Retirement stipends	51,134	35,621	19,904	91,904	133,413	41,275	80,000	12,138
119	Confidential salaries	84,504	131,698	159,789	162,808	284,898	140,274	142,449	2,175
121	Certified subs	432,293	446,157	43,660	2,000	0	0	0	0
122	Classified subs	155,004	150,074	42,523	1,500	23,975	0	0	23,975
123	Temp certified	73,949	133,971	162,287	82,264	45,425	0	0	45,425
124	Temp classified	0	0	23,111	8,000	21,658	5,547	0	16,111
127	Student helpers salaries	7,895	6,544	4,413	21,000	16,654	5,675	0	10,978
132	Compensation time	25,767	37,764	77,738	52,300	44,207	32,177	0	12,030
133	Extra duty	324,897	286,017	350,933	279,579	128,295	43,767	0	84,528
134	Classified extra hrs	185,048	192,566	200,393	208,000	0	0	0	0
135	Vacation Payoff	6,938	12,246	14,017	29,817	24,292	326	0	23,967
136	Mentor teacher pay	609	0	0	0	0	0	0	0
137	Personal Leave Payout	0	0	0	0	0	0	0	0
138	Department Head Extra Duty	1,613	1,556	788	6,000	30,000	6,000	6,000	18,000
142	Taxable Meal Reimbursement	903	1,503	2,073	0	809	10	0	799
143	Cell Phone Stipend				0	1,080	540	540	0
145	Travel Stipend				0	11,400	0	0	11,400
150	Club Advisor			34,950	29,650	120,904	57,403	69,597	(6,096)
	Total Salaries	17,884,343	18,826,313	21,136,091	21,896,193	21,680,883	7,602,677	12,604,485	1,473,721
210	PERS	4,187,401	4,442,519	5,780,868	7,398,130	7,286,664	2,485,253	4,101,261	700,149
220	Social Security	1,328,140	1,385,595	1,550,125	1,655,388	1,642,024	550,747	910,026	181,250
231	Worker's Comp	173,370	196,943	238,867	293,025	275,747	50,298	71,938	153,512
241	Employee Ins - Admin	212,862	208,912	239,427	215,642	275,263	130,037	128,789	16,437
242	Employee Ins - Certified	2,328,554	2,370,817	2,831,052	2,449,421	2,756,998	857,658	1,704,375	194,965
243	Employee Ins - Classified	2,137,321	2,102,847	2,408,513	2,327,520	2,596,579	841,406	1,387,104	368,070
244	Employee Ins - Other	7,731	27,124	36,487	33,429	65,298	32,887	32,842	(431)
245	Employee Ins - Retired	228,774	195,821	122,925	83,600	52,700	19,085	0	33,615
247	TSA	40,991	22,082	24,336	25,200	45,600	22,800	22,800	0
	Total Benefits	10,645,144	10,952,659	13,232,600	14,481,355	15,086,873	4,992,013	8,359,135	1,735,725
311	Instructional Services	157,581	110,051	121,558	103,800	76,375	22,361	0	54,014
312	Instr Prog Improve Service	36,748	39,424	33,042	53,000	67,750	38,719	0	29,031
319	Other Instr-Prof-Tech SVCS	9,745	23,110	11,205	20,000	10,000	247	0	9,753
322	Repairs & Maintenance	168,482	173,295	254,579	190,300	227,612	73,311	7,018	147,283
323	Radio Service	7,767	38,310	12,455	11,100	11,100	6,589	5,606	(1,095)

2020-2021 General Fund Expenditure Report

Obj	Description	16/17 Actual	17/18 Actual	18/19 Project	19/20 Budget	20/21 Budget	12-31-20 YTD	12-31-20 Encumb	12-31-20 Balance
324	Rentals	104,777	102,560	121,067	129,400	88,286	18,645	183	69,458
325	Electricity	473,758	466,093	453,206	502,620	465,700	130,670	238,352	96,678
326	Fuel	187,899	223,740	181,534	223,135	217,800	34,918	87,518	95,364
327	Water & Sewer	121,239	150,725	138,029	153,520	142,500	57,955	0	84,545
328	Garbage	96,811	95,095	112,864	102,400	87,000	35,914	0	51,086
329	Other Property Services	19,246	34,726	10,550	20,000	0	0	0	0
330	Reimb. Student Transportation	0	1,589	(64,563)	10,200	29,900	3,014	0	26,886
340	Travel	140,225	178,985	149,454	158,263	150,513	793	80	149,640
343	Travel - Student - Out of Dist.	0	2,916	1,140	5,300	4,500	0	0	4,500
346	Meals/Transportation	48	99	153	200	350	0	0	350
348	Staff Tuition	44,768	71,830	92,746	47,000	2,000	42,237	0	(40,237)
351	Telephone	70,529	39,486	44,987	73,165	65,100	23,103	20,171	21,826
353	Postage	21,909	14,712	24,224	26,074	28,900	12,472	7,683	8,746
354	Advertising	3,551	1,087	2,761	4,300	2,650	325	0	2,325
355	Printing & Binding	48,223	51,996	13,712	29,400	30,950	17,447	0	13,503
360	Charter School Payments	1,961,788	1,866,943	2,159,564	2,195,000	2,300,000	1,398,007	0	901,993
371	Tuitions Payments to Other Dist.	29,701	29,536	0	0	0	0	0	0
373	Tuition Pay Private School	0	0	0	5,000	0	0	0	0
374	Other Tuition	625,503	162,192	240,090	92,500	90,000	29,665	0	60,335
381	Audit Services	25,150	27,700	29,150	30,000	39,000	0	0	39,000
382	Legal Services	5,288	11,261	33,971	35,000	35,000	6,449	0	28,552
384	Negotiation Services	13,784	8,590	0	10,000	5,000	0	0	5,000
386	Data Processing SVCS	76,794	75,380	65,278	89,600	65,000	16,668	0	48,332
388	Election Services	0	1,573	4,623	5,000	5,000	0	0	5,000
389	Other Non_instr Pro/Tech	539,114	292,488	451,897	363,700	351,450	180,360	4,562	166,528
391	Physical Exams - Drivers	3,168	4,193	4,072	4,400	5,750	2,901	1,875	974
392	Drug Tests Drivers	635	1,255	1,670	3,000	2,250	620	1,380	250
393	Child Care Services	22,000	22,000	0	15,000	0	0	0	0
394	Sub calling service	7,489	6,464	14,113	15,000	12,000	0	0	12,000
395	Classified subs	0	0	226,030	194,000	228,600	2,287	0	226,313
396	Criminal History checks	2,928	3,179	4,066	3,200	3,500	61	19	3,420
398	Fingerprinting	462	266	38	1,000	2,500	177	0	2,323
399	Classified subs	0	0	499,109	425,000	445,791	5,731	0	440,060
	Total P. Services	5,027,111	4,332,849	5,448,375	5,349,577	5,299,827	2,161,926	374,447	2,763,455
406	Gas Oil & Lubricants	103,868	115,426	190,500	190,500	189,100	12,544	259,982	(83,425)
410	Supplies & Materials	419,096	486,014	452,860	648,024	651,837	151,426	9,885	490,526
413	Vehicle repair parts	48,980	44,746	27,649	52,800	50,500	10,370	26,929	13,201
414	Transportation operations	6,060	8,776	30,655	15,000	25,000	5,785	2,314	16,901

2020-2021 General Fund Expenditure Report

Obj	Description	16/17 Actual	17/18 Actual	18/19 Project	19/20 Budget	20/21 Budget	12-31-20 YTD	12-31-20 Encumb	12-31-20 Balance
420	Textbooks	131,379	83,687	68,642	28,033	9,933	6,949	0	2,984
430	Library Books	8,588	5,880	5,914	15,694	8,200	826	0	7,374
440	Periodicals	1,937	5,354	6,511	6,000	10,800	10,538	0	262
460	Equipment under 5K	212,514	184,119	162,389	178,842	146,100	12,735	0	133,365
470	Computer software	195,888	181,289	184,472	264,360	257,398	259,975	2,190	(4,767)
480	Computer hardware	252,444	221,873	146,797	170,593	181,265	52,498	215,000	(86,233)
	Total Supplies & Materials	1,380,753	1,337,164	1,276,389	1,569,846	1,530,133	523,646	516,300	490,187
520	Buildings Acquisition				0	0	0	0	0
540	Equipment	20,047	65,034	39,805	54,500	25,000	0	0	25,000
564	Bus Replacement	0		258	0	0	0	0	0
590		0			0	0	0	0	0
	Total Capital Outlay	20,047	65,034	47,641	54,500	90,000	0	0	90,000
621	Regular Interest	0	0	0	500	0	0	0	0
640	Dues & Fees	67,655	178,632	101,706	175,180	159,726	58,136	0	101,590
650	Insurance & Judgments	218,639	230,250	245,279	265,588	306,221	0	0	306,221
651		0	0		0	0	0	0	0
652		0	0		0	0	100	0	(100)
653	Property Insurance Premium	0	0		0	0	309,044	0	(309,044)
654		0	0		0	0	0	0	0
655	Judgments & Settlements	0	0		0	2,500	0	0	2,500
659	Settlements	0	34,000		0	0	0	0	0
670	Taxes & Licenses	0	0	0	200	700	981	0	(281)
	Total Other Objects	286,294	442,882	346,985	441,468	469,147	368,261	0	100,886
707	Transfer - Vocational House Fun	0	0	40,000	0	70,000	70,000	0	0
710	Transfer - Technology	200,000	225,000	100,000	0	80,000	80,000	0	0
711	Transfer - Classroom Furniture	50,000	25,000	50,000	0	10,000	10,000	0	0
712	Transfer - Textbook Adoption	350,000	300,000	400,000	400,000	200,000	200,000	0	0
713	Transfer - Capital Improvement	250,000	250,000	400,000		200,000	200,000	0	0
714	Transfer - Track and Turf Fund	110,000	10,000	85,000	10,000	0	0	0	0
715	Transfer - Athletic Fund	365,000	405,000	446,000	450,000	475,000	475,000	0	0
716	Transfer - Bus Replacement	250,000	250,000	300,000	150,000	225,000	225,000	0	0
717	Transfer - Unemploy Ins	15,000	25,000	25,000	25,000	250,000	250,000	0	0
718	PERS Reserve	500,000	500,000	525,000	0	450,000	450,000	0	0
719	Transfer - Food Service	65,225	90,656	100,000	100,000	120,000	120,000	0	0
720	Transfer - Music/Band Replacem	0	0	0	0	20,000	20,000	0	0
730	Transfer - Debt Service	0	100,000	150,000	50,000	0	0	0	0
731	Transfer - Academic Achievemer	0	0	0	0	0	0	0	0
	Total Transfers	2,155,225	2,180,656	2,621,000	1,185,000	2,100,000	2,100,000	0	0
810	Reserve/Contingency	0	0	0	1,750,000	2,000,000	0	0	2,000,000

2020-2021 General Fund Expenditure Report

Obj	Description	16/17 Actual	17/18 Actual	18/19 Project	19/20 Budget	20/21 Budget	12-31-20 YTD	12-31-20 Encumb	12-31-20 Balance
	Grand Total	37,398,917	38,137,559	44,109,082	46,727,940	48,256,864	17,748,525	21,854,367	8,653,973
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2020-2021 General Fund Revenue Report

		15/16 Actual	16/17 Actual	17/18 Actual	18/19 Project	19/20 Budget	20-21 Budget	12-31-20 YTD	12-31-20 Balance
	SSF Formula								
1111,	Taxes	8,533,160	9,048,901	10,057,517	10,136,079	10,938,094	10,938,094	10,406,004	532,090
4801,4899	Federal Forest Fees	205,708	23,160	142,770	179,478	130,000	130,000	-	130,000
3103	Common School	492,013	502,314	410,848	437,082	405,245	400,000	196,116	203,884
3104	State Timber	181,382	137,286	167,068	167,048	160,000	100,000	80,491	19,509
3101/3199	School Support Fund	26,623,971	27,420,195	29,412,167	29,101,930	31,264,455	31,791,963	18,385,636	13,406,327
	Adjustments to SSF Payments								-
	Adj for Prior Year payments	(330,463)	261,223	250,598	(755,646)				-
	Adj for HC Disability Grant	76,394	129,474	29,635	439,748	-	-	-	-
	Total SSF Formula	35,782,164	37,522,552	40,470,603	39,705,718	42,897,794	43,560,057	29,092,858	14,467,199
1510	Interest on Investments	91,245	156,492	267,981	322,591	300,000	250,000	49,456	200,544
4200	Third Party billing	45,178	102,447	72,379	72,372	-	-	-	-
2210	TMR	149,514	208,252	210,894	180,556	150,000	210,000	103,846	106,154
4300	JROTC reimbursement	66,034	73,726	69,777	35,236	65,000	65,000	21,739	43,261
	Other								-
1910	Rental Fees	10,474	9,114	7,731	3,626	10,000	7,500	-	7,500
1980	Fees Charged to Grants	800	-	-	-	100,000	50,000	-	50,000
1312, 1960, 1990,									
5300	Miscellaneous	202,944	213,437	284,801	358,144	300,000	250,000	87,693	162,307
1994	E-Rate reimbursement	82,910	76,847	68,007	-	80,000	80,000	35,232	44,768
5200	Interfund Transfer - Athletics	60,000	60,000	82,657	8,029	850,000	-	-	-
5400	Beginning Fund Balance	3,932,387	3,024,733	3,310,041	5,263,314	2,280,000	3,784,307	4,046,537	(262,230)
	Total	40,423,650	41,447,600	44,844,870	45,949,586	47,032,794	48,256,864	33,437,361	14,819,503
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2020-2021 General Fund Summary Report

	13/14 Actual	16/17 Actual	17/18 Actual	18/19 Budget	19/20 Budget	20-21 Budget	12-31-20 YTD & Enc	12-31-20 Balance
General Fund - Revenue								
SSF Formula		37,131,855	40,190,370	39,633,000	39,705,718	43,560,057	29,092,858	14,467,199
SSF Adjustment		390,697	280,233	-	250,598	-	-	-
State Fiscal Stabilization Fund					-	-	-	-
Federal Ed Jobs					-	-	-	-
School Year SubAccount					-	-	-	-
Loan Receipts					-	-	-	-
Interest		156,492	267,981	100,000	322,591	250,000	49,456	200,544
Third Party Billing		102,447	72,379	80,000	-	-	-	-
TMR		208,252	210,894	175,000	180,556	210,000	103,846	106,154
JROTC		73,726	69,777	65,000	35,236	65,000	21,739	43,261
Other		299,398	360,539	420,000	361,770	387,500	-	387,500
Interfund Transfer		60,000	82,657	70,000	8,029	-	-	-
BFB		3,024,733	3,310,041	5,075,000	5,263,314	3,784,307	4,046,537	(262,230)
Total	=====	41,447,600	44,844,870	45,618,000	46,127,812	48,256,864	33,314,436	14,942,428
General Fund - Expenses								
Salaries		18,826,313	19,506,444	21,146,522	1,626,358	21,680,883	20,207,163	1,473,721
Benefits		10,952,659	12,144,929	13,883,105	1,075,711	15,086,873	13,351,148	1,735,725
P. Services		4,332,849	4,321,151	4,804,971	1,173,868	5,299,827	2,536,373	2,763,455
Supplies		1,337,164	1,742,328	1,670,267	(293,397)	1,530,133	1,039,946	490,187
Capital Outlay		65,034	195,888	54,500	(141,973)	90,000	-	90,000
Other Objects		442,882	335,817	437,635	18,724	469,147	368,261	100,886
Transfers		2,180,656	1,335,000	2,621,000	1,286,000	2,100,000	2,100,000	-
Contingency		-	-	1,000,000	-	2,000,000	-	2,000,000
Total	=====	38,137,559	39,581,557	45,618,000	4,745,292	48,256,864	39,602,891	8,653,973